Melrose Park Elementary School

2020-21 Schoolwide Improvement Plan

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Melrose Park Elementary School

820 SE PUTNAM ST, Lake City, FL 32025

http://mpe.columbiak12.com/

Demographics

Principal: Andrea Cox

Start Date for this Principal: 6/15/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* Black/African American Students* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: C (49%) 2017-18: C (46%) 2016-17: B (54%) 2015-16: C (42%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	[Cassandra Brusca](#)
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).	

School Board Approval

This plan is pending approval by the Columbia County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at [www.floridacims.org.](www.floridacims.org)

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

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820 SE PUTNAM ST, Lake City, FL 32025

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School Demographics

School Type and Grades Served (per MSID File)	**2019-20 Title I School**	**2019-20 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	100%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	66%

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	C	C	C	B

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SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Melrose Park Elementary is a learning community where all students are encouraged to strive for excellence academically, socially, and emotionally in a safe, supportive atmosphere. Our goal is to work in a partnership with our parents and community to create an environment where students are empowered to discover their strengths and to achieve their maximum potential. We set high expectations for all students. Our entire school community shares the belief that all children can and will learn.

Provide the school's vision statement.

Parents, teachers, staff and community members will work together to provide quality educational programs that focus on the total development of the child.

School Leadership Team

Membership
Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.**:**

Name	Title	Job Duties and Responsibilities
Dixon, Latwala	Assistant Principal	Lead team is responsible for creating a work environment which inspires teachers and students to deliver great results and service. To create a safe and nurturing work environment that promotes maximum student achievement.
Lord, Jennie	Instructional Coach	Lead team is responsible for creating a work environment which inspires teachers and students to deliver great results and service. To create a safe and nurturing work environment that promotes maximum student achievement.
Shaw, Ashley	Other	Lead team is responsible for creating a work environment which inspires teachers and students to deliver great results and service. To create a safe and nurturing work environment that promotes maximum student achievement.
Thrasher, Britney	Attendance/ Social Work	Lead team is responsible for creating a work environment which inspires teachers and students to deliver great results and service. To create a safe and nurturing work environment that promotes maximum student achievement.
Cox, Andrea	Principal	Lead team is responsible for creating a work environment which inspires teachers and students to deliver great results and service. To create a safe and nurturing work environment that promotes maximum student achievement.
McLaughlin, Bridget	School Counselor	Lead team is responsible for creating a work environment which inspires teachers and students to deliver great results and service. To create a safe and nurturing work environment that promotes maximum student achievement.

Demographic Information

Principal start date
Saturday 6/15/2019, Andrea Cox

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
1

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
5

Total number of teacher positions allocated to the school
38

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* Black/African American Students* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
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2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

Early Warning Systems

Current Year

The number of students by grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	67	58	69	58	60	62	0	0	0	0	0	0	0	374
Attendance below 90 percent	21	16	16	13	20	14	0	0	0	0	0	0	0	100
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	9	9	7	1	0	0	0	0	0	0	0	0	26
Course failure in Math	0	2	4	1	5	10	0	0	0	0	0	0	0	22
Level 1 on 2019 statewide ELA assessment	0	0	0	0	4	5	0	0	0	0	0	0	0	9
Level 1 on 2019 statewide Math assessment	0	0	0	0	3	10	0	0	0	0	0	0	0	13
	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	5	6	2	9	7	0	0	0	0	0	0	0	29

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	14	10	5	3	1	0	0	0	0	0	0	0	0	33
Students retained two or more times	0	3	1	3	5	2	0	0	0	0	0	0	0	14

Date this data was collected or last updated
Thursday 8/27/2020

Prior Year - As Reported

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	67	83	67	70	75	77	0	0	0	0	0	0	0	439
Attendance below 90 percent	25	18	15	15	19	9	0	0	0	0	0	0	0	101
One or more suspensions	6	8	11	12	26	24	0	0	0	0	0	0	0	87
Course failure in ELA or Math	0	14	8	4	5	4	0	0	0	0	0	0	0	35
Level 1 on statewide assessment	0	0	0	18	41	16	0	0	0	0	0	0	0	75

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	9	6	11	25	14	0	0	0	0	0	0	0	65

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	5	21	19	27	28	30	0	0	0	0	0	0	0	130
Students retained two or more times	0	0	1	7	3	9	0	0	0	0	0	0	0	20

Prior Year - Updated

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	67	83	67	70	75	77	0	0	0	0	0	0	0	439
Attendance below 90 percent	25	18	15	15	19	9	0	0	0	0	0	0	0	101
One or more suspensions	6	8	11	12	26	24	0	0	0	0	0	0	0	87
Course failure in ELA or Math	0	14	8	4	5	4	0	0	0	0	0	0	0	35
Level 1 on statewide assessment	0	0	0	18	41	16	0	0	0	0	0	0	0	75

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	9	6	11	25	14	0	0	0	0	0	0	0	65

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	5	21	19	27	28	30	0	0	0	0	0	0	0	130
Students retained two or more times	0	0	1	7	3	9	0	0	0	0	0	0	0	20

Part II: Needs Assessment/Analysis

School Data
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	50%	60%	57%	43%	56%	55%
ELA Learning Gains	48%	60%	58%	63%	58%	57%
ELA Lowest 25th Percentile	59%	67%	53%	62%	55%	52%
Math Achievement	50%	66%	63%	46%	68%	61%
Math Learning Gains	45%	61%	62%	57%	66%	61%
Math Lowest 25th Percentile	37%	50%	51%	44%	62%	51%
Science Achievement	52%	55%	53%	62%	58%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
	(0)	(0)	(0)	(0)	(0)	(0)	0 (0)

Grade Level Data
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	59%	68%	-9%	58%	1%
	2018	40%	58%	-18%	57%	-17%
Same Grade Comparison		19%				
Cohort Comparison						
04	2019	40%	62%	-22%	58%	-18%
	2018	38%	56%	-18%	56%	-18%
Same Grade Comparison		2%				
Cohort Comparison		0%				
05	2019	46%	59%	-13%	56%	-10%
	2018	29%	53%	-24%	55%	-26%
Same Grade Comparison		17%				
Cohort Comparison		8%				

MATH

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	57%	70%	-13%	62%	-5%
	2018	52%	66%	-14%	62%	-10%
Same Grade Comparison		5%				
Cohort Comparison						
04	2019	26%	64%	-38%	64%	-38%
	2018	50%	67%	-17%	62%	-12%
Same Grade Comparison		-24%				
Cohort Comparison		-26%				
05	2019	59%	65%	-6%	60%	-1%
	2018	56%	68%	-12%	61%	-5%
Same Grade Comparison		3%				
Cohort Comparison		9%				

SCIENCE

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	48%	59%	-11%	53%	-5%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2018	40%	59%	-19%	55%	-15%
Same Grade Comparison		8%				
Cohort Comparison						

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	28	33	42	27	28	38	27				
BLK	49	51	56	44	34	32	46				
HSP	33			67							
MUL	71	55		47	45						
WHT	49	47	55	58	58	50	59				
FRL	51	48	54	53	47	43	47				

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	19	31	27	26	41	39					
BLK	30	33	42	41	44	47	31				
HSP	50			67							
MUL	45			55							
WHT	46	50	40	68	69	45	63				
FRL	38	41	45	52	58	48	43				

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	13	48	57	13	45	40	25				
BLK	30	45	44	38	46	40	50				
MUL	45			36							
WHT	56	77	83	57	78	60	68				
FRL	38	59	62	40	56	46	59				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	49
OVERALL Federal Index Below 41% All Students	NO

ESSA Federal Index	
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	341
Total Components for the Federal Index	7
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	32
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	45
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	50
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0

Multiracial Students	
Federal Index - Multiracial Students	55
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	54
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	49
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Reflection
Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

For ELA, student proficiency in all grades is a challenge. It is below past student performance, as well as, local and state levels. One pattern that has helped us identify needs is that fact that the majority of our teachers were first year teachers or teachers who are out of field. Moving forward we want to make sure that we provide our teachers with a lot of support and professional development. Student proficiency in Math is a challenge as well.

Students continue to perform below district and state averages in science. As well as, a decrease in proficiency from 2016-2017 to 2017-2018. There were not enough students to have data for our subgroups in Science. The trend shows a need for school wide Science instruction. Our focus needs to be on providing teachers with professional development and materials to assist with meaningful Science instruction.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Our greatest decline was fourth grade Math proficiency. In 2018 fourth grade Math proficiency was at 50%, compared to 26% in 2019. This is almost 40% below the local and state percentages. There

were several new teachers in 4th grade that year that contributed to such a drop. In 2019 there was still a new teacher teaching math so there is still a concern for this year's fifth grade students' math proficiency.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Our greatest decline was fourth grade Math proficiency. In 2018 fourth grade Math proficiency was at 50%, compared to 26% in 2019. This is almost 40% below the local and state percentages. There were several new teachers in 4th grade that year that contributed to such a drop. Schoolwide our proficiencies are significantly lower than the district and the state in ELA and in Math. This too could be contributed to the lack of teacher experience. When over 75% of the teachers are first year teachers or out of field it is difficult to offer enough support and professional development to fill in the gaps.

Which data component showed the most improvement? What new actions did your school take in this area?

Melrose Park's ELA Achievement showed the most improvement. In 2018 the school was at 37% proficient, and jumped up 13% to 50% in 2019. Our school is going to continue with our previous actions, but it is important to note that we hired some effective, new teachers and placed some of them in the upper grades. We took such a large risk placing brand new teachers in 4th grade last year, and it hurt us in the end. We did not want to repeat that decision. We also recognized the importance to provide even more support for our teachers. We are pushing in paraprofessional intervention, very heavy in Grades 4 and 5. We offered more professional development as a way to show support. Kagan is one example of professional development that we really pushed during the 2019-2020 school year and will continue to push during the 2020-2021 school year, which will lead to higher student achievement. As a lead team, we are meet with new teachers monthly during the 2019-2020 school year to address their needs. This seemed to show improvement in their professional growth and will be continued this current school year. Fortunately, this year we were able to retain more teachers than previous years and the new hires were mostly in field and familiar with the school.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

Two areas of concern are Suspension and Attendance below 90%. In 2018 there were only 78 students that were below the 90% in attendance, and only 7 students that were suspended. In 2019, Attendance below 90% was 107 students and 87 students had suspensions. In 2020, Attendance below 90% was 101 students and 87 students had suspensions. These two areas continue to pose a huge concern.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. Student Achievement
2. Truancy
3. Behavior
4. Family Engagement

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Student Engagement	
Area of Focus Description and Rationale:	Melrose Park Elementary will improve student achievement in the areas of ELA, Math, and Science by 5%. We chose this area of focus because FSA data continues to show the school's low performance compared to state and district scores. Science has improved a lot and is right at the state level, but ELA and Math proficiency percentages are still considerably lower. Melrose Park is continuing to show improvement in ELA in each grade level, but it still does not meet the district and state level of proficiency. Grades 3 and 5 continue to show growth in Math, but 4th grade proficiency scores went down by almost half.
Measurable Outcome:	The intended outcome is to improve student achievement on FSA in the areas of ELA, Math, and Science by 5%. For ELA Grade 3 will increase to at least 64%, Grade 4 will increase to at least 45% and Grade 5 will increase to at least 51%. For Math Grade 3 will increase to at least 62%, Grade 4 will increase to at least 31% and Grade 5 will increase to at least 64%. For Science Grade 5 will increase to at least 53%.
Person responsible for monitoring outcome:	Andrea Cox (coxa@columbiak12.com)
Evidence-based Strategy:	The evidence-based strategies that we will implement include Kagan and Leveled Literacy Intervention.
Rationale for Evidence-based Strategy:	Research shows that students who are actively engaged in their learning will do better academically. Kagan Structures align instruction with how the brain best learns implementing the essence of both cooperative learning and multiple intelligences philosophies and methods. The Kagan Structures offer an array of engaging student-centered instructional strategies. Research shows that students who are exposed to high-quality leveled books will become more captivated and engaged in reading. Leveled Literacy Intervention provides students with an intensive, small-group, supplementary literacy intervention who find reading and writing difficult. LLI books are developed to gradually increase text complexity and build reading proficiency.

Action Steps to Implement

The CRT will provide curricular resources and effective supplemental instructional materials. The CRT will train in the use of the resources and to help in the implementation of the resources in both whole group and small group instruction.

Use of tutors to provide struggling students with additional time for one-on-one tutoring during the school day.

Use of paraprofessionals is to expand the number and frequency of differentiated small group instruction.

Provide web based programs to provide individualized instruction.

Provide professional development and materials to teachers and administrators to strengthen achievement in all content areas.

Person Responsible	Ashley Shaw (shawa@columbiak12.com)

The Instructional Coach will meet with teachers and provide professional development in KAGAN strategies throughout the school year. She will provide coaching and mentoring to those teachers who need assistance to help students become actively engaged in the learning process.

The Instructional Coach will offer professional development and job embedded professional learning. They will lead school wide initiatives that will provide consistency and understanding of instructional methodology, high impact instructional strategies, data analysis of student performance assessment outcomes and other professional learning activities that focus on the learning needs of students.

Person Responsible   Jennie Lord (lordj@columbiak12.com)

#2. Culture & Environment specifically relating to Parent Involvement

Area of Focus Description and Rationale:	After reviewing the amount of parents and families involved in school functions there was a need for improvement.
Measurable Outcome:	Increase attendance at family engagement activities by 5%.
Person responsible for monitoring outcome:	Ashley Shaw (shawa@columbiak12.com)
Evidence-based Strategy:	The school will implement 4 or more family engagement activities during the school year.
Rationale for Evidence-based Strategy:	Research shows a strong correlation between student achievement and family involvement. The more opportunities that we offer family engagement activities, the more parents have the opportunity to support their child's education path.

Action Steps to Implement

Parent involvement activities are coordinated through the CRT and include teacher and parent workshops. Regular newsletters provide parents with information and resources. Teachers are encouraged to contribute to all newsletters and workshops.

Provide professional development to teachers and administrators to strengthen achievement in the areas of ELA, Writing, Math, Science, Social Studies, discipline, and parent involvement.

All teachers make a concerted effort to meet each parent at least two times a year. All progress monitoring results are reported in a timely manner and conferences help by request to discuss results.

Person Responsible   Ashley Shaw (shawa@columbiak12.com)

#3. Instructional Practice specifically relating to Small Group Instruction	
Area of Focus Description and Rationale:	Students with disabilities at Melrose Park Elementary will improve student achievement in the areas of ELA and Math by 5%. Students identified as black show gains, but they are far below the district and state averages. Students that are economically disadvantaged perform well below the district and state averages as well, but higher than students with disabilities. Students identified as ESE show scores far below other populations.
Measurable Outcome:	The intended outcome is for SWD to improve achievement on FSA in the areas of ELA and Math by 5%. For ELA SWD will increase to at least 24%, and for Math SWD will increase to at least 31%.
Person responsible for monitoring outcome:	Andrea Cox (coxa@columbiak12.com)
Evidence-based Strategy:	The evidence-based strategies that we will implement include Kagan, Leveled Literacy Intervention, and targeted phonics instruction.
Rationale for Evidence-based Strategy:	Research shows that students who are actively engaged in their learning will do better academically. Kagan Structures align instruction with how the brain best learns implementing the essence of both cooperative learning and multiple intelligences philosophies and methods. The Kagan Structures offer an array of engaging student-centered instructional strategies. Research shows that students who are exposed to high-quality leveled books will become more captivated and engaged in reading. Leveled Literacy Intervention provides students with an intensive, small-group, supplementary literacy intervention who find reading and writing difficult. LLI books are developed to gradually increase text complexity and build reading proficiency.

Action Steps to Implement

The CRT will provide curricular resources and effective supplemental instructional materials. The CRT will train in the use of the resources and to help in the implementation of the resources in both whole group and small group instruction.

Use of tutors to provide struggling students with additional time for one-on-one tutoring during the school day.

Use of paraprofessionals is to expand the number and frequency of differentiated small group instruction.

Provide web based programs to provide individualized instruction.

Provide professional development and materials to teachers and administrators to strengthen achievement in all content areas.

Person Responsible	Ashley Shaw (shawa@columbiak12.com)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

The Leadership Team will be focusing on positive student behavior by implementing the Principal's 100 Club this school year in hopes of improving student behavior. We will also be looking at implementing restorative practices that was learned from Rufus Lott training in the summer.

The Leadership Team will monitor student attendance more closely and have designated people make more home visits to find out why so many students are struggling with absences and tardies.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

The school will build positive relationships with parents, families, and other community stakeholders by building a positive culture environment. To build such an environment the school will provide positive communication that is parent and family friendly. Some examples of how the school will provide positive communication are: Remind 101, call out system, weekly communication folders, planners, newsletters, Google Classroom, and phone calls. Positive relationships will also be built by providing meaningful activities for parents and families. The goal of providing these activities is that parents will be better equipped to help their child in all ways and as a result student achievement will increase.

Parent Family and Engagement Plan (PFEP) Link
The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Instructional Practice: Student Engagement				$47,261.33
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	510-Supplies	0071 - Melrose Park Elementary School	School Improvement Funds		$500.00

			Notes: Materials and Supplies: Workbooks and other supplemental materials to provide additional support for ELA, Math, and Science			
	5100	369-Technology-Related Rentals	0071 - Melrose Park Elementary School	Title, I Part A		$16,615.20
			Notes: iReady is used in Grades K-5, ELA and Math, as a diagnostic tool. It also provides an individual path for students to work on their level. Grade Span: K-5			
	5100	369-Technology-Related Rentals	0071 - Melrose Park Elementary School	Title, I Part A		$3,295.00
			Notes: Reflex Math Site License: This website will help with fluency in math facts, which will result in higher math performance. Grade Span:1-5			
	5100	369-Technology-Related Rentals	0071 - Melrose Park Elementary School	Title, I Part A		$372.50
			Notes: Accelerated Reader License for Kindergarten There are several students in Kindergarten that need to be exposed to reading independently. With the purchase of these spots students will be able to participate in this accelerated reading program that will help encourage independent reading and comprehension.			
	5100	510-Supplies	0071 - Melrose Park Elementary School	Title, I Part A		$1,878.25
			Notes: Scholastic News: Purpose: This will provide teachers with a supplemental science curriculum, with real life engaging lessons. Grade Span:PreK-2			
	5100	510-Supplies	0071 - Melrose Park Elementary School	Title, I Part A		$3,100.00
			Notes: Vocabu-Lit: Purpose: Vocabulary is a school wide challenge. With the purchase of this material teachers will be able to provide rigorous instruction that our adopted series does not. Grade Span:2-5			
	5100	510-Supplies	0071 - Melrose Park Elementary School	Title, I Part A		$6,600.00
			Notes: Mentoring Minds: Purpose: This will provide teachers in Grades 3-5 with supplemental test prep materials. Grade Span: 3-5			
	5100	510-Supplies	0071 - Melrose Park Elementary School	Title, I Part A		$1,830.40
			Notes: Word Heroes: Purpose: Our teachers in Grades K-2 need Word Heroes Journal refills for their students each year. This will provide our lower grade students with supplemental vocabulary material. This is to support vocabulary instruction since vocabulary is a weakness school wide. Each set is 132.00, with 114.40 in shipping. Grade Span:K-2			
	5100	510-Supplies	0071 - Melrose Park Elementary School	Title, I Part A		$1,755.60
			Notes: Focus on Reading and Math refills by Curriculum Associates: Purpose: This material provides skill specific intervention for our teachers to use with our bottom quartile students. We purchase refill items as needed each year. The kits come in sets of 10 for 266.00. We will order 6 refills at 1596.00, with a shipping cost of 159.60. Grade Span:K-5			
	5100	510-Supplies	0071 - Melrose Park Elementary School	Title, I Part A		$1,553.49
			Notes: Handwriting Paper, grid paper, and graph paper: Purpose:This provides teachers with materials to use while teaching writing and math. This price includes shipping Grade Span:K-5			
	6400	120-Classroom Teachers	0071 - Melrose Park Elementary School	Title, I Part A		$3,000.00
			Notes: 6 hours of collaborative planning with new standards for 25 teachers			
	6400	220-Social Security	0071 - Melrose Park Elementary School	Title, I Part A		$391.50

	Function	Object	Budget Focus	Funding Source	FTE	2020-21
			Notes: Social Security for collaborative planning with new standards			
	5100	369-Technology-Related Rentals	0071 - Melrose Park Elementary School	Title V, Part B		$3,917.89
			Notes: Accelerated Reader licenses			
	5100	369-Technology-Related Rentals	0071 - Melrose Park Elementary School	Title V, Part B		$805.35
			Notes: Study Island subscription to support Science instruction			
	6400	310-Professional and Technical Services	0071 - Melrose Park Elementary School	Title V, Part B		$346.15
			Notes: iReady professional development			
	6400	140-Substitute Teachers	0071 - Melrose Park Elementary School	Title II		$1,300.00
			Notes: Substitutes for Teachers Working Collaboratively-Data Days			
2	**III.A.**	**Areas of Focus: Culture & Environment: Parent Involvement**				**$11,276.89**
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	6150	510-Supplies	0071 - Melrose Park Elementary School	School Improvement Funds		$250.00
			Notes: Materials and Supplies to provide family engagement activities: refreshments, parent resources to help students in ELA, Math, and Science			
	5100	360-Rentals	0071 - Melrose Park Elementary School	Title, I Part A		$2,800.00
			Notes: Xerox Copier Rental for CRT to copy Newsletters, resources for parents, flyers about upcoming events, and other communications that need to be sent home to the parents. Grade Span: PreK-5th			
	6150	510-Supplies	0071 - Melrose Park Elementary School	Title, I Part A		$1,550.00
			Notes: Materials and supplies for parent resource room: Provide more material for parents to check out to support learning at home. Materials include educational games, flash cards, and books.			
	6150	510-Supplies	0071 - Melrose Park Elementary School	Title, I Part A		$2,700.00
			Notes: Planners and Communication folders to communicate with parents			
	6150	369-Technology-Related Rentals	0071 - Melrose Park Elementary School	Title, I Part A		$50.00
			Notes: All Dads Subscription: to get father figures involved and equipped to support their child's education			
	6150	510-Supplies	0071 - Melrose Park Elementary School	Title, I Part A		$300.00
			Notes: All Pro Dads Materials to help equip fathers to support their child at home			
	6150	510-Supplies	0071 - Melrose Park Elementary School	Title, I Part A		$400.00
			Notes: Provide a STEM Activity night for families to participate in STEM activities and receive hands-on support regarding STEM activities			
	6150	510-Supplies	0071 - Melrose Park Elementary School	Title, I Part A		$500.00

	Function	Object	Budget Focus	Funding Source	FTE	2020-21
			Notes: Science Curriculum for Science Night to help parents support their children at home			
	6150	510-Supplies	0071 - Melrose Park Elementary School	Title, I Part A		$500.00
			Notes: iReady Data/Support Night materials and supplies			
	6150	510-Supplies	0071 - Melrose Park Elementary School	Title, I Part A		$400.00
			Notes: Support Night/Study Habits night materials			
	6150	510-Supplies	0071 - Melrose Park Elementary School	Title, I Part A		$400.00
			Notes: FSA Night/Study Habit Support materials			
	6150	510-Supplies	0071 - Melrose Park Elementary School	Title, I Part A		$200.00
			Notes: Kindergarten Round Up transition activity night to help parents transition their children into kindergarten			
	6150	510-Supplies	0071 - Melrose Park Elementary School	Title, I Part A		$800.00
			Notes: Step Up Day transition activity and materials to help provide summer bridge materials to prevent summer slide			
	6150	510-Supplies	0071 - Melrose Park Elementary School	Title, I Part A		$426.89
			Notes: Curriculum Help Night materials to offer resources to parents so they can support learning at home			
3	**III.A.**	**Areas of Focus: Instructional Practice: Small Group Instruction**				**$7,808.89**
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	510-Supplies	0071 - Melrose Park Elementary School	School Improvement Funds		$1,000.00
			Notes: Materials and Supplies: Workbooks and other supplemental materials to provide additional support for ELA, Math, and Science			
	5100	160-Other Support Personnel	0071 - Melrose Park Elementary School	Title, I Part A		$3,712.80
			Notes: Tutor for small group remediation in core subjects			
	5100	220-Social Security	0071 - Melrose Park Elementary School	Title, I Part A		$284.03
			Notes: Social Security/Medicare for Title I Tutor			
	5100	510-Supplies	0071 - Melrose Park Elementary School	Title, I Part A		$956.07
			Notes: Curriculum Associates-Phonics For Reading: This serves as an intervention resource for our teachers in Grades 3-5. Our school struggles with phonics, and when the students get into the upper grades there are not many resources to help with phonics. Grade Span:3-5			
	5100	510-Supplies	0071 - Melrose Park Elementary School	Title, I Part A		$855.99
			Notes: Heggerty Phonemic Awareness Curriculum: Purpose: This material provides supplemental resources for teachers to teach phonemic awareness, which is a struggle for our students. The cost per kit is 79.99, and the cost of shipping is 56.09. Grade Span:K-1			
	5100	510-Supplies	0071 - Melrose Park Elementary School	Title, I Part A		$1,000.00

	Notes: KAGAN Materials: Purpose: Teachers will receive items based on their "Wish List", to help support Kagan strategies in the classroom. This includes items such as Kagan Books, Smart Cards, Learning Chips, Cubes, Manipulatives, Mix and Match, Posters, Question Cards, Match Mine, and Story Switcher. These materials will provide resources for teachers to easily implement Kagan strategies.
Total:	**$66,347.11**