

Putnam County School District

Mellon Elementary School



2020-21 Schoolwide Improvement Plan

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Mellon Elementary School

301 MELLON RD, Palatka, FL 32177

www.putnamschools.org/o/mellon

Demographics

Principal: Elizabeth Weaver

Start Date for this Principal: 12/1/2016

2019-20 Status (per MSID File)	Closed: 2021-06-30
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	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	0%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	
School Grades History	2018-19: D (33%) 2017-18: C (42%) 2016-17: D (34%) 2015-16: D (33%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	CS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

This plan was approved by the Putnam County School Board on 11/3/2020.

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.

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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Mellon Elementary School

301 MELLON RD, Palatka, FL 32177

www.putnamschools.org/o/mellon

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	76%

School Grades History

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

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<https://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.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Mellon Elementary School's mission statement is the following:

Mellon Elementary will ensure student success by fostering a community of kind learners through Positive Leadership, Ownership, and High Expectations.

Provide the school's vision statement.

We will create a school that is recognized as a safe, caring place where teachers use their autonomy, trust, and collegiality to engage students in research-based learning opportunities that leave them ready to be successful academically, socially and emotionally.

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
Campbell, Elysha	Other	Through student mentoring, Elysha Campbell will develop and maintain behavior, attendance and academic supports while maintaining clear communication between home and school.
Weaver, Libby	Principal	Libby Weaver, principal, will accept responsibility for the instructional vision and management of all school functions by delegating, observing, following through, and coaching of the employees. She will evaluate all employees and keep the leadership team focused on the mission of ensuring student success.
McCullough, Michelle	Instructional Technology	Michelle McCullough will have the responsibility of coaching and mentoring teachers in the use of instructional technology and will hold the role of keeper of the progress monitoring reporting system to track progress on school grade. In addition, she will operate the Accelerated Reader rewards and incentive program.
Overturf, Gale	Instructional Coach	Gale Overturf will support high yield classroom strategies as well as assist in the development of other school-wide initiatives for the furthering of our mission. She will provide professional development through targeted feedback cycles and PLCs.
Hutcheson, Amber	Administrative Support	Amber Hutcheson will lead the MTSS/Rtl process at Mellon Elementary as well as coordinate family and community resources in an effort to provide an optimal environment for student growth and achievement.
Gilyard, Joanne	Assistant Principal	Joanne "Tina" Gilyard will accept responsibility for assisting the principal to maintain the instructional vision and management of all school functions by delegating, observing, following through, and coaching of the employees. She will assist with the evaluation of all employees and with keeping the leadership team focused on the mission of ensuring student success.

Demographic Information

Principal start date

Thursday 12/1/2016, Elizabeth Weaver

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.*

0

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.*

4

Total number of teacher positions allocated to the school

19

Demographic Data

2020-21 Status (per MSID File)	Closed: 2021-06-30
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	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	0%
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SI Region	Northeast
Regional Executive Director	Cassandra Brusca
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Year	
Support Tier	
ESSA Status	CS&I
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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	58	60	56	36	46	42	0	0	0	0	0	0	0	298
Attendance below 90 percent	21	16	9	10	9	16	0	0	0	0	0	0	0	81
One or more suspensions	5	1	4	0	7	7	0	0	0	0	0	0	0	24
Course failure in ELA	0	0	0	0	1	22	0	0	0	0	0	0	0	23
Course failure in Math	0	0	0	0	2	9	0	0	0	0	0	0	0	11
Level 1 on 2019 statewide ELA assessment	0	0	0	0	15	29	0	0	0	0	0	0	0	44
Level 1 on 2019 statewide Math assessment	0	0	0	0	25	20	0	0	0	0	0	0	0	45

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	2	1	1	0	11	26	0	0	0	0	0	0	0	41

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	2	1	7	0	0	0	0	0	0	0	0	0	0	10
Students retained two or more times	0	0	0	0	0	1	0	0	0	0	0	0	0	1

Date this data was collected or last updated

Friday 9/18/2020

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	65	50	45	41	41	45	0	0	0	0	0	0	0	287
Attendance below 90 percent	20	11	8	15	9	18	0	0	0	0	0	0	0	81
One or more suspensions	0	2	1	2	5	15	0	0	0	0	0	0	0	25
Course failure in ELA or Math	0	0	0	0	0	11	0	0	0	0	0	0	0	11
Level 1 on statewide assessment	0	0	0	0	22	26	0	0	0	0	0	0	0	48

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	1	0	0	7	20	0	0	0	0	0	0	0	28

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	8	4	2	0	0	0	0	0	0	0	0	0	0	14
Students retained two or more times	0	0	0	0	1	0	0	0	0	0	0	0	0	1

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	65	50	45	41	41	45	0	0	0	0	0	0	0	287
Attendance below 90 percent	20	11	8	15	9	18	0	0	0	0	0	0	0	81
One or more suspensions	0	2	1	2	5	15	0	0	0	0	0	0	0	25
Course failure in ELA or Math	0	0	0	0	0	11	0	0	0	0	0	0	0	11
Level 1 on statewide assessment	0	0	0	0	22	26	0	0	0	0	0	0	0	48

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	1	0	0	7	20	0	0	0	0	0	0	0	28

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	8	4	2	0	0	0	0	0	0	0	0	0	0	14
Students retained two or more times	0	0	0	0	1	0	0	0	0	0	0	0	0	1

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	25%	46%	57%	23%	43%	55%
ELA Learning Gains	31%	55%	58%	45%	50%	57%
ELA Lowest 25th Percentile	37%	54%	53%	53%	50%	52%
Math Achievement	25%	51%	63%	19%	52%	61%
Math Learning Gains	40%	56%	62%	39%	56%	61%
Math Lowest 25th Percentile	50%	43%	51%	42%	42%	51%
Science Achievement	25%	41%	53%	15%	37%	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	26%	41%	-15%	58%	-32%
	2018	31%	40%	-9%	57%	-26%
Same Grade Comparison		-5%				
Cohort Comparison						
04	2019	14%	43%	-29%	58%	-44%
	2018	19%	38%	-19%	56%	-37%
Same Grade Comparison		-5%				
Cohort Comparison		-17%				
05	2019	28%	42%	-14%	56%	-28%
	2018	26%	39%	-13%	55%	-29%
Same Grade Comparison		2%				
Cohort Comparison		9%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	14%	46%	-32%	62%	-48%
	2018	30%	48%	-18%	62%	-32%
Same Grade Comparison		-16%				
Cohort Comparison						
04	2019	36%	53%	-17%	64%	-28%
	2018	25%	50%	-25%	62%	-37%
Same Grade Comparison		11%				
Cohort Comparison		6%				
05	2019	17%	44%	-27%	60%	-43%
	2018	32%	48%	-16%	61%	-29%
Same Grade Comparison		-15%				
Cohort Comparison		-8%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	22%	38%	-16%	53%	-31%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2018	34%	42%	-8%	55%	-21%
Same Grade Comparison		-12%				
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	23	31		30	48		38				
BLK	22	25	21	22	37	47	27				
HSP	31			25							
WHT	33	38		35	33						
FRL	23	31	37	22	39	50	26				
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	29	45	45	27	50	45	20				
BLK	22	30	36	25	38	42	22				
HSP	10			20							
WHT	59	70		48	63		67				
FRL	26	39	50	28	44	44	23				
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		33		5	38						
BLK	19	43	53	13	29	29	6				
HSP	8			25							
WHT	40	45		30	52						
FRL	20	43	47	14	37	42	4				

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)	CS&I
OVERALL Federal Index – All Students	33
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	

ESSA Federal Index	
Total Points Earned for the Federal Index	233
Total Components for the Federal Index	7
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	34
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	29
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	2
Hispanic Students	
Federal Index - Hispanic Students	28
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	1
Multiracial Students	
Federal Index - Multiracial Students	

Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
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	35
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	33
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
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.

All Achievement areas (ELA, Math and Science) were the lowest at 25%. The greatest contributing factor to low performance is the lack of solid foundational literacy skill instruction during the time period in which assessed students were in primary grades. The missed opportunities in the area of writing in fourth grade specifically was harmful to our ELA achievement scores. In addition, the high mobility rate of our students resulted in approximately 1/3 of all assessed students being new to Mellon during the 2018-2019 school year, many of which had attend multiple schools throughout their career.

Historical trends indicate ELA achievement has been low at Mellon. Science achievement which showed the greatest improvement in 2017-2018 showed the greatest drop in achievement in 2018-2019; however, the 25% still surpassed science performance historically.

While state assessment data is not available for the 2019-2020 school year, qualitative data indicates the recruitment and placement of teachers with effective VAM being placed in fourth and fifth grades. In addition ELA unit builds were implemented in third through fifth grades thus insuring appropriate levels of text complexity in those grade levels as indicated by Conditions and Rigor Walks.

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

ELA Gains, ELA Bottom Quartile Gains and Science Achievement showed the greatest decline from the prior year with each area dropping 13%. Factors that contributed to this decline include: high mobility rates, missed opportunities in writing, lack of foundational skills from early grades and the small number of students who compose our bottom quartile. One student in the BQ at Mellon is responsible for approximately a 17% change.

Again, the recruitment of teachers with effective VAM scores being placed in fourth and fifth grades along with the implementation of ELA unit builds in third through fifth grades increased the rigor by insuring complex text. ELA unit builds were designed to specifically incorporate grade level science content to maximize science exposure, and Performance Matters progress monitoring assessments indicated a projection of 37% proficiency which would have been a 12 percent increase.

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.

Math Achievement had the greatest gap when compared to the state average. Lack of Basic Foundational Skills as well as an abysmal performance in grade 3 math contributed to this outcome.

Personnel changes were made to grades three through five. Teachers with effective VAM were recruited and placed in fourth and fifth grades. Teachers were chosen for third grade with strength in math as a major consideration. While iReady midyear diagnostic assessment did not show a drastic improvement in math proficiency, positive growth was indicated as follows:

Grade K: D1 - 18% Green to D2 53% Green

Grade K: D1 - 82% Yellow to D2 47% Yellow

Grade 1: D1 - 5% Green to D2 12% Green

Grade 1: D1- 2% Red to D2 0% Red

Grade 2: D1 - 5% Green to D2 12% Green

Grade 2: D1- 41% Red to D2 15% Red

Grade 3: D1- 32% Red to D2 15 % Red

Grade 4: D1 - 3% Green to D2 18% Green

Grade 4: D1- 53% Red to D2 16 % Red

Grade 5: D1 - 14% Green to D2 30% Green

Grade 5: D1- 37% Red to D2 26% Red

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

While no areas showed improvement between 2017-2018 and 2018-2019, iReady Diagnostic data for 2019-2020 indicated an 11% increase in ELA proficiency from the 2018-2019 state data.

Performance Matters indicated a 12% increase in science proficiency from the 2018-2019 state data.

The recruitment of teachers with effective VAM scores were placed in fourth and fifth grades. The implementation of ELA unit builds in third through fifth grades increased the rigor by insuring complex text. ELA unit builds were designed to specifically incorporate grade level science content to maximize science exposure.

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

The overwhelming majority of our students do not reach proficiency; however, no one fails a course until grades 4 and 5. This continues to be a huge concern. The standards based grading system that is in place for grades K-3 is too broad and does not clearly communicate student performance levels. Poor attendance patterns that are established in Kindergarten before students are of compulsory

attendance age, contributes to weak foundational skills as well as poor attendance habits that often remain through out.

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

Continue to:

1. Strengthen Core Instruction in ALL grades insuring that students are given rigorous grade level tasks.
2. Be targeted and prescriptive with interventions.
3. Make certain that effective teachers are in place.
4. Extend phonics instruction through grade 3 and focus on lost opportunities in writing in grades 4 and 5.
5. Release the thinking to the students allowing for productive struggle and problem solving.

Part III: Planning for Improvement

Areas of Focus:

#1. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups

Area of Focus Description and Rationale:	Our overall Federal Index is 33% with five subgroups falling below 41%. Subgroups to be addressed include: SWD at 34%, Black at 29%, Hispanic at 28%, White at 35% and Economically Disadvantaged at 33%. Based on this data, efforts will focus on a school wide implementation of identified strategies.
Measurable Outcome:	If we focus on standards-based instruction and strong, intentional interventions, then teachers will build and deliver rigorous standards-based instruction that increase proficiency in all grade levels and subgroups. The performance of the black subgroup will rise from 29 to 41 percent in all academic categories as determined by the Federal Index. If the number of students within the black subgroup not meeting the minimum thresh hold for reading, thus requiring reading intervention decreases by 15% between Survey 2 and Survey 3, we will be making adequate progress toward our goal.
Person responsible for monitoring outcome:	Libby Weaver (eweaver@my.putnamschools.org)
Evidence-based Strategy:	We will identify specific students within the Hispanic and African American subgroups, provide individualized support, and monitor progress.
Rationale for Evidence-based Strategy:	All subgroups fall below 41% and overall proficiency remains in the F range as determined by the 2019 Florida Standards Assessment results and Federal Index measure. While progress monitoring for the 2019-2020 showed improvement, a positive affect on the African American sub-group will have the greatest positive impact on school grade.

Action Steps to Implement

- 1.) Utilize district Leadership Coach to provide job embedded professional learning focused upon Conditions for Learning and Rigor Walks.
- 2.) Utilize district Leadership Coach and district ELA Coach to provide job embedded professional learning focused upon expanding and developing Academic Teaming.
- 3.) Our AVID team will work to implement technology as a tool for collaboration and provide opportunities to work collaboratively by identifying professional development topics addressing technology as a tool for collaboration and modeling the instructional strategy at monthly school-wide PLCs.
- 4.) Implement Open Court Phonics as the core program for K, 1, 2 and 3 Option 1 and Option 2 students.
- 5.) Implement LLI to identified students in need of intervention (grades K-5) daily.
- 6.) Implement Enrichment Opportunities for identified proficient students (grades K-5) daily using novel studies, literacy circles and ACT materials.
- 7.) Using SIG4 funds, implement SIPPS (grades 1-2) daily for targeted students in Option 1 and Option 2
- 8.) Using SIG4 funds, implement SIPPS (grade K) daily for targeted students beginning in January for students in Option 1 and Option 2.
- 9.) Implement the Pre-A and Emergent Guided Reading Plan for 29 days starting the second week of school for grade K.
- 10.) Continue to use Standards-Focus boards as an instructional tool for students in all grade levels daily for both Option 1 and Option 2 students.
- 11.) Implement the use of the WICOR tracker on the lesson plan checklist monthly.
- 12.) Develop and deliver rigorous instruction that is aligned to the standards by applying the AVID strategy-WICOR as a requirement for lesson plans daily.
- 13.) Continue to use iReady resources (Teacher Toolbox, workbooks, manuals, and online student instruction) daily/weekly as needed.

- 14.) Individual small group Zoom meetings for virtual students during W.I. N. Lab designed to meet specific student needs.
- 15.) Using SIG4 funds, implement after school tutoring opportunities for identified students.
- 16.) Using UniSIG dollars, pay for additional grade level planning sessions with district level coaches that occur beyond the contracted day.
- 17.) Using UniSIG dollars, offer summer bridge opportunities for rising third grade students during the summer from 2021.
- 18.) Using UniSIG and SIG 4 dollars, contract for tutoring positions to support students during the school day.
- 19.) Utilize UniSIG funds to hire a Student Success Mentor to support academic and social emotional needs of identified students.
- 20.) Monitor Option 2 (Digital) students taught by teachers not assigned to Mellon Elementary through iReady Growth Monitoring and individual iReady paths.
- 21.) Monitor Option 2 (Digital) students taught by teachers not assigned to Mellon Elementary through Skyward Attendance and Gradebook.
22. At a minimum, bi-monthly electronic communication with teachers assigned to other buildings but teaching Mellon students.
23. Contact parents of Option 2 (Digital) students taught by teachers not assigned to Mellon Elementary who are having attendance issues and or academic struggles based on Skyward monitoring and bimonthly teacher communication.
24. Provide New Line Interactive Touch Panel Devices for Option 2 (digital) teachers to allow for increased teacher monitoring and student engagement.

Note: As of 10/12/2020, 27 students in grades 3, 4, and 5 remained on the digital option.

Person Responsible Libby Weaver (eweaver@my.putnamschools.org)

#2. Instructional Practice specifically relating to Standards-aligned Instruction**Area of****Focus****Description
and****Rationale:**

Our overall Federal Index is 33% with all subgroups falling below 41%. Based on this data, instruction in the core program must be rigorous, targeted and standards aligned.

**Measurable
Outcome:**

If we focus on standards-based instruction and strong, intentional interventions, then teachers will build and deliver rigorous standards-based instruction that increases proficiency in all grade levels and subgroups. The performance of the black subgroup will rise from 29 to 41 percent in all academic categories as determined by the Federal Index.

We will know we are making adequate progress toward this goal when our LSI Conditions Walk tool indicates that 80% of student tasks are aligned to a standards based learning target and the LSI Rigor Walk tool indicates that 80% of student evidence indicates either most or all student evidence is aligned to the learning target.

**Person
responsible
for
monitoring
outcome:**

Libby Weaver (eweaver@my.putnamschools.org)

**Evidence-
based
Strategy:**

Student teaming using rigorous, target/task aligned experiences will be the primary learning acquisition strategy used.

**Rationale
for
Evidence-
based
Strategy:**

All subgroups fall below 41% and overall proficiency remains in the F range as determined by the 2019 Florida Standards Assessment results and Federal Index measure. Well-planned and purposeful student teaming is an evidence based strategy that promotes student ownership, engagement and rigorous thinking necessary to increase overall proficiency.

Action Steps to Implement

- 1.) Utilize SIG4 funds for stipends for after school bi-monthly PLCs that support school culture development, instructional strategy attainment and data driven instruction.
- 2.) Utilize SIG4 funds to purchase books for book studies during schoolwide PLCs that support school culture development, instructional strategy attainment and data driven instruction.
- 3.) Utilize district Leadership Coach to provide job embedded professional development focused upon Conditions for Learning and Rigorous Instruction.
- 4.) Utilize district ELA coaches to provide job embedded professional learning focused upon academic teaming strategies.
- 5.) Our AVID team will work to implement technology as a tool for collaboration and provide opportunities to work collaboratively by identifying professional development topics addressing technology as a tool for collaboration and modeling the instructional strategy at monthly at school-wide PLCs.
- 6.) Implement the use of the WICOR tracker on the lesson plan checklist monthly.
- 7.) Develop and deliver rigorous instruction that is aligned to the standards by applying the AVID strategy-WICOR as a requirement for lesson plans daily.
- 8.) Using UniSIG dollars, pay for additional grade level planning sessions with district level coaches that occur beyond the contracted day.
- 9.) Monitor Option 2 (Digital) students taught by teachers not assigned to Mellon Elementary through iReady Growth Monitoring and individual iReady paths.
- 10.) Monitor Option 2 (Digital) students taught by teachers not assigned to Mellon Elementary through Skyward Attendance and Gradebook.
- 11.) At a minimum, bi-monthly electronic communication with teachers assigned to other buildings but

teaching Mellon students.

12. Contact parents of Option 2 (Digital) students taught by teachers not assigned to Mellon Elementary who are having attendance issues and or academic struggles based on Skyward monitoring and bimonthly teacher communication.

13. Provide New Line Interactive Touch Panel Devices for Option 2 (digital) teachers to allow for increased teacher monitoring and student engagement.

Note: As of 10/12/2020, 27 students in grades 3, 4, and 5 remained on the digital option.

Person Responsible Libby Weaver (eweaver@my.putnamschools.org)

Additional Schoolwide Improvement Priorities

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

We will use grade level and school wide PLC's as tools to regularly and systematically disaggregate data, mold school culture and focus on instructional strategies necessary to align standards based instruction and prescribe the intervention services necessary for student growth and achievement.

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.

Parent and family involvement is necessary for maintaining a positive school culture. Our goal is to have 95% of all parents involved in some capacity in their child's education at Mellon. We would like this involvement to contain 2-way communication. This will be accomplished and documented through the acknowledgement and input in the development of the Parent-Student-Teacher compact, in-put into the PFEP, as well as soliciting parent input into how parent and family involvement funds are spent. As always, more traditional communication like face to face parent conferences, positive and concern based phone calls, and notes home will be utilized. We will offer activities at varied times both at the school and in our neighborhoods as well as provide food and child care when necessary to alleviate barriers preventing parent attendance. (Sign in sheets, agendas and related handouts will serve as documentation of this effort.) In addition to neighborhood based and school based family outreach efforts, we will work in conjunction with the local housing authority to disseminate information to families and coordinate support resources.

Social and emotional wellness is a cornerstone of positive school environment. In an effort to support and promote social emotional learning, all staff will be trained in Collaborative Classroom's Caring School Community Curriculum. At a minimum, bi-monthly class councils will be required. In addition, all staff has been trained in Mental Health First Aid. UniSIG funds will be used to employ an on site Student Success Mentor, and the district employs Mental Wellness Counselors to support our most at risk students.

In addition, the school works in conjunction with community organizations and partners. We work with local day cares and the district PreK Coordinator to support early learning initiatives. Palatka High School, located next door, provides student volunteers to assist with mentoring and tutoring throughout the school day. Community partnerships exist with professional, community and civic organizations such as the Kiwanis Club of the Azalea City, Zeta Mu Zeta Chapter of Zeta Phi Beta Sorority, Northpoint Youth Mentoring Program, Hope FM, Free and Accepted Masons Palatka Lodge No. 34, and various faith based community churches. Finally, school board members participate in various school based activities throughout the school year.

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: ESSA Subgroup: Outcomes for Multiple Subgroups				\$113,779.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	390-Other Purchased Services	0091 - Mellon Elementary School	UniSIG		\$24,000.00
			Notes: Compensation for hourly contracted tutoring through Remedy Intelligent Staffing to screen and hire personnel to support ELA interventions at Mellon Elementary. Remedy is a staffing service that provides hourly professional contracted services. This is not a sub agreement. A tutor may qualify for the maximum compensation of \$25.00 per hour based on qualifications with a bill rate of \$33.75.			
	5100	120-Classroom Teachers	0091 - Mellon Elementary School	UniSIG		\$9,000.00
			Notes: Compensation for seven teachers at Mellon Elementary to provide academic and leadership instruction for selected students entering Grades 3 and 5 during July 2021. Teachers will be paid a rate of \$30.00 per hour for a total of 300 hours.			
	5100	210-Retirement	0091 - Mellon Elementary School	UniSIG		\$900.00
			Notes: Retirement for seven teachers at Mellon Elementary to provide academic and leadership instruction during July 2021. Retirement rate is 10.00%.			
	5100	220-Social Security	0091 - Mellon Elementary School	UniSIG		\$689.00
			Notes: Social Security/Medicare for seven teachers at Mellon Elementary to provide academic and leadership instruction during July 2021. Benefit rate is 7.65%.			
	5100	390-Other Purchased Services	0091 - Mellon Elementary School	UniSIG	1.0	\$33,440.00
			Notes: Compensation for hourly contracted tutoring through Remedy Intelligent Staffing to screen and hire personnel to support mathematics and ELA interventions for students with the most significant academic needs at Mellon Elementary. Remedy is a staffing service that provides hourly professional contracted services. This is not a sub agreement. A tutor may			

			<i>qualify for the maximum compensation of \$25.00 per hour based on qualifications with a bill rate of \$33.75.</i>			
	6100	160-Other Support Personnel	0091 - Mellon Elementary School	UniSIG	1.0	\$35,000.00
			<i>Notes: Salary for one Student Success Mentor at Mellon Elementary to support the success of students in low-performing subgroups. The job goal of the Student Success Mentor is to increase students' overall success in school by providing mentoring services, improving communication, and monitoring data.</i>			
	6100	210-Retirement	0091 - Mellon Elementary School	UniSIG		\$3,500.00
			<i>Notes: Retirement for one Student Success Mentor at Mellon Elementary to support the success of students in low-performing subgroups. Retirement rate is 10.00%.</i>			
	6100	220-Social Security	0091 - Mellon Elementary School	UniSIG		\$2,678.00
			<i>Notes: Social Security/Medicare for one Student Success Mentor at Mellon Elementary to support the success of students in low-performing subgroups. Benefit rate is 7.65%.</i>			
	6100	230-Group Insurance	0091 - Mellon Elementary School	UniSIG		\$4,500.00
			<i>Notes: Group Insurance for one Student Success Mentor at Mellon Elementary to support the success of students in low-performing subgroups. District share is \$4500 per employee.</i>			
	6100	232-Life Insurance	0091 - Mellon Elementary School	UniSIG		\$72.00
			<i>Notes: Life Insurance for one Student Success Mentor at Mellon Elementary to support the success of students in low-performing subgroups. Rate is \$0.203 per thousand up to \$50,000.</i>			
2	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction				\$9,316.48
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	6400	120-Classroom Teachers	0091 - Mellon Elementary School	UniSIG	1.0	\$3,000.00
			<i>Notes: Expenditures to provide stipends for 16 teachers at Mellon Elementary to participate in professional learning beyond the contract day. Teachers will be paid a rate of \$25 per hour for a total of 120 hours.</i>			
	6400	220-Social Security	0091 - Mellon Elementary School	UniSIG		\$230.00
			<i>Notes: Social Security/Medicare for 16 teachers at Mellon Elementary to participate in professional learning beyond the contract day. Benefit rate is 7.65%.</i>			
	5100	510-Supplies	0091 - Mellon Elementary School	UniSIG		\$6,086.48
			<i>Notes: Expenditures for instructional supplies at Mellon Elementary to support standards-aligned instruction including notebooks, folders, student novels/books, binders, highlighters, student headphones, markers, chart paper, and student workbooks.</i>			
Total:						\$129,508.75