

Putnam County School District

Melrose Elementary School



2021-22 Schoolwide Improvement Plan

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Melrose Elementary School

401 STATE ROAD 26, Melrose, FL 32666

www.putnamschools.org/o/mes

Demographics

Principal: Leah Lundy

Start Date for this Principal: 8/30/2017

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-6
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	79%
2020-21 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: B (59%) 2017-18: C (52%) 2016-17: A (65%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* 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 Putnam 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.

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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www.putnamschools.org/o/mes

School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-6	Yes	84%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	25%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		B	B	C

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SIP Authority

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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.

Melrose Elementary School's mission is for every student to achieve academic growth based on his or her personal abilities.

Note: Melrose Elementary School is a Title I school that serves students from Pre-K through sixth grade. Melrose Elementary School has maintained a School grade of an A from 2013 - 2017, but dropped to a C in the 2017-2018 school year. Melrose did increase to a B in the 2018-2019 academic school year. Due to Covid, we did not have scores during the 2019-2020 school year. Although we did not opt in for the 2020-2021 year, we were a "C" only 4 points from a "B".

Provide the school's vision statement.

The vision is for every student to achieve a year's worth of growth as defined by the state/district. Both the mission and the vision of the school is shared with all stakeholders via newsletters, SAC meetings, and parent nights.

School Leadership Team

Membership

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

Name	Position Title	Job Duties and Responsibilities
Lundy, Leah	Principal	<p>Establish and promote high standards for expectations for all students and staff for academic performance and for behavior (this includes making sure everyone knows the expectations and monitoring the expectations). Lead the school management team, manage operations of the school. Collect and analyze data regarding the needs of the school and achievement of students. Lead school level planning (including PLCs, all school level professional development). Supervise the instructional programs, evaluate lesson plans, observe classes on a regular basis, encourage the use of researched base instructional strategies. Build a rapport with all stakeholders, ensure the safety and well being of all students, faculty, and staff. Communicate/participate with district staff on district goals. Overall: be responsible for all aspects of the school which includes: safety, maintenance, progress monitoring, academic achievement, etc..</p>
Burnett, Joni	Assistant Principal	<p>Establish and promote high standards for expectations for all students and staff for academic performance and for behavior (this includes making sure everyone knows the expectations and monitoring the expectations). Lead the school management team, manage operations of the school. Collect and analyze data regarding the needs of the school and achievement of students. Lead school level planning (including PLCs, all school level professional development). Supervise the instructional programs, evaluate lesson plans, observe classes on a regular basis, encourage the use of researched base instructional strategies. Build a rapport with all stakeholders, ensure the safety and well being of all students, faculty, and staff. Communicate/participate with district staff on district goals. Overall: be responsible for all aspects of the school which includes: safety, maintenance, progress monitoring, academic achievement, etc..</p>
Wylie, Sarah	School Counselor	<p>Designs and implements a data-driven, comprehensive school counseling program for all students to address barriers to student learning and to close the achievement/opportunity gap. Provides counseling curriculum while doing classroom lessons, small group counseling, and preventative and responsive services. Sits in on IEP meetings, leads the PBIS/MTSS programs at Melrose. Uses school data to identify and assist individual students who do not perform at grade level and do not have opportunities and resources to be successful in school. Fosters family and community partnerships to support the social/emotional and academic development of all students. Supports the continuum of mental health services, including prevention and tiered intervention strategies, and collaborates with both school-based and community mental health providers to enhance student success.</p>
Sipprell, Leah	Other	<p>Develop and implement ambitious goals and evidence-based reading intervention plans based on data and informed by grade level expectations. Instruct students in small groups and individually using intervention strategies and programs for the purpose of improving success in reading, as approved and outlined in the K12 Comprehensive Evidence-based Reading Plan. Learn and effectively integrate multisensory strategies and techniques through approved evidence-based reading interventions. Administer various programmatic, formative assessments and analyze assessment data to inform instruction. Maintain accurate and up-to-</p>

Name	Position Title	Job Duties and Responsibilities
		date records, including and not limited to recording, monitoring, and displaying intervention progress and student attendance. Communicate frequently and professionally in oral and written form with parents and guardians, general education and ESE teachers, supervisors, guidance counselors, MTSS coordinators, etc. Confer regularly with general and ESE educators who support the same students. Work with school staff, district coaches, and colleagues to ensure that all interventions adhere to designated timelines and timeframes. Engage in problem-solving protocols and share input regarding intervention options, progress, and goal attainment with school leaders, teachers, and staff.

Demographic Information

Principal start date

Wednesday 8/30/2017, Leah Lundy

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.*

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.*

Total number of teacher positions allocated to the school

25

Total number of students enrolled at the school

367

Identify the number of instructional staff who left the school during the 2020-21 school year.

3

Identify the number of instructional staff who joined the school during the 2021-22 school year.

6

Demographic Data

Early Warning Systems

2021-22

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	50	49	40	64	53	55	56	0	0	0	0	0	0	367
Attendance below 90 percent	6	15	8	16	19	18	17	0	0	0	0	0	0	99
One or more suspensions	0	0	0	1	0	1	1	0	0	0	0	0	0	3
Course failure in ELA	0	0	0	0	2	4	3	0	0	0	0	0	0	9
Course failure in Math	0	0	0	0	4	5	2	0	0	0	0	0	0	11
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	1	6	13	10	0	0	0	0	0	0	30
Level 1 on 2019 statewide FSA Math assessment	0	0	0	1	6	15	17	0	0	0	0	0	0	39
Number of students with a substantial reading deficiency	11	8	8	15	1	8	10	0	0	0	0	0	0	61

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	0	0	1	6	4	9	0	0	0	0	0	0	20

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

Date this data was collected or last updated

Wednesday 9/15/2021

2020-21 - 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	45	44	58	52	57	49	22	0	0	0	0	0	0	327
Attendance below 90 percent	16	13	6	13	8	7	1	0	0	0	0	0	0	64
One or more suspensions	1	2	1	4	1	3	0	0	0	0	0	0	0	12
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	1	1	0	0	0	0	0	0	0	2
Level 1 on 2019 statewide ELA assessment	0	0	0	5	3	6	0	0	0	0	0	0	0	14
Level 1 on 2019 statewide Math assessment	0	0	0	5	7	5	0	0	0	0	0	0	0	17

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	0	1	4	2	3	0	0	0	0	0	0	0	10

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	3	1	1	0	0	0	0	0	0	0	0	0	7
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

2020-21 - 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	45	44	58	52	57	49	22	0	0	0	0	0	0	327	
Attendance below 90 percent	16	13	6	13	8	7	1	0	0	0	0	0	0	64	
One or more suspensions	1	2	1	4	1	3	0	0	0	0	0	0	0	12	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in Math	0	0	0	0	1	1	0	0	0	0	0	0	0	2	
Level 1 on 2019 statewide ELA assessment	0	0	0	5	3	6	0	0	0	0	0	0	0	14	
Level 1 on 2019 statewide Math assessment	0	0	0	5	7	5	0	0	0	0	0	0	0	17	

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	0	1	4	2	3	0	0	0	0	0	0	0	10

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	3	1	1	0	0	0	0	0	0	0	0	0	7	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0		

Part II: Needs Assessment/Analysis**School Data Review**

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				61%	46%	57%	54%	43%	56%
ELA Learning Gains				63%	55%	58%	44%	45%	55%
ELA Lowest 25th Percentile				63%	54%	53%	31%	40%	48%
Math Achievement				67%	51%	63%	68%	52%	62%
Math Learning Gains				67%	56%	62%	61%	55%	59%
Math Lowest 25th Percentile				41%	43%	51%	49%	44%	47%
Science Achievement				52%	41%	53%	56%	46%	55%

Grade Level Data Review - State Assessments

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	2021					
	2019	54%	41%	13%	58%	-4%
Cohort Comparison						
04	2021					
	2019	58%	43%	15%	58%	0%
Cohort Comparison		-54%				
05	2021					
	2019	49%	42%	7%	56%	-7%
Cohort Comparison		-58%				
06	2021					
	2019	100%	42%	58%	54%	46%
Cohort Comparison		-49%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	58%	46%	12%	62%	-4%
Cohort Comparison						
04	2021					
	2019	78%	53%	25%	64%	14%
Cohort Comparison		-58%				
05	2021					
	2019	50%	44%	6%	60%	-10%
Cohort Comparison		-78%				
06	2021					
	2019	100%	45%	55%	55%	45%
Cohort Comparison		-50%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	48%	38%	10%	53%	-5%
Cohort Comparison						

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	27			37							
BLK	35	30		24	20						
HSP	69			54							
MUL	85			77							
WHT	58	55	50	68	42		50				
FRL	52	63		54	35	50	33				
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	55	53	34	43	28	25				
BLK	19	29	30	33	35	20	8				
HSP	53	75		67	83						
MUL	82	92		76	85						
WHT	67	63	67	72	69	39	62				
FRL	50	56	62	58	59	44	45				
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	34	37	29	40	45	42	60				
BLK	24	25	17	28	40	40					
HSP	57	46		62	62						
MUL	71			86	60						
WHT	56	46	44	73	63	52	59				
FRL	46	36	29	61	61	52	55				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&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	2
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	342
Total Components for the Federal Index	7
Percent Tested	99%
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%	
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%	
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%	
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%	
Black/African American Students	
Federal Index - Black/African American Students	27
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	62
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	

Multiracial Students	
Federal Index - Multiracial Students	81
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
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%	
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%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	48
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Since 2018, 5th grade Math has continued to drop tremendously. One area that is very obvious is our 5th grade Math scores. We made a teacher change at the beginning of 2019 and we were not able to have scores that year and then our scores from last year were extremely low! This is definitely one of the areas we will focus on again this year. We still are not moving our African American students, students with disabilities, and our lowest performing quartile students in all areas.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

When looking at all of our data, 5th grade Math proficiency and growth is a huge concern. Although we have other pockets that we are looking at this is the one area that has continued to be an area where we need to make changes. This year we are providing the teacher support with the District Math Coach and working with her to ensure that she is sticking to the pacing guide and hitting every standard that needs to be taught to the students. We are also switching how we do our Math intervention, it will be the first 30 minutes of Math instead of after to refresh everyone before beginning new work. We are also pushing para-professionals into the class to assist with Math interventions. We also will need to truly focus on our LPQ students in all areas.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Last year the teacher felt that the students were behind and worked trying to catch them up and did not get to all of the standards they needed to do better on the FSA. She will need to stick with the pacing guide and remain on schedule to ensure students are exposed to standards. She will also need to be more cognizant of where her students excel so that she doesn't stay on those standards too long. She will need regular monitoring and support from administration and district coach while looking at data to ensure students are improving.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Melrose continued to improve in ELA achievement. Although we dropped one percent our Math achievement level stayed close to where we have been instead of declining.

What were the contributing factors to this improvement? What new actions did your school take in this area?

I believe our work in using LLI for our Reading Intervention students made a difference. We worked hard to ensure that students were able to truly get that intervention daily (Not pulling paras to do other things). Students had weekly progress monitoring with the LLI running records. We also made a change in teachers in 3rd grade which I believe helped with this improved percentage.

What strategies will need to be implemented in order to accelerate learning?

Teachers will need to ensure that students are being exposed to the correct standards and ensure that they expose students to ALL the standards. We will need to ensure that all of our students in Reading Intervention are getting the support they need with the correct programs. (LLI/SIPPS). Administration will need to be in classes daily to monitor the instruction that is being presented, have targeted data conversations and ensure professional development is provided to those who are in need.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

We will continue to provide professional development with the Unit Builds for 3rd-6th grade, Benchmark, Open Court Curriculum, Ready Math and ALEKS curriculum. We also have a district coach at our school once a week to provide weekly support in the areas of Reading and Math.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

We will continue to work with our Reading Intervention teacher and our MTSS coordinator in an effort to make sure that those students that are in the SWD/AA/LPQ subgroups are getting the additional support they need. We will also offer support to ensure that the students that are on grade level have the opportunity to have enriched curriculum to help push them to the next level.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:	This school has been identified under the Reading Achievement Initiative for Scholastic Excellence Act (RAISE) as needing to focus on improving student reading outcomes. Data from Spring 2021 showed 54% of students in third grade, 46% in fourth grade, and 52% in fifth grade scored a level 3 or above on the ELA FSA.
Measurable Outcome:	<p>Increase students scoring Mid or Above Grade Level on the 2022 Spring i-Ready Reading Diagnostic. Targets for Grades K-2 include:</p> <p>_80__ Percent in Grade K</p> <p>_75__ Percent in Grade 1</p> <p>_65__ Percent in Grade 2</p> <p>Increase students scoring Level 3 or above on the 2022 statewide, standardized ELA assessment. Targets for Grades 3-6 include:</p> <p>_65__ Percent in Grade 3</p> <p>_65__ Percent in Grade 4</p> <p>_59__ Percent in Grade 5</p> <p>_55__ Percent in Grade 6</p>
Monitoring:	Administration, MTSS, and Reading Intervention teacher will monitor weekly progress monitoring data. We will monitor daily reading intervention groups to ensure programs are being used to fidelity.
Person responsible for monitoring outcome:	Leah Lundy (llundy@my.putnamschools.org)
Evidence-based Strategy:	We are using LLI and SIPPS to provide Reading intervention to our students who are not on track academically. We are also using B.E.S.T. standards.
Rationale for Evidence-based Strategy:	The identified evidence-based strategies meet Florida's definition of evidence-based and align to the Putnam County School District's K-12 Reading Plan. The programs address the identified need to improve student reading outcomes. Resources and criteria are based on the approved K-12 Decision Trees.

Action Steps to Implement

Test all students who are below level to determine the best intervention system to use.

Person Responsible Sarah Wylie (swylie@my.putnamschools.org)

Daily intervention provided using LLI/SIPPS by Reading Certified Teachers, the Reading Intervention Teacher and Para-professionals for T2 students.

Person Responsible Leah Lundy (llundy@my.putnamschools.org)

#2. ESSA Subgroup specifically relating to Black/African-American

Area of Focus Description and Rationale:	Our African American students have not been above the federal index the past few years so that is why we feel this is an area that needs to be addressed.
Measurable Outcome:	Our African American subgroup will perform at 41% or higher on the state Federal Index.
Monitoring:	We will monitor the weekly progress monitoring tools that are used with students to determine if students are improving. We will do bi-weekly check-ins with students to make sure they are on track with their daily work.
Person responsible for monitoring outcome:	Joni Burnett (jburnett@my.putnamschools.org)
Evidence-based Strategy:	SIPPS and LLI for Reading Intervention, B.E.S.T. standards/Unit Studies for ELA. Daily Math intervention groups for T2/T3 students with focused lessons in Ready Math under the Tools for Instruction. Ready Math for curriculum. Daily work on lessons in iReady. Weekly progress monitoring.
Rationale for Evidence-based Strategy:	We are using the strategies above in the area of Reading due to the fact that they are part of our District Reading Plan and we are using those Math strategies because that aligns with the district plan also.

Action Steps to Implement

Determine which students need T2/T3 Intervention using iReady diagnostic scores and FSA scores in both areas.

Person Responsible Sarah Wylie (swylie@my.putnamschools.org)

Daily Reading and Math Intervention provided by teachers and paras.

Person Responsible Leah Lundy (llundy@my.putnamschools.org)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

We will continue to use our schoolwide PBIS plan. Students will follow the Mustang Way. We will continue to provide individual and schoolwide rewards to encourage appropriate behavior. We will continue to strive to have less referrals than last year. Our data was a bit surprising but it was due to the number of severe cases we had for the year. Our goal this year is to decrease that number.

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.

As a whole, our school is blessed to have a very supportive parent group and community support. We send home monthly newsletters and share information on our school website to share things that are happening at the school. We continue to have SAC meetings and parent involvement activities to build that family/community relationship. Last year we hosted our annual Title 1 parent night virtually and will do the same this year. During this meeting we share information about state testing requirements, academic concerns for each grade level, our parent involvement plan, our school improvement plan, and our comprehensive needs assessment for the school.

As for our students and staff, we have implemented the Caring Schools Community curriculum and PBIS. We were named a PBIS Gold Model School last year. School culture is addressed daily through classroom meetings and daily announcements. The reward system works individually and as a whole class.

This year we have had community support for our students by repairing some playground equipment, providing some new playground equipment, helping begin a garden club for students and families to work together. We also have had community support for our teachers by providing classroom materials for teachers.

We do monthly treats for ALL faculty and staff and provide a Sunshine Room where teachers can get a cup of coffee and a snack!

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Our school began a "Friends of MES" group a few years ago with the vision of offering support for our school in the areas of performing arts, STEM, Music, and Art. Although Covid has kept us from continuing some of our activities, this group of people continue to work to support these programs at our school. This group is a huge support to our teachers and students. They have provided materials for teachers, Chromebooks for our school, a large number of materials for our STEM Lab and our Art room.

Many of our local businesses provide support if they are asked. Fryers Chicken, Blue Water Bay, GatorBait, Williamson's Grocery, and Chiappini's. We also have numerous parents that help with any need we may have at the school. We have also been blessed to have a large amount of support from the Melrose Public Library and Mossman Hall.