

Columbia County School District

Melrose Park Elementary School



2021-22 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
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
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: C (49%) 2017-18: C (46%) 2016-17: B (54%)
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 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.

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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Melrose Park Elementary School

820 SE PUTNAM ST, Lake City, FL 32025

<http://mpe.columbiak12.com/>

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

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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 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	Position Title	Job Duties and Responsibilities
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.
Smithy, Stephen	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.
Walker, Heidi	Curriculum Resource Teacher	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.
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.

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.*

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.*

0

Total number of teacher positions allocated to the school

32

Total number of students enrolled at the school

364

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

6

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

5

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	71	50	48	69	52	38	0	0	0	0	0	0	0	328
Attendance below 90 percent	19	20	12	18	15	11	0	0	0	0	0	0	0	95
One or more suspensions	1	1	0	1	0	0	0	0	0	0	0	0	0	3
Course failure in ELA	0	6	10	10	6	3	0	0	0	0	0	0	0	35
Course failure in Math	0	5	6	4	7	5	0	0	0	0	0	0	0	27
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	18	9	10	0	0	0	0	0	0	0	37
Level 1 on 2019 statewide FSA Math assessment	0	0	0	6	17	16	0	0	0	0	0	0	0	39
Number of students with a substantial reading deficiency	0	1	9	20	7	16	0	0	0	0	0	0	0	53
	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	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0

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	17	7	4	10	3	1	0	0	0	0	0	0	0	42	
Students retained two or more times	0	0	3	3	0	4	0	0	0	0	0	0	0	10	

Date this data was collected or last updated

Tuesday 9/14/2021

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	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	

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	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

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				50%	60%	57%	37%	53%	56%
ELA Learning Gains				48%	60%	58%	41%	51%	55%
ELA Lowest 25th Percentile				59%	67%	53%	42%	46%	48%
Math Achievement				50%	66%	63%	53%	67%	62%
Math Learning Gains				45%	61%	62%	57%	63%	59%
Math Lowest 25th Percentile				37%	50%	51%	48%	57%	47%
Science Achievement				52%	55%	53%	43%	57%	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	59%	68%	-9%	58%	1%
Cohort Comparison						
04	2021					
	2019	40%	62%	-22%	58%	-18%
Cohort Comparison		-59%				
05	2021					
	2019	46%	59%	-13%	56%	-10%
Cohort Comparison		-40%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	57%	70%	-13%	62%	-5%
Cohort Comparison						
04	2021					
	2019	26%	64%	-38%	64%	-38%
Cohort Comparison		-57%				
05	2021					
	2019	59%	65%	-6%	60%	-1%
Cohort Comparison		-26%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	48%	59%	-11%	53%	-5%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

Melrose Park will use iReady Reading and Math in grades K-5 to monitor student progress in these areas. Students will take a diagnostic test at the beginning of the year, a mid-year test, and a post test. Teachers will use this data to differentiate instruction and plan intervention and remediation groups.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	19		
	Economically Disadvantaged	19		
	Students With Disabilities	0		
	English Language Learners	0		
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	5		
	Economically Disadvantaged	5		
	Students With Disabilities	0		
	English Language Learners	0		
Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	25		
	Economically Disadvantaged	25		
	Students With Disabilities	0		
	English Language Learners	0		
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	7		
	Economically Disadvantaged	7		
	Students With Disabilities	0		
	English Language Learners	0		

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	38		
	Economically Disadvantaged	38		
	Students With Disabilities	0		
	English Language Learners	1		
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	13		
	Economically Disadvantaged	13		
	Students With Disabilities	0		
	English Language Learners	0		
Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	26		
	Economically Disadvantaged	26		
	Students With Disabilities	0		
	English Language Learners	0		
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	12		
	Economically Disadvantaged	12		
	Students With Disabilities	0		
	English Language Learners	0		

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	30		
	Economically Disadvantaged	30		
	Students With Disabilities	0		
	English Language Learners	0		
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	20		
	Economically Disadvantaged	20		
	Students With Disabilities	0		
	English Language Learners	0		
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	9		
	Economically Disadvantaged	9		
	Students With Disabilities	0		
	English Language Learners	0		

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	10			16							
BLK	26	34		22	18	18	20				
HSP	40			20							
MUL	35			12							
WHT	39	31		35	19		31				
FRL	30	33	29	25	14	17	23				
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						

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
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				

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	26
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	6
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	185
Total Components for the Federal Index	7
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	13
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	23
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	30
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	24
Multiracial Students Subgroup Below 41% in the Current Year?	YES
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	31
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	24
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
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?

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.

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

Student proficiency in Grade 4 is a challenge. It is below past student performance, as well as, local and state levels. A challenge that we have noticed in iReady Reading Data is that Phonics is a weakness, and as a result vocabulary and comprehension skills are weak.

Like ELA, Student proficiency in Grade 4 Math is a challenge. There were several new teachers in 4th grade that contributed to such a drop. This is almost 40% below the local and state percentages. According to iReady, our black students performed the lowest in ELA and Math. They showed growth, but are still significantly below grade level.

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.

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

One pattern that has helped us identify needs is that fact that our 4th grade students as a whole performed low, and we relate it to the fact that all of the 4th grade teachers were first year teachers. Moving forward we want to make sure that we provide our teachers with a lot of support and professional development. A challenge that we have noticed in iReady Math Data is that Geometry and Measurement and Data is a huge weakness. We think this is due to the fact that the students missed the bulk of instruction on these standards because of school closure.

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

Students in Grades 3 and 5 have made significant growth in ELA proficiency. Students in Grade 4 showed some growth, but are still below the 2016-2017 data. The Students with Disabilities Subgroup has even shown growth over the past two years. In 2017-2018 19% of Students with Disabilities were proficient, compared to 28% being proficient in 2018-2019. As for trends that will support stakeholder needs, we need to continue providing professional development, because the growth is there. According to iReady Reading students performing 2 grade levels behind have dropped from an

average of 36% to 23% of the students in Grades 3-5 being 2 grade levels behind. Students performing 1 grade level behind went from 56% to 60%, the increase is due to the students being 2 years behind being caught up. Students performing on Grade Level went from 8.3% to 17%. According to iReady, 72% of the hispanic children showed growth in ELA. All of the subgroups, except for Hispanic students, showed growth in ELA Achievement since 2018. All of the subgroups showed growth in ELA Learning Gains of the lowest 25%. Math Achievement showed small growth with our SWD, Black, and FRL students. According to the Federal Index, Students with Disabilities is our area of focus. Even with this being said, our SWD grew by 9% in ELA Achievement and 15% in ELA Learning Gains of the lowest 25%.

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

We are going to continue using the same strategies, activities and interventions. According to iReady Data we were on the right track to meeting our Goals. Our Tier 2 and 3 students decreased in Reading and Math, while our Tier 1 students doubled. For Reading, Tier 3 decreased by 13%, Tier 2 decreased by 19%, and Tier 1 increased by 31%. For Math, Tier 3 decreased by 17%, Tier 2 decreased by 24%, and Tier 1 increased by 41%. The data shows that our strategies, activities and interventions are working.

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

This year we are implementing a 30 minute intervention time in K-5. The interventions used will be evidence based and will focus on the standards they are struggling with as evidenced by the students scores on Independent Reading Comprehension Checks, Wonders Story Comprehension Tests, Math Assessments, and iReady scores. The intervention will be fluid and based on the individual needs of the students. We also have a remedial teacher working with Level 1 students. The teacher is rotating Reading and Math on a weekly basis. In the past, we have struggled with retaining highly qualified teachers. This year the majority of our teachers are certified, which makes a huge difference. This will definitely help strengthen our strategies.

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.

Teachers will receive professional development twice a month during their planning time. During these meetings, the teachers will learn evidence based strategies to use in their classrooms during all content area teaching. Teachers will have weekly data meetings to discuss what is working in their classroom and who needs additional support. Members of the Lead Team will be present during these data meetings assist the teachers. Professional development for SWD students will be provided by Florida Diagnostic & Learning Resources System (FDLRS). This will target our TS&I subgroup and help our teachers gain knowledge on how to create a more inclusive classroom to benefit all students.

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 retain highly qualified teachers. We will continue to provide a 30 minute intervention and a remedial teacher. If third grade scores improve in Math, we will use our Title 1 budget to purchase Simple Solutions for grades 3-5 next year.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: Our 3rd grade students decreased in proficiency from 58.7% in 2018-2019 to 34.4% in 2020-2021. In 4th grade, they decreased from 40% to 33.9% and in 5th grade, they decreased from 45.8% to 31.7% This is a significant decrease in score. Students have gaps in learning due to the COVID-19 pandemic and need considerable remediation to decrease the gaps in learning.

Measurable Outcome: Melrose Park will show a 5% gain in proficiency on the 2021-2022 FSA ELA test.

Monitoring: This Area of Focus will be monitored by using iReady data. Teachers will be involved in quarterly data chats with the leadership team.

Person responsible for monitoring outcome: Andrea Cox (coxa@columbiak12.com)

Evidence-based Strategy: Students will be placed in intervention and remediation groups based on their iReady scores. The interventions will include Heggerty Phonemic Awareness, Fountas & Pinnell Leveled Literacy Intervention System, Read Naturally, and Saxon Phonics.

Rationale for Evidence-based Strategy: These practices, strategies, and programs were found on What Works Clearinghouse. Phonological Awareness Training is a general practice aimed at enhancing young children's phonological awareness abilities. Leveled Literacy Intervention (LLI) is a short-term, supplementary, small-group literacy intervention designed to help struggling readers achieve grade-level competency. The intervention provides explicit instruction in phonological awareness, phonics, fluency, vocabulary, reading comprehension, oral language skills, and writing. LLI helps teachers match students with texts of progressing difficulty and deliver systematic lessons targeted to a student's reading ability.

Action Steps to Implement

Review iReady Data and create groups and schedule for intervention.

Person Responsible Andrea Cox (coxa@columbiak12.com)

Gather materials for the intervention groups.

Person Responsible Jennie Lord (lordj@columbiak12.com)

Assign paraprofessionals and teachers to the intervention groups.

Person Responsible Andrea Cox (coxa@columbiak12.com)

Meet with paraprofessionals and teachers to explain the tools being used for intervention and remediation.

Person Responsible Jennie Lord (lordj@columbiak12.com)

#2. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale:	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 SWD subgroup will increase from 32% to 42% to meet the federal index.
Monitoring:	The SWD subgroup will be monitored using iReady. Their growth will be measured each marking period.
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. 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.
Rationale for Evidence-based Strategy:	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.

Person Responsible Heidi Walker (walkerh@columbiak12.com)

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

Person Responsible Heidi Walker (walkerh@columbiak12.com)

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

Person Responsible Heidi Walker (walkerh@columbiak12.com)

Provide web based programs to provide individualized instruction.

Person Responsible Heidi Walker (walkerh@columbiak12.com)

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

Person Responsible Jennie Lord (lordj@columbiak12.com)

#3. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale: Our 3rd grade students decreased in proficiency from 58.7% in 2018-2019 to 34.4% in 2020-2021. In 4th grade, they decreased from 40% to 33.9% and in 5th grade, they decreased from 45.8% to 31.7%. This is a significant decrease in score. Students have gaps in learning due to the COVID-19 pandemic and need considerable remediation to decrease the gaps in learning.

Measurable Outcome: Melrose Park will show a 5% gain in proficiency on the 2021-2022 FSA Math test.

Monitoring: This Area of Focus will be monitored by using iReady data. Teachers will be involved in quarterly data chats with the leadership team.

Person responsible for monitoring outcome: Andrea Cox (coxa@columbiak12.com)

Evidence-based Strategy: Students will be placed in intervention and remediation groups based on their iReady scores. The interventions be derived from the iReady Teachers Toolbox and Read MAFS.

Rationale for Evidence-based Strategy: The programs are backed by timely research conducted in diverse educational settings. This research meets the criteria for "evidence based," as defined by the Every Student Succeeds Act (ESSA).

Action Steps to Implement

Review iReady Data and create groups and schedule for intervention.

Person Responsible Andrea Cox (coxa@columbiak12.com)

Gather materials for the intervention groups.

Person Responsible Jennie Lord (lordj@columbiak12.com)

Assign paraprofessionals and teachers to the intervention groups.

Person Responsible Andrea Cox (coxa@columbiak12.com)

Meet with paraprofessionals and teachers to explain the tools being used for intervention and remediation.

Person Responsible Jennie Lord (lordj@columbiak12.com)

#4. Instructional Practice specifically relating to Science

Area of Focus
Description and Rationale: Melrose Park students dropped from 49.1% scoring a level 3 and above to 20.6% scoring a level 3 or above. Students have gaps in learning due to the COVID-19 pandemic and need considerable remediation to decrease the gaps in learning.

Measurable Outcome: Melrose Park fifth grade students will their scores by 5% on the 2021-2022 Science Test.

Monitoring: Student grades will be monitored and teachers lesson plans will be monitored. The Lead Team will do walkthroughs to ensure teachers are teaching science. Students will also be given a pre and post test on Performance Matters.

Person responsible for monitoring outcome: Andrea Cox (coxa@columbiak12.com)

Evidence-based Strategy: The evidence-based strategies that we will implement include Kagan and Project CRISS strategies.

Rationale for Evidence-based Strategy: "Project CRISS® employs a teaching and learning process in which teachers model strategies for students and provide time for guided practice, with the goals of helping students (1) understand their learning processes and content, and (2) transfer strategies to independent learning situations learning process, write reports and essays, and learn new vocabulary. The training also addresses ways teachers can help students become more reflective (metacognitive) about their learning processes. Kagan Structures integrate the most powerful principles from decades of research. Among the many positive findings of this field or research are improved academic achievement, improved ethnic and race relations, improved social skills and social relations, and increased liking for self, others, and school.

Action Steps to Implement

Administer the Performance Matters Science tests.

Person Responsible Jennie Lord (lordj@columbiak12.com)

Review scores for PM Science and have data chats with teachers.

Person Responsible Andrea Cox (coxa@columbiak12.com)

Walkthrough classrooms to ensure fidelity of instruction.

Person Responsible Andrea Cox (coxa@columbiak12.com)

#5. 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%.

Monitoring: The school will implement 4 or more family engagement activities during the school year.

Person responsible for monitoring outcome: Heidi Walker (walkerh@columbiak12.com)

Evidence-based Strategy:

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.

Person Responsible Heidi Walker (walkerh@columbiak12.com)

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

Person Responsible Jennie Lord (lordj@columbiak12.com)

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 Andrea Cox (coxa@columbiak12.com)

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.

Melrose Park Elementary School ranked 327 out of 1,395 elementary schools statewide. Melrose Park ranked 1 out of 6 elementary schools in our county. We had low reports of violent incidents and ranked number 488 statewide and 3 countywide. We had a very low Property Incidents and Drug/Public Order incidents and ranked #1 in each as we had zero incidents per 100 students. However, we did have a very high suspension rate. We ranked #5 in our county and 1,337 in the state. We had 79 total suspension in the 2019-2020 school year as reported by Safe Schools for Alex.

Our primary concern will be bring down the number of suspension. To do this, our school will implement Restorative Practices. School culture and environment will be monitored each nine weeks to assess how well Restorative Practices are working at our school.

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.

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.

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

Teachers: Maintain positive communication with parents and create a positive classroom environment for students.

Students: Students will participate in SEL programs and students will participate in school spirit days.

Students also have the opportunity to become School Patrols, giving them a leadership opportunity.

Families: Families help promote a positive school culture by becoming involved with the School Advisory Committee, volunteering in classrooms, helping students with homework, and maintaining communication with teachers.

Volunteers: These stakeholders fill in the gaps for one-on-one remediation, small group learning, and mentoring for students.

Florida Gateway College: FGC helps support our school by providing a quality EPI program for our beginning teachers.

Business Partners: We turn to business partners to help us fill in financial gaps due to lack of funding or spending in areas that are not allowed due to regulations.

Social Services: Our social services help students with the backpack program and mental health. They also help provide glasses and clothing as needed.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: ELA				\$119,765.96
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	6300	130-Other Certified Instructional Personnel	0071 - Melrose Park Elementary School	Title, I Part A		\$74,058.85
			<i>Notes: CRT</i>			
	6400	130-Other Certified Instructional Personnel	0071 - Melrose Park Elementary School	Title, I Part A		\$20,502.74
			<i>Notes: Instructional Coach</i>			
	5100	369-Technology-Related Rentals	0071 - Melrose Park Elementary School	Title, I Part A		\$16,862.50
			<i>Notes: Site licenses for i-Ready Assessment and Personalized Instruction in Math and Reading</i>			
	5100	510-Supplies	0071 - Melrose Park Elementary School	Title, I Part A		\$8,341.87
			<i>Notes: Purchase general consumable instructional materials. Scholastic News, Vocabulary, and others.</i>			
2	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities				\$0.00
3	III.A.	Areas of Focus: Instructional Practice: Math				\$78,570.68
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	150-Aides	0071 - Melrose Park Elementary School	Title, I Part A		\$70,798.48
			<i>Notes: Parapro</i>			
	5100	160-Other Support Personnel	0071 - Melrose Park Elementary School	Title, I Part A		\$4,477.20
			<i>Notes: Part-time tutors to provide extended learning opportunities in small groups or one-to-one differentiated instruction that provides learning opportunities beyond that which is already provided to students that are low performing and/or not meeting state standards.</i>			
	5100	369-Technology-Related Rentals	0071 - Melrose Park Elementary School	Title, I Part A		\$3,295.00
			<i>Notes: Reflex Math site license for differentiated instruction, review, and practice in Math facts fluency. Site License - 375 students.</i>			
4	III.A.	Areas of Focus: Instructional Practice: Science				\$63,991.14

	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	120-Classroom Teachers	0071 - Melrose Park Elementary School	Title, I Part A		\$62,215.89
			<i>Notes: STEM Teacher</i>			
	5100	510-Supplies	0071 - Melrose Park Elementary School	Title, I Part A		\$775.25
			<i>Notes: Florida Gold Science</i>			
	5100	519-Technology-Related Supplies	0071 - Melrose Park Elementary School	Title, I Part A		\$1,000.00
			<i>Notes: Printer Ink</i>			
5	III.A.	Areas of Focus: Culture & Environment: Parent Involvement				\$9,757.22
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	360-Rentals	0071 - Melrose Park Elementary School	Title, I Part A		\$2,800.00
			<i>Notes: Rent a Xerox copy machine at Melrose Park Elementary for the 2021-2022 school year to assist in the implementation of evidence-based programs, implement effective instruction in all subject areas, duplicate non-copyrighted instructional materials, and parent notifications.</i>			
	6150	150-Aides	0071 - Melrose Park Elementary School	Title, I Part A		\$6,957.22
			<i>Notes: Parent and Family Paraprofessionals</i>			
					Total:	\$272,085.00