Melrose Elementary School

2022-23 Schoolwide Improvement Plan

Table of Contents

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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	79%
2021-22 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	2021-22: C (53%) 2018-19: B (59%) 2017-18: C (52%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	[Cassandra Brusca](#)
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* 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.

Table of Contents

Melrose Elementary School

401 STATE ROAD 26, Melrose, FL 32666

www.putnamschools.org/o/mes

School Demographics

School Type and Grades Served (per MSID File)	**2021-22 Title I School**	**2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-6	Yes	79%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	24%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	C		B	B

School Board Approval

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SIP Authority

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

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Purpose and Outline of the SIP

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". For the 2021-2022 school year, we were less than a point away 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
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.**:**

Name	Position Title	Job Duties and Responsibilities
Lundy, Leah	Principal	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 them, manage operations of the school. Collect and analyze data regarding the needs of the school nd achievement of students. Lead school level planning (including PLCs, all school level professional development). Supervise the instructional programs, evaluate lesson plans, observe classes ona 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.
Burnett, Joni	Assistant Principal	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 them, manage operations of the school. Collect and analyze data regarding the needs of the school nd achievement of students. Lead school level planning (including PLCs, all school level professional development). Supervise the instructional programs, evaluate lesson plans, observe classes ona 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.
Wylie, Sarah	School Counselor	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.
Sipprell, Leah	Other	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 K-12 Comprehensive Evidence-based Reading Plan. Learn and effectively integrate multisensory strategies and techniques through

Name	Position Title	Job Duties and Responsibilities
		approved evidence-based reading interventions. Administer various programmatic, formative assessments and analyze assessment data to inform instruction. Maintain accurate and up-to-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.
Semione, Angela	Instructional Coach	As an instructional coach for the school, this person has the ability to utilize technology in designing and facilitating learning experiences for educators, families, caregivers, and students. Has knowledge of teh Florida's current ELA, Math, SS, and Science standards. Knowledge of the selected and prescribed curriculum, instructional materials, and supplemental resources. Ability to plan, facilitate, and evaluate adult learning and instructional support via various professional development and growth structures. Willingness to work with teachers in and out of the classroom. Serve as a role model for students and colleagues, demonstrating the importance and relevance of learning, accepting responsibility, and demonstrating pride in the profession of education. Create and support learning environments that are conducive to growth and continuous improvement.

Demographic Information

Principal start date
Wednesday 8/30/2017, Leah Lundy

Number of teachers with a 2022 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.*
2

Number of teachers with a 2022 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.*
10

Total number of teacher positions allocated to the school
24

Total number of students enrolled at the school
364

Identify the number of instructional staff who left the school during the 2021-22 school year.
3

Identify the number of instructional staff who joined the school during the 2022-23 school year.
3

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	60	48	41	54	58	50	53	0	0	0	0	0	0	364
Attendance below 90 percent	17	27	12	19	22	10	11	0	0	0	0	0	0	118
One or more suspensions	0	1	0	2	0	0	4	0	0	0	0	0	0	7
Course failure in ELA	3	4	0	4	2	0	1	0	0	0	0	0	0	14
Course failure in Math	3	0	1	2	2	2	2	0	0	0	0	0	0	12
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	5	7	9	12	0	0	0	0	0	0	33
Level 1 on 2022 statewide FSA Math assessment	0	0	0	2	3	4	11	0	0	0	0	0	0	20
Number of students with a substantial reading deficiency	30	14	2	12	6	5	10	0	0	0	0	0	0	79

Using the table above, complete the table below with the number of students by current grade level who have 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	3	4	1	4	3	1	5	0	0	0	0	0	0	21

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	8	6	0	6	2	0	0	0	0	0	0	0	0	22
Students retained two or more times	0	0	0	1	2	0	0	0	0	0	0	0	0	3

Date this data was collected or last updated
Thursday 9/29/2022

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	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	

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	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	

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	52%	43%	56%				61%	46%	57%
ELA Learning Gains	46%						63%	55%	58%
ELA Lowest 25th Percentile	40%						63%	54%	53%
Math Achievement	63%	47%	50%				67%	51%	63%
Math Learning Gains	65%						67%	56%	62%
Math Lowest 25th Percentile	63%						41%	43%	51%
Science Achievement	44%	45%	59%				52%	41%	53%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	54%	41%	13%	58%	-4%
Cohort Comparison		0%				
04	2022					
	2019	58%	43%	15%	58%	0%
Cohort Comparison		-54%				
05	2022					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	49%	42%	7%	56%	-7%
Cohort Comparison		-58%				
06	2022					
	2019	100%	42%	58%	54%	46%
Cohort Comparison		-49%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	58%	46%	12%	62%	-4%
Cohort Comparison		0%				
04	2022					
	2019	78%	53%	25%	64%	14%
Cohort Comparison		-58%				
05	2022					
	2019	50%	44%	6%	60%	-10%
Cohort Comparison		-78%				
06	2022					
	2019	100%	45%	55%	55%	45%
Cohort Comparison		-50%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	48%	38%	10%	53%	-5%
Cohort Comparison						
06	2022					
	2019					
Cohort Comparison		-48%				

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	25	23	23	40	45	62	25				
BLK	43	63		29	63						
HSP	25			53							
MUL	43			71							
WHT	56	45	33	68	65	70	50				
FRL	43	39	36	52	57	58	32				

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				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	53
OVERALL Federal Index Below 41% All Students	NO
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	373
Total Components for the Federal Index	7
Percent Tested	99%
Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	35
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	50
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	39
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	57
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0

White Students	
Federal Index - White Students	55
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	45
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

Based on the 2021-2022 state scores, ELA is a concern across grades 4-6. Another concern is that our LBQ students in the area of ELA are not growing as well as we have expected. Data also shows that our 5th grade Math scores tend to dip for proficiency each year. This year our African American students scores did go above the Federal Index number however, our Hispanic students dipped below the required number. Our SWD are still below the Federal Index number.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Our 6th grade ELA specifically but all of our ELA scores need to be improved. We also need to focus on helping our 5th grade students remain proficient. Our 5th grade Math did improve some this year as we have been working in that area but we still need to continue to work in that area. Our district Math coach is working with all grade levels to ensure continued success and improvement. This year we have a schoolwide instructional coach that is working with our teachers in the areas of Reading and Math.

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

We had a whole new team of teachers in 6th grade which was a contributing factor with scores for this year. Teachers were getting familiar with the content and the standards. At this time, we have made a change in teachers for ELA which we believe will make a big impact with our students. We hired a teacher who has been teaching 6th grade ELA, we feel that will benefit our students tremendously. Our new actions are bi-weekly PLCs with our Math District Coach and ELA Coach as well as having an instructional coach who is here daily to help our teachers.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

This year our Math scores seemed to show the most improvement overall as a school. In Math we grew quite a bit in growth for all students as well as LPQ. We also improved a small percentage in the area of Science but that is still an area where we are trying to improve.

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

I believe that truly scheduling some time for Math interventions and trying to ensure that was happening daily made a difference. We also began doing interventions before the instructional block which allowed some time for remediation and front-loading content before new material was delivered. Our Science teacher also continued working with our district Math coach to continue to work towards improvement.

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

We will continue with LLI/SIPPS for Reading Intervention to help move the lower students. We will continue to progress monitor to determine if students need additional support. We also will begin the 21st Century After-School program which will provide time for additional academic support.

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.

This year we have re-structured our PLCs for ELA and Math. Our teachers are meeting bi-weekly for ELA/Math PLCs with the District Coaches. During the PLCs, teachers are planning lessons based on the YAAG and they are looking at Data. Teachers are also provided a day each month to work together as a grade level team to plan their next lessons.

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

Continued support of district Reading and Math coaches, school based instructional coach, district learning communities, and the 21st Century After-School program.

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	This year we are choosing an area of focus on our Students with disabilities. Previously our African American students were our focus and this year they moved above the Federal Index requirement. Although our Hispanic students dipped below, we feel that we really need to focus on our Students with Disabilities. This year our percentage did improve but not to the extent we had hoped.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	Our students with disabilities and Hispanic subgroups will perform at 41% or higher on the state Federal Index.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	We will monitor the weekly progress monitoring tools that are used with students to determine if students are improving. We will also use the FAST progress monitoring data to look for improvement. We will also 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: **Describe the evidence-based strategy being implemented for this Area of Focus.**	SIPPS and LLI for Reading Intervention, B.E.S.T. standards for ELA and Math. Daily Reading and Math intervention groups for T2/T3 students. Weekly progress monitoring.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this 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

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Using LLI/SIPPS/FSA Scores we will determine which students need T2/T3 intervention for Reading and Math.

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

Daily Reading and Math Intervention provided by teachers, paras, and Reading Intervention teacher.

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

Weekly check-ins with our Students with Disabilities from our ESE Resource teacher. She pushes into our classes to work with students and meets with teachers to determine what areas the students need to work on at that time.

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

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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 this year it will be held in person. . 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. In the past, 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 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. This year, our Friends of MES/PTO has taken on the job of providing monthly treats for all of our faculty and staff.

We have also started back with different committees in an effort to gather ideas from all school stakeholders for positive student and parent activities throughout the school. This year we will be having a monthly early release day where we will provide opportunities for all of our faculty and staff to work together as a team and improve culture.

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

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 prevented us from continuing some of our activities, this year this group has started back working to help provide these opportunities to the students. We have also encouraged parents more this year letting them know that this group is available to do other things than those it originally began supporting. 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.