

Columbia County School District

Melrose Park Elementary School



2022-23 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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
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 (49%) 2018-19: C (49%) 2017-18: C (46%)
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 was approved by the Columbia County School Board on 10/25/2022.

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)	2021-22 Title I School	2021-22 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	67%

School Grades History

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

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SIP Authority

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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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at

<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 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

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
Cox, Andrea	Principal	Articulate a vision and collaboratively work with staff, students, parents, and all stakeholders to analyze academic achievement data and instructional programs to develop and to monitor progress of a School Improvement Plan that results in increased student learning; and improved overall school effectiveness.
Smithy, Stephen	Assistant Principal	Under the direction of the principal, the assistant principal serves as an educational leader and assists the principal in the planning, coordination, and directing of activities and programs of the school.
Lord, Jennie	Instructional Coach	The Instructional Coach serves as part of the Leadership Team and is responsible for bringing evidence-based practices into classrooms by working with and supporting teachers and administration with the goal of increasing student engagement, improving student achievement, and building teacher capacity.
Walker, Heidi	Curriculum Resource Teacher	The CRT is responsible for providing curriculum support systems for students, teachers and parents. Assist the classroom teacher and provide additional support for children with moderate learning difficulties.

Demographic Information

Principal start date

Saturday 6/15/2019, Andrea Cox

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.*

0

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.*

6

Total number of teacher positions allocated to the school

32

Total number of students enrolled at the school

385

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

6

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

6

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	75	53	56	76	56	43	0	0	0	0	0	0	0	359
Attendance below 90 percent	28	20	18	21	16	15	0	0	0	0	0	0	0	118
One or more suspensions	3	6	1	15	7	8	0	0	0	0	0	0	0	40
Course failure in ELA	0	5	10	8	5	3	0	0	0	0	0	0	0	31
Course failure in Math	0	4	6	3	6	4	0	0	0	0	0	0	0	23
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	27	19	15	0	0	0	0	0	0	0	61
Level 1 on 2022 statewide FSA Math assessment	0	0	0	13	11	22	0	0	0	0	0	0	0	46
Number of students with a substantial reading deficiency	24	6	8	8	3	7	0	0	0	0	0	0	0	56
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	5	4	5	13	11	6	0	0	0	0	0	0	0	44

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	15	6	3	11	4	1	0	0	0	0	0	0	0	40
Students retained two or more times	0	0	0	6	6	0	0	0	0	0	0	0	0	12

Date this data was collected or last updated

Wednesday 10/5/2022

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	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	12	
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

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	80	64	39	62	55	50	0	0	0	0	0	0	0	350
Attendance below 90 percent	16	13	8	12	9	10	0	0	0	0	0	0	0	68
One or more suspensions	2	0	1	0	5	2	0	0	0	0	0	0	0	10
Course failure in ELA	0	3	7	10	2	2	0	0	0	0	0	0	0	24
Course failure in Math	0	1	3	5	6	2	0	0	0	0	0	0	0	17
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	11	13	12	0	0	0	0	0	0	0	36
Level 1 on 2019 statewide FSA Math assessment	0	0	0	2	10	8	0	0	0	0	0	0	0	20
Number of students with a substantial reading deficiency	20	6	4	28	21	15	0	0	0	0	0	0	0	94
	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	5	4	5	13	11	6	0	0	0	0	0	0	0	44

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

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	35%	58%	56%				50%	60%	57%
ELA Learning Gains	45%						48%	60%	58%
ELA Lowest 25th Percentile	48%						59%	67%	53%
Math Achievement	51%	55%	50%				50%	66%	63%
Math Learning Gains	64%						45%	61%	62%
Math Lowest 25th Percentile	64%						37%	50%	51%
Science Achievement	34%	67%	59%				52%	55%	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	59%	68%	-9%	58%	1%
Cohort Comparison		0%				
04	2022					
	2019	40%	62%	-22%	58%	-18%
Cohort Comparison		-59%				
05	2022					
	2019	46%	59%	-13%	56%	-10%
Cohort Comparison		-40%				

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	57%	70%	-13%	62%	-5%
Cohort Comparison		0%				
04	2022					
	2019	26%	64%	-38%	64%	-38%
Cohort Comparison		-57%				
05	2022					
	2019	59%	65%	-6%	60%	-1%
Cohort Comparison		-26%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	48%	59%	-11%	53%	-5%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison						

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	13	50		26	54						
BLK	29	48	50	50	68	75	22				
HSP	43			50							
MUL	46	45		58	70						
WHT	38	48		50	59		55				
FRL	32	44	45	50	64	60	28				
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						
WHT	49	47	55	58	58	50	59				
FRL	51	48	54	53	47	43	47				

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	49
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1

ESSA Federal Index	
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	341
Total Components for the Federal Index	7
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	36
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	49
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	47
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0

Multiracial Students	
Federal Index - Multiracial Students	55
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	50
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	46
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?

Looking at the data for the past several years, Melrose Park students have continued to struggle with learning gains in ELA and Math. However, during the 2021-2022 school year, students increased in all subject areas. In the past, the majority of our SWDs, Economically Disadvantaged, and Black students struggled with proficiency and growth. These subgroups increased in ELA and Math in the 2021-2022 school year. Overall, we are noticing that the students are showing learning gains and our percentage of students proficient is continuing to increase.

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

Based on progress monitoring and the 2022 state assessment, English Language Arts demonstrates the greatest need for improvement. Only 21% of students scored a Level 3 or above in English Language Arts. Our Math scores rose 10% from 2021 to 2022 and our Science rose 3%.

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 staffing problems in our 3rd grade due to medical reasons and a teacher leaving for a different job mid-year. This put us at a great disadvantage because the students were not being taught by a Highly Qualified Teacher. We also adopted a new ELA Basal and the teachers were learning a new curriculum and filling in the gaps in learning due to COVID.

Our school is adopting the same method we used to raise our Math scores, to raise our ELA scores. This would include a dedicated ELA intervention time for students to receive instruction based on their needs and level.

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

Our Math scores showed the most improvement. We rose our from 19% to 29% scoring a Level 3 or above.

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

The biggest contributing factor were the new actions our school took in Math. We decided to turn to completely standards based Math and used the iReady Tool-Kit and Standards Mastery to assess, reteach, and enrich. Students would take a pre-test of a standard, be placed in an appropriate group, and was either remediated or enriched on the standard. We had a dedicated thirty minute intervention block for Math. This ensured teachers always had time for Math Intervention.

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

We will continue to do the same intervention in math, but we are adding dedicated time for reading intervention. This will allow students to have additional small group instruction to strengthen their skills in ELA.

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.

Our school will provide additional support for learning the new Math curriculum. Our instructional coach will work with each grade level to ensure all teachers are comfortable with the new curriculum and to help new teachers learn both the reading and math curriculum. We will also support the new teachers in learning the iReady Tool-Kit and how to utilize Standards Mastery. Each month we will have data meetings to discuss how students are progressing in ELA and Math. During the data meetings we will also discuss what is working and not working in the classrooms. Once a month they will also have PLCs on various topics including; classroom management, MTSS, parent communication, and time management.

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

Title 1 will be providing 3 tutors who will help students in K-5. We will also utilize the CTAG tutors for intervention times as well. We will be able to sustain this using Grant Funding.

Areas of Focus

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

:

#1. Instructional Practice specifically relating to ELA**Area of Focus****Description and Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Our 3rd grade students increased in proficiency from 34.4% in 2020-2021 to 36% in 2021-2022. In 4th grade, they increased from 33.9% to 36% and in 5th grade, they decreased from 31.7% to 24%. 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:**

State the specific measurable

outcome the school plans to achieve.

This should be a data based, objective outcome.

Melrose Park will show a 5% gain in proficiency on the 2022-2023 F.A.S.T.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

This Area of Focus will be monitored using F.A.S.T. Study Island, and quarterly data chats with the Leadership Team.

Person responsible for monitoring outcome:

Andrea Cox (coxa@columbiak12.com)

Evidence-based**Strategy:**

Describe the evidence-based strategy being implemented for this Area of Focus.

Students will be placed in intervention groups based on their previous iReady and FSA scores. Students will then be monitored for standard mastery through Study Island. The interventions will include Heggerty Phonemic Awareness, Fountas & Pinnell Leveled Literacy Intervention System, Read Naturally, and Saxon Phonics.

Rationale for Evidence-based**Strategy:**

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this 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

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.

Review progress monitoring data and create groups for intervention.

Person Responsible Andrea Cox (coxa@columbiak12.com)

Review progress monitoring data and create groups for intervention.

Person Responsible Andrea Cox (coxa@columbiak12.com)

Gather materials for intervention groups.

Person Responsible Jennie Lord (lordj@columbiak12.com)

Gather materials for intervention groups.

Person Responsible Jennie Lord (lordj@columbiak12.com)

Assign paraprofessionals and teachers to intervention groups.

Person Responsible Andrea Cox (coxa@columbiak12.com)

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

Person Responsible Jennie Lord (lordj@columbiak12.com)

Assign paraprofessionals and teachers to intervention groups.

Person Responsible Andrea Cox (coxa@columbiak12.com)

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

Person Responsible Jennie Lord (lordj@columbiak12.com)

#2. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

Our Students with Disabilities showed no growth on the federal index.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

The SWD subgroup will increase from 32% to 32% to meet the federal index.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

The SWD group will be monitored using F.A.S.T. and Study Island testing. Their growth will be measured each marking period.

Person responsible for monitoring outcome:

Andrea Cox (coxa@columbiak12.com)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

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. 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.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

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.

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 one-on-one tutoring during the school day.

Person Responsible

Heidi Walker (walkerh@columbiak12.com)

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

Person Responsible Andrea Cox (coxa@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:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

Our students showed a marked improvement in Math increasing from 27% to 49%. However, we are still 17% behind the rest of our District and 8% behind the state.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Melrose Park will gain in proficiency by 5% on the 2022-2023 F.A.S.T.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

This Area of Focus will be monitored using Standards Mastery and F.A.S.T. 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:

Describe the evidence-based strategy being implemented for this Area of Focus.

Students will be placed in intervention and remediation groups based on their Standards Mastery scores. The interventions be derived from the iReady Teachers Toolbox and Magnetic Math.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this 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

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.

Review Standards Mastery Data and create groups and schedule for intervention.

Person Responsible Jennie Lord (lordj@columbiak12.com)

Gather materials for the intervention groups

Person Responsible Jennie Lord (lordj@columbiak12.com)

Assign paraprofessionals, tutors, and teachers to the intervention groups.

Person Responsible Andrea Cox (coxa@columbiak12.com)

Meet with paraprofessionals, tutors, 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:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

Melrose Park students increased from 21% scoring a level 3 and above to 29% 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:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Melrose Park fifth-grade students will increase their scores by 5% on the 2022-2023 Science Test.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

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 FOCUS Assessments..

Person responsible for monitoring outcome:

Andrea Cox (coxa@columbiak12.com)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

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

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this 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

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.

Plan administration of FOCUS Science Tests.

Person Responsible

Jennie Lord (lordj@columbiak12.com)

Review scores on the tests 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. Positive Culture and Environment specifically relating to Parent and Family Engagement**Area of Focus Description and****Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

After reviewing the amount of parents and families involved in school functions there was a need for improvement.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

The school will implement 4 or more family engagement activities during the school year. Students will show an increase of 3% in their ELA, math, and science scores through the implementation of activities/strategies addressed in the 2022-2023 Parent and Family Engagement Plan.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

The area of focus will be monitored through monthly Parent and Family Engagement Activity Reports, as well as the use of Parent/Family Surveys.

Person responsible for monitoring outcome:

Heidi Walker (walkerh@columbiak12.com)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

Building the capacity of parents to help their children at home through Title I events with an embedded link to student achievement.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this 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

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.

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)

#6. -- Select below -- specifically relating to**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

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.

No action steps were entered for this area of focus

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

All students in grades K-2 will participate in Intervention. The students be assessed on STAR Early Literacy and Standards Mastery. These assessments will determine which intervention the student will attend. Each of the interventions are catered to the needs of the students in those group. This ensures each student is getting what they need to be successful in school. Students will be given a pre-test prior to teachers instructing on specific standards. Based on the pre-test, the students will be placed in intervention groups. Following the a week of intervention, students will be given a post-test. Students who need additional intervention will continue to receive intervention on the standard. Teachers will use the Teacher Tool-kit from iReady, Study Island, Leveled Literacy Intervention, and intervention material provided by the adopted textbook.

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

All students in grades 3-5 will participate in Intervention. The students be assessed on F.A.S.T. and Standards Mastery. These assessments will determine which intervention the student will attend. Each of the interventions are catered to the needs of the students in those group. This ensures each student is getting what they need to be successful in school. Students will be given a pre-test prior to teachers instructing on specific standards. Based on the pre-test, the students will be placed in intervention groups. Following the a week of intervention, students will be given a post-test. Students who need additional intervention will continue to receive intervention on the standard. Teachers will use the Teacher Tool-kit from iReady, Study Island, Leveled Literacy Intervention, and intervention material provided by the adopted textbook.

Measurable Outcomes:

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

On the final iReady Diagnostic assessment, 85% of our kindergarten students, 68% of our first grade students, and 50% of our second grade students were on or above grade level. Our students will show gains of 5% on the end of the year S.T.A.R. Reading Assessment.

Grades 3-5: Measureable Outcome(s)

On the 2021-2022 FSA ELA, 36% of our 3rd graders, 36% (2% increase) of our 4th grade students, and 24% of our fifth graders (8% drop) performed at proficiency. Our students will show gains of 5% at the end of the school year. We will measure this growth by their scores on the F.A.S.T.

Monitoring:

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

Melrose Park will monitor the students classroom grades, standards driven assessments, and progress monitoring school through out the school year. The lead team will ensure all interventions continue to be driven by the needs of students and demonstrated on pre and post standard assessments. Teachers will

continue to provide rigorous instruction in the classroom, while scaffolding in small groups. Melrose Park anticipates these activities will have a great impact on student learning.

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Cox, Andrea, coxa@columbiak12.com

Evidence-based Practices/Programs:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

Teachers will use the iReady toolbox, materials from the state approved textbook, Study Island, Leveled Literacy Intervention, and Saxon Phonics. Each of these programs has been shown to have strong to moderate success based on the information found on What Works Clearing House.

Rationale for Evidence-based Practices/Programs:

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

The iReady toolbox has proven to be success for our school. Our school used this for Math Intervention last year and saw a 22% increase in our Math scores from 2020-2021 to 2021-2022. Leveled Literacy Intervention and Saxon Phonics helps interventionalists fill in the gaps students may have due to the COVID pandemic.

Action Steps to Implement:

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
<p>K-2 teachers will continue to receive professional learning from our instructional coach, Jennie Lord, or our Regional Literacy Director, Kaleb Watkins, on a bi-weekly schedule. They will focus on teachers understanding what the standards are asking the students to master by the end of the year, how to use the reading block effectively, and using data to drive instruction. K-2 teachers and the leadership team will monitor and assess the effectiveness of interventions used and change groupings and intervention where necessary. K-2 teachers will give the S.T.A.R or S.T.A.R Early Literacy three times a year and will use Standards Mastery to assess the standards the teachers are instructing. These two assessments drive the intervention groups.</p>	<p>Cox, Andrea, coxa@columbiak12.com</p>
<p>3-5 teachers will continue to receive professional learning from our instructional coach, Jennie Lord, or our Regional Literacy Director, Kaleb Watkins, on a bi-weekly schedule. They will focus on teachers understanding what the standards are asking the students to master by the end of the year, how to use the reading block effectively, and using data to drive instruction. 3-5 teachers and the leadership team will monitor and assess the effectiveness of interventions used and change groupings and intervention where necessary. K-2 teachers will give the F.A,S,T. three times a year and will use Standards Mastery to assess the standards the teachers are instructing. These two assessments drive the intervention groups.</p>	<p>Cox, Andrea, coxa@columbiak12.com</p>

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.

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 school culture and environment.

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.