

Columbia County School District

Melrose Park Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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Melrose Park Elementary School

820 SE PUTNAM ST, Lake City, FL 32025

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

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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. Our entire school community shares the belief that all children can and will learn.

Provide the school's vision statement.

Melrose Park Elementary will work together with parents, teachers, staff, and community members to provide quality educational programs that focus on the total development of the child.

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team

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 as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Cox, Andrea	Principal	To provide the leadership and vision necessary to develop and administer elementary educational programs that optimize available human and material resources to provide successful high quality educational experiences for students in a safe and orderly environment. Provide comprehensive leadership to the school in the planning and implementation of school improvement initiatives. Involve the faculty and the School Improvement Team/School Advisory Council (SAC) in decision-making.
Smithy, Stephen	Assistant Principal	To assist the principal with all administrative and instructional functions to meet the educational needs of students and carry out the mission and goals of the elementary school and the district. Participate in the school improvement process.
Walker, Heidi	Curriculum Resource Teacher	To enhance school curriculum and parental involvement programs that are site specific, research based and data driven through coordination and effective communication with parents, teachers, administrators and community representatives. Coordinate the Title I School-wide Program / School Improvement Plan as it relates to curriculum, Florida State Standards, parental involvement, budget, inventory, and district, state and federal regulations which includes federal program compliance and program monitoring evidence. Coordinate the development of the School Improvement Plan to include the required School Improvement components, Title I School-wide components as well as parent, faculty, staff and community stakeholder input according to state and federal regulations.
Lord, Jennie	Instructional Coach	To assist and advise schools in researching, pricing, purchasing, installing, trouble-shooting, repairing and maintaining all technology hardware and software in support of program needs and objectives.
Tara, Lora	School Counselor	To provide comprehensive guidance and counseling services to students, parents and teachers. Coordinate the efforts of the school, special services and programs, and community resources in providing for the intellectual, psychological, physical and emotional needs of the students, particularly those with learning and / or behavior problems.

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

Melrose Park Elementary will involve stakeholders (including the school leadership team, teachers, school staff, parents, and business or community leaders) in the development process of the School

Improvement Plan. These stakeholders, serving on our School Advisory Committee, will develop the School Improvement Plan. In addition, Melrose Park will invite input through Social Media and Parents Square. The teachers will review and provide input on our school improvement plan during preplanning. The input from parents and teachers will be collected via Google Forms.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards by using progress monitoring data and sharing the data with our School Advisory Council and other stakeholders. Teachers will participate in data chats each semester to discuss their individual students and subgroups. Melrose Park will also participate in Learning Communities to help teachers understand data and standards. After data analysis has been completed, the SAC will review the the SIP plan and make changes as needed.

Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	67%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* Black/African American Students (BLK) Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: C 2018-19: C 2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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		
Absent 10% or more days	36	16	17	19	12	9	0	0	0	109	
One or more suspensions	7	4	6	8	16	20	0	0	0	61	
Course failure in English Language Arts (ELA)	0	2	6	9	4	2	0	0	0	23	
Course failure in Math	0	1	1	4	5	2	0	0	0	13	
Level 1 on statewide ELA assessment	0	0	0	10	10	13	0	0	0	33	
Level 1 on statewide Math assessment	0	0	0	2	8	7	0	0	0	17	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	27	5	4	27	24	19	0	0	0	106	

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	15	7	8	21	19	10	0	0	0	80

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	16	4	3	10	4	1	0	0	0	38
Students retained two or more times	0	0	0	5	6	0	0	0	0	11

Prior Year (2022-23) As Initially Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	28	20	18	21	16	15	0	0	0	118	
One or more suspensions	3	6	1	15	7	8	0	0	0	40	
Course failure in ELA	0	5	10	8	5	3	0	0	0	31	
Course failure in Math	0	4	6	3	6	4	0	0	0	23	
Level 1 on statewide ELA assessment	0	0	0	27	19	15	0	0	0	61	
Level 1 on statewide Math assessment	0	0	0	13	11	22	0	0	0	46	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	24	6	8	8	3	7	0	0	0	56	
	0	0	0	0	0	0	0	0	0		

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	5	4	5	13	11	6	0	0	0	44

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	15	6	3	11	4	1	0	0	0	40
Students retained two or more times	0	0	0	6	6	0	0	0	0	12

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

The number of students by grade level that exhibited each early warning indicator:

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	28	20	18	21	16	15	0	0	0	118	
One or more suspensions	3	6	1	15	7	8	0	0	0	40	
Course failure in ELA	0	5	10	8	5	3	0	0	0	31	
Course failure in Math	0	4	6	3	6	4	0	0	0	23	
Level 1 on statewide ELA assessment	0	0	0	27	19	15	0	0	0	61	
Level 1 on statewide Math assessment	0	0	0	13	11	22	0	0	0	46	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	24	6	8	8	3	7	0	0	0	56	
	0	0	0	0	0	0	0	0	0		

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	5	4	5	13	11	6	0	0	0	44

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	15	6	3	11	4	1	0	0	0	40
Students retained two or more times	0	0	0	6	6	0	0	0	0	12

II. Needs Assessment/Data Review**ESSA School, District and State Comparison (pre-populated)**

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	43			35	58	56	32		
ELA Learning Gains				45	60	61	34		
ELA Lowest 25th Percentile				48	56	52	35		
Math Achievement*	55			51	67	60	25		
Math Learning Gains				64	65	64	15		
Math Lowest 25th Percentile				64	57	55	21		
Science Achievement*	33			34	53	51	23		
Social Studies Achievement*					0	50			
Middle School Acceleration									
Graduation Rate									
College and Career Acceleration									
ELP Progress									

** In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.*

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	43
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	173
Total Components for the Federal Index	4
Percent Tested	99
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	49
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	341
Total Components for the Federal Index	7
Percent Tested	100
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	26	Yes	4	1
ELL				
AMI				
ASN				
BLK	39	Yes	1	
HSP	53			
MUL	43			
PAC				

2022-23 ESSA SUBGROUP DATA SUMMARY

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
WHT	49			
FRL	43			

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	36	Yes	3	
ELL				
AMI				
ASN				
BLK	49			
HSP	47			
MUL	55			
PAC				
WHT	50			
FRL	46			

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	43			55			33					
SWD	29			21							3	
ELL												
AMI												
ASN												
BLK	39			47			29				4	
HSP	47			59							2	

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
MUL	43			43							2	
PAC												
WHT	45			66			40				4	
FRL	42			53			32				4	

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	35	45	48	51	64	64	34					
SWD	13	50		26	54							
ELL												
AMI												
ASN												
BLK	29	48	50	50	68	75	22					
HSP	43			50								
MUL	46	45		58	70							
PAC												
WHT	38	48		50	59		55					
FRL	32	44	45	50	64	60	28					

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	32	34	35	25	15	21	23					
SWD	10			16								
ELL												
AMI												
ASN												
BLK	26	34		22	18	18	20					
HSP	40			20								
MUL	35			12								
PAC												
WHT	39	31		35	19		31					

2020-21 ACCOUNTABILITY 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	ELP Progress
FRL	30	33	29	25	14	17	23					

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	45%	57%	-12%	54%	-9%
04	2023 - Spring	44%	58%	-14%	58%	-14%
03	2023 - Spring	39%	51%	-12%	50%	-11%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	61%	72%	-11%	59%	2%
04	2023 - Spring	59%	66%	-7%	61%	-2%
05	2023 - Spring	34%	60%	-26%	55%	-21%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	30%	50%	-20%	51%	-21%

III. Planning for Improvement

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Fifth Grade Math showed the lowest performance at 26% proficient. These students are the last of the students affected by COVID. There was also a grade change during the middle of the year and an out of state teacher who did not buy-in to the state adopted curriculum. The way the students were tested also changed from a paper/pencil test to a computer test.

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

Our Math Gains showed the greatest decline. They fell from 64% growth to 55% growth. Last year we did not focus as much on math and really focused on reading because our scores dropped. There was also a grade change during the middle of the year and an out of state teacher who did not buy-in to the state adopted curriculum. The way the students were tested also changed from a paper/pencil test to a computer test.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Fifth Grade Math at 34%, showed the greatest gap when compared the state at 57%. These students are the last of the students affected by COVID. There was also a grade change during the middle of the year and an out of state teacher who did not buy-in to the state adopted curriculum. The way the students were tested also changed from a paper/pencil test to a computer test. Fifth Grade Science also showed a gap. Melrose Park tested at 30% proficient and the stated tested at 50% proficient.

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

Melrose Park showed the most improvement in ELA. Our scores raised from 35% to 42% in ELA achievement and from 45% to 54% in ELA gains. Our school used our intervention time to focus on ELA skills the students showed deficiency in on the first Performance Monitoring. Previously, we focus more on Math because our students lacked foundational math due to COVID.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Our largest area of concern are the number of students showing substantial reading deficiency. Our other area of concern is attendance; 25% of our students have missed 10% or more of school.

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

1. Focus on 5th grade Math Practices to maintain the progress made in 4th grade.
2. Continue our focus on data-driven intervention groups for Math and Reading.
3. Implement strategies to ensure science is taught with fidelity in grades K-5.
4. Provide additional support to ESE/inclusion teachers.
5. Provide classroom management training to teachers to improve suspensions.

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Positive Culture and Environment specifically relating to Early Warning System**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Our Area of Focus is attendance and discipline. Based on the Early Warning System data, these two areas are in critical need of change.

Measurable Outcome:

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

Melrose Park Elementary will raise attendance and lower suspensions by 5% at the end of the school year.

Monitoring:

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

To monitor the outcomes, the leadership team will review attendance and suspension reports monthly.

Person responsible for monitoring outcome:

Stephen Smithy (smithys@columbiak12.com)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Melrose Park will use Restorative Practices to help decrease suspensions and increase attendance.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Restorative practice is a prevention-oriented approach that fosters consensus-based decisions to resolve school conflict such as bullying, truancy and disruptive behavior. It focuses not only on rule-breaking and discipline but focuses on changing the entire school culture. In addition, restorative practice has been shown to have a positive impact on attendance and reduce absenteeism.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 2 - Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Training in restorative strategies to all faculty and staff.

Person Responsible: Stephen Smithy (smithys@columbiak12.com)

By When: September

Monitor discipline referrals to identify teachers who need additional support and provide them additional training.

Person Responsible: Stephen Smithy (smithys@columbiak12.com)

By When: Monthly

#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 crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Students identified as students with disabilities showed scores far below other populations and scored below 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 36% to 42% to meet the federal index on the F.A.S.T.

Monitoring:

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

The SWD subgroup will be monitored using State Progress Monitoring, attendance rates, district progress monitoring, classroom walkthroughs, weekly team meetings.

Person responsible for monitoring outcome:

Andrea Cox (coxa@columbiak12.com)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

The Students with Disabilities will be placed in intervention groups using Leveled Literacy.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

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.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Weekly team meetings with ESE teachers to monitor the students.

Person Responsible: Andrea Cox (coxa@columbiak12.com)

By When: Weekly

Provide ESE teachers and intervention teachers with Leveled Literacy Material.

Person Responsible: Heidi Walker (walkerh@columbiak12.com)

By When: September

#3. Instructional Practice specifically relating to Intervention**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

F.A.S.T. data shows that our students are still performing below the state average in ELA, Math, and Science.

Measurable Outcome:

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

Melrose Park Elementary will increase ELA, Math, and Science data by 5% by the end of the school year.

Monitoring:

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

School leadership will review lesson plans weekly to provide support and feedback to teachers as they are preparing to deliver instruction. The Instructional Coach will be present in common planning to support the development of explicit and intentional instruction that is aligned, School leadership team will walk classrooms in all grade levels weekly to monitor the delivery of instruction. Leadership team will meet weekly to review trends and adjust as needed. Leadership team will also monitor team meetings to insure intervention groups are based on data.

Person responsible for monitoring outcome:

Andrea Cox (coxa@columbiak12.com)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Dedicate time each day to teaching math, and integrate math, reading, and science instruction throughout the school day. Provide explicit and systematic intervention instruction.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Current math, reading, and science objectives should be coordinated with activities in the classroom and lessons in other subject areas so children can master skills and extend concepts. Struggling students should receive explicit instruction to ensure that they have the foundational skills and conceptual knowledge necessary for understanding grade level content.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Create a schedule with dedicated times for Tier 1 instruction and Intervention groups.

Person Responsible: Andrea Cox (coxa@columbiak12.com)

By When: August

Ensure standard based materials are available for teachers.

Person Responsible: Heidi Walker (walkerh@columbiak12.com)

By When: August

Ensure teachers are using explicit teaching strategies.

Person Responsible: Jennie Lord (lordj@columbiak12.com)

By When: Ongoing

Leadership team meets weekly to discuss trends and concerns.

Person Responsible: Andrea Cox (coxa@columbiak12.com)

By When: Ongoing

#4. Positive Culture and Environment specifically relating to Other**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

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 2023-2024 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 Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

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 Intervention:

Explain the rationale for selecting this specific 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.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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)

By When: Ongoing

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)

By When: Ongoing

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)

By When: Ongoing

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C)).

School improvement funding is allocated based on resources requested by teachers. Teachers must fill out a funding request form, identify the school improvement goal associated with the request, and provide an explanation for the request. The School Advisory Council reviews the requests and approves the request, or denies the request with an explanation.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

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 will be assessed on STAR Early Literacy and Standards Mastery. These assessments will determine which intervention the student will attend. Each of the interventions is catered to the needs of the students in those groups. This ensures each student gets what they need to succeed 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 Toolkit from iReady, Study Island, Leveled Literacy Intervention, and intervention material provided by the adopted textbook.

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

All students in grades 3-5 will participate in Intervention. The students will be assessed on F.A.S.T. and Standards Mastery. These assessments will determine which intervention the student will attend. Each of the interventions is catered to the needs of the students in those groups. This ensures each student gets what they need to succeed 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 Toolkit 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 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 Measurable Outcomes

Our students will show gains of 5% on the end of the year S.T.A.R. Reading Assessment.

Grades 3-5 Measurable Outcomes

Our students will show gains of 5% at the end of the school year from Progress Monitoring Assessment 1 to Progress Monitoring Assessment 3 using the FAST Assessment.

Monitoring**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 impact student achievement outcomes.

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

Description:

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. §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:

Explain the rationale for selecting 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 evidence-based 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 an increase in our Math scores from 2021-2022 to 2022-2023. Leveled Literacy Intervention and Saxon Phonics helps interventionists 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
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.	Cox, Andrea, coxa@columbiak12.com
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.	Cox, Andrea, coxa@columbiak12.com

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))

List the school's webpage* where the SIP is made publicly available.

Information about the SIP/SWP is disseminated in the following ways: 1) During the Annual Title I meeting held at the beginning of the school year (September), the SIP/SWP is incorporated. Copies of the plan are available at these meetings and through other sources which includes the school and district website. A notice is sent home to parents informing that the SIP/SWP is located on the websites and that they may request a copy of the plan and who to request if from; 2) The school will distribute information concerning the SIP/SWP at parent meetings (PTO, School Advisory Council meetings) and through newsletter and flyers sent home throughout the year; 3) Reports are translated into Spanish and/or other languages, as needed.

<https://mpe.columbiak12.com/en-US>

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

<https://mpe.columbiak12.com/en-US>

Melrose Park Elementary will build positive relationship with parents, families, and other stakeholders by providing monthly newsletters, opportunities to join the School Advisory Committee, and monthly family engagement activities. Parents will be informed of their child's progress by receiving progress reports and report cards. Teachers will meet with parents to discuss any other concerns as they arise. The leadership team will evaluate classroom grades, attendance, and referral reports monthly and address any problems that are found.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)(ii))

Melrose Park will strengthen the academic program by giving students WIN (What I Need) Time. This is a dedicated intervention time where student's needs are individually addressed. The students attend lessons based on their reading and math needs, including enrichment or accelerated curriculum. This ensures students receive grade-level instruction and their targeted level of instruction.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

The development of this plan is coordinated with other programs funded under ESSA, as follows:

1. Title I, Part A, Title II, Part A and Title V funds collaborate to provide professional development opportunities to assist teachers in Title I schools in developing skills needed to work with students to improve academic achievement among all subgroups.
2. Title I, Part A, Title II, Part A, Title V, Part B and state funds collaborate to provide instructional coaches that provide embedded professional development, intensive coaching cycle, modeling of best practices and instructional resource to teachers.
3. Title I and Title IX collaborate to provide needed services and materials for homeless students;
4. Title I and ESE collaborate to avoid duplication of services provided by Title I and IDEA, as well as to maximize resources.
5. Title I, Part A and Title II, Part A collaborate with professional development.
6. Title V and Title I collaborate with technology/software purchases.
7. State and Local funds are used to support the instructional program in all core content areas.

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

Melrose Park ensures the students receive mental health services, counseling, and specialized support services. Our school has a social worker three days a week. She counsels with homeless students, at-

risk students, and other students who have been identified by teachers. Our guidance counselor offers art based therapy and a zen garden. This provides a low stress, low pressure environment for students open up and discuss mental health issues. Melrose Park also works with behavior specialists and our district ESE office to assist teachers with behaviors associated with mental health in the classroom.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

Not applicable.

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

Melrose Park Elementary will implement the Multi-Tiered System of Support (MTSS) and Restorative Practices to address behavior and early intervention services. The MTSS team meets monthly to review the progress students are making on their goals and adjusts as needed. The teachers are given professional development on Restorative Practices and are monitored to ensure they are using those practices with fidelity and offered additional training when needed.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

The school provides professional development for instructional and administrative leaders to support adult learning. The use of Instructional Coaches to provide job-embedded professional learning to all paraprofessionals, other school personnel, and teachers regardless of where each teacher's skill level resides on the mastery spectrum. The Professional Development activities provide consistency and understanding of instructional methodology, high-impact instructional strategies, data analysis of student performance assessment outcomes, and other professional learning activities that are focused on the learning needs of students that are unique to the school. The school will recruit and retain effective teachers by providing a positive school culture and ample teacher support.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

The school provides a Kindergarten Orientation Night/Kindergarten Roundup in June where parents have an opportunity to get to know the school, meet school-based administrators, and teachers as well as receive supply lists and receive information about Kindergarten, register for Kindergarten, Child Find is employed and in some situations, vision and hearing screenings occur. Parents receive materials and supplies to work with their children over the summer to help prepare them for the rigors of Kindergarten and to prevent "Summer Slide". Translators will be provided as feasible. The LEA provides a modified schedule for Kindergarten students during the first week of school. In the first two days of school, the students only attend for a half-day to help the child transition into a full day of formalized education. Prior to the first day of school, the teachers conduct one on one conferences with each parent and child in order for the teacher to discuss academic standards expectations and gather information about the student. During the meeting, the parent is provided ample opportunities to ask questions to help the child acclimate to the new learning environment. This type of meeting and student schedule significantly enhances the transition into school and lowers the student's anxiety level.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System				\$0.00
2	III.B.	Area of Focus: ESSA Subgroup: Students with Disabilities				\$0.00
3	III.B.	Area of Focus: Instructional Practice: Intervention				\$242,033.65
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	6300	130	0071 - Melrose Park Elementary School	Title, I Part A	1.0	\$79,176.55
			Notes: Curriculum Resource Teacher			
	6400	130	0071 - Melrose Park Elementary School	Title, I Part A	0.25	\$24,567.02
			Notes: Instructional Coach			
	5100	150	0071 - Melrose Park Elementary School	Title, I Part A	3.75	\$114,044.34
	5100	360	0071 - Melrose Park Elementary School	Title, I Part A	0.0	\$2,200.00
			Notes: Copy Machine			
	5100	369	0071 - Melrose Park Elementary School	Title, I Part A	0.0	\$5,565.00
			Notes: Web-based Supplemental Instructional Software			
	5100	510	0071 - Melrose Park Elementary School	Title, I Part A	0.0	\$7,229.79
			Notes: Supplemental Instructional Materials			
	5100	510	0071 - Melrose Park Elementary School	Title, I Part A	0.0	\$3,176.47
			Notes: General Materials and Supplies			
	5100	519	0071 - Melrose Park Elementary School	Title, I Part A	0.0	\$2,000.00
			Notes: Technology Related Supplies			
	6400	330	0071 - Melrose Park Elementary School	Title, I Part A	0.0	\$2,508.36
			Notes: Travel for Teachers to Attend Professional Development			
	7730	330	0071 - Melrose Park Elementary School	Title, I Part A	0.0	\$1,566.12
			Notes: Travel for School Administrators to Attend Professional Development			
4	III.B.	Area of Focus: Positive Culture and Environment: Other				\$14,355.08
	Function	Object	Budget Focus	Funding Source	FTE	2023-24

	6150		0071 - Melrose Park Elementary School	Title, I Part A		\$14,355.08
			<i>Notes: Parent and Family Engagement material and supplies and salaries.</i>			
Total:						\$256,388.73

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No