

Melrose Park Elementary School

820 SE PUTNAM ST, Lake City, FL 32025

<http://www.columbia.k12.fl.us/melrosepark/index.html>

School Demographics

School Type
Elementary

Title I
Yes

Free/Reduced Price Lunch
89%

Alternative/ESE Center
No

Charter School
No

Minority
51%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	D	C	B	A

School Board Approval

This plan is pending approval by the Columbia County School Board.

SIP Authority and Template

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

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	8
8-Step Planning and Problem Solving Implementation	18
Goals Summary	18
Goals Detail	18
Action Plan for Improvement	22
Appendix 1: Implementation Timeline	35
Appendix 2: Professional Development and Technical Assistance Outlines	37
Professional Development Opportunities	38
Technical Assistance Items	40
Appendix 3: Budget to Support Goals	41

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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida’s DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Focus	2	Wayne Green
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Parents, Teachers, Staff and Community Members will work together to provide quality educational programs that focus on the total development of the child.

Provide the school's vision statement

As a learning community, we value all children while maximizing each child's ability to become a productive member of society.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

The school learns about students' cultures and builds relationships between teachers and students by reaching out to all families through parental involvement events such as: Open House, Back to School Bash, Parent Conferences, PTO meetings, Fall Festival, etc. At these events, teachers are able to have personal and academic conversations with students and their families that help build relationships.

Describe how the school creates an environment where students feel safe and respected before, during and after school

The school creates an environment where students feel safe and respected through the implementation of CHAMPS for behavior. Our school has provided professional development to teachers in CHAMPS and continues to support their learning and implementation of this behavior system. Students are encouraged to excel through positive relationships with faculty and staff. Respect is built through positive reinforcement of behavior. Teachers create a safe and respected learning environment in their classroom by incorporating learning strategies that target varying abilities of students, providing positive feedback to students, and creating structure through routines and procedures.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Our school has implemented the CHAMPS behavior system and utilizes a school-wide discipline plan. CHAMPS provides consistent routines and procedures for arrival and dismissal times, behaviors and voice levels in common areas, and clear expectations for activities in the classroom. Our school has provided professional development to teachers in CHAMPS and continues to support their learning and implementation of this behavior system.

Our school also utilizes a color-coded discipline plan with school-wide rules beginning with Pre-Kindergarten through Fifth grade.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Melrose Park Elementary ensures that the social-emotional needs of all students are met by the following:

- School Based Leadership Team meets weekly to discuss students with barriers to academic and social success;
- "Check In Check Out" and "Check and Connect" programs are utilized with students in need of positive adult interactions and positive feedback throughout the school day;
- Instruction and various campus activities that address social/emotional needs of students;
- Connect students to agencies who have Cooperative Agreements or are on campus (Meridian, RHA, Hospice Harry's Kids, Haven Hospice, Interface, homeless coalition, etc.);
- Develop and implement a comprehensive intervention program (Response to Intervention) with dedicated time to: (1) Assessing the needs of the students and the barriers blocking their success (Data-Driven Decision Making), (2) Identifying interventions that the research suggests works to remove the barrier to success (Evidence-Based Intervention), and (3) Evaluating the intervention and evolve (Evaluation).
- Students engage with identified staff (i.e. school counselor, school-based team leader) to provide a differentiated delivery of services based on student/school need. This Includes core (classroom guidance, workshop, assembly), supplemental (solution focused small group counseling), and intensive supports (individual counseling/advisement, referral to community resources).
- Utilize data-based decision making to close academic, social-emotional and college-career equity gaps by connecting all students with the services they need.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

Melrose Park Elementary analyzes the following data to determine if students are in one or more categories for early warning of failure and dropping out of school:

- Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
- One or more suspensions, whether in school or out of school
- Course failure in English Language Arts or mathematics
- A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics

If students are identified as meeting 2 or more of these early warning indicators, a system is in place to identify and provide the appropriate intervention and monitor the student's progress with the intervention. Truancy is monitored by the classroom teacher and Principal. A discipline folder for each student receiving a referral is maintained in the front office. When students reach 3 or more referrals, the behavior Rtl process is put in place. Students receiving a Level 1 on state assessments or receives a failing yearly average in ELA or Math receive immediate intensive intervention in the area(s) of need.

Provide the following data related to the school's early warning system

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	16	10	7	12	11	7	63
One or more suspensions	16	10	7	13	14	9	69
Course failure in ELA or Math	9	8	4	23	9	5	58
Level 1 on statewide assessment	0	0	0	35	21	15	71

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Students exhibiting two or more indicators	7	6	5	6	15	8	47

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

All teachers at Melrose Park Elementary maintain attendance online through FOCUS. When students begin to display patterns of truancy, the teacher begins a Truancy Folder. Parent contact is made before the Truancy Folder is started and continues throughout the process. Parents are encouraged by the school and the District to bring their students to school everyday and to arrive before the tardy bell rings.

Students receiving multiple referrals are referred to the Guidance Counselor to begin the Behavior RtI process. Parent contact is made with each referral by the teacher and/or administration and throughout the Behavior RtI process. The Behavior RtI process looks at the whole student and patterns in the behavior. Strategies are then implemented to help the student be successful in school.

All teachers at Melrose Park Elementary maintain a data binder with academic information about each student. Teachers meet with the School Based Leadership Team at Data Meetings to discuss students that are showing indicators of failure. Students that are in danger of not mastering grade level expectations are referred to the Academic RtI process. Through this process, the student's area(s) of need are identified and matched with intervention strategies to improve academic success.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/190016>.

Description

A PIP has been uploaded for this school or district - see the link above.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Our school incorporates a banner program in which we have local businesses and community partners purchase a banner that is placed on our fence for advertisement. The proceeds from this program are used to support parental involvement activities including Curriculum Nights. The names of the businesses and community partners are also placed in our monthly parent newsletter.

Columbia Bank has partnered with Melrose Park Elementary by supplying school supplies for our students and being an active member of our School Advisory Council.

Our school also collaborates with local community service providers to provide presentations to parents and students.

Our school also partners with local churches to secure volunteers to mentor and work with students, provide bookbags and weekend snack packs.

Our school is provided with donations from many local businesses for parent involvement and PTO events. We also have community members who come into our school and read to and with our students to promote literacy.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership

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

Name	Title
Frakes, Stacey	Principal
Bailey, Nicole	Guidance Counselor
Garner, Michelle	Instructional Coach
Neeley, Tanya	Other

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

The purpose of the MTSS Leadership Team in our school is to ensure high quality instruction/ intervention is matched to student needs and using performance level and learning rate over time to make data-based decisions to guide instruction. The MTSS Leadership Team reviews school-wide data to address the progress of low-performing students and determine the enrichment and acceleration needs of high-performing students. The major goal is for all students to achieve proficiency and improve other long-term outcomes (behavior, attendance, etc.). The team uses the Problem Solving Model and ALL decisions are guided by the review and analysis of student data. The MTSS/RTI Team also works closely with district level staffing specialists, psychologists, ESE teachers, and regular education teachers to ensure that the MTSS plan is carried out with fidelity.

Team Members/ Function:

Stacey Frakes, Interim Principal- Classroom observations, Fidelity of Plans

Nicole Bailey, Guidance Counselor- RTI/MTSS Coordinator

Michelle Garner, Instructional Coach and Tanya Neeley, Curriculum Resource Teacher- Assessments and Data Collection

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students

and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The MTSS and SIP structures used at Melrose Park use data based problem solving processes to address effective core instruction, resource allocation, teacher support systems, and small group and individual student needs. We continually monitor our MTSS and SIP throughout the year based on soft and hard data collected at various intervals. The MTSS Team uses the problem solving process to:

- * Oversee the multi-layered model of service delivery (Tier 1/Core, Tier 2/Supplemental and Tier 3/ Intensive)
- *Based on student data, recommend, coordinate, and implement supplemental services (Tiers 2 and 3) that match students' non-mastery of skills through:
 - * Determining scheduling needs, curriculum materials and intervention resources based on identified needs derived from data analysis.
 - * Reviewing and interpreting student data.
 - * Strengthening the core curriculum instruction through supportive coaching, management of resources, and providing professional development in research based instructional strategies.

We do not currently have Migrant Children enrolled at our school. If and when Migrant Children come to our school, they will be identified under the MTSS system and will receive appropriate services through MTSS.

Title I, Part A

We receive funding that is allocated for the faculty and staff salaries, teacher in-service, educational materials and supplies, Professional Development and Parent Involvement activities which provide additional academic help in the classrooms.

Title I, Part C- Migrant

The Title I, Part C- Migrant Education Program (MEP) will closely monitor migrant student progress at each school site by meeting on a regular basis with students, teachers, guidance personnel and other appropriate staff. The MEP will implement supplementary literacy and mathematics tutorials that address the unique needs of migrant students. The MEP will also provide a family advocate to serve as the liaison between the student's family and school.

Title II

Professional development in accordance with the District plan.

Title X- Homeless

The district receives funds to provide resources (social workers and tutoring) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

Violence Prevention Programs

Per state statute, the district has adopted and now implements a district-wide bullying policy. The Too Good for Drugs and Too Good for Violence programs are used in Kindergarten through Fifth Grade. School Resource Officers are on-call for all Elementary schools. The school has a Crisis Prevention Team in place. A counselor from Meridian frequently meets with students who need counseling. Several teachers are CPI certified to handle crisis situations.

Nutrition Programs

Free breakfast is provided to all students by the Universal Breakfast Program. Free lunch is also provided for all students. Physical Education teaches a Nutritional Unit to Kindergarten through Fifth Grade students. The University of Florida Nutrition Education Program visits and provides valuable information and activities for the First through Fifth grade students. Melrose Park Elementary is participating in the Fresh Fruit and Vegetable Program for the 2014-2015 school year. This is a federally assisted program providing free fresh fruits and vegetables to students in participating elementary schools during the school day.

Head Start

Information is received regarding new Kindergarten students from the local Head Start Program if available.

Pre-K Handicapped is provided for students with disabilities. Voluntary Pre-K is provided at Melrose Park Elementary for 4-year-olds.

School Advisory Council (SAC)

Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Tanya Neeley	Teacher
Jennie Lord	Teacher
Stacey Frakes	Principal
Nicole Bailey	Teacher
Amanda Brown	Parent
Treashonna Davis	Parent
Mandy Eadie	Parent
Tanya Johnson	Teacher
Laquacious McCray	Parent
Summer Payne	Education Support Employee
Melissa Peters	Parent
Maralisa Reed	Business/Community
Lisa Scott	Parent
Henry Stroud	Parent
Kim Taylor	Teacher
Ray Taylor	Parent
Linda Young	Parent

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

The School Advisory Council reviewed the FCAT data from the 2013-2014 school year. SAC members discussed areas that showed growth and discussed strategies for improving areas that need development.

Development of this school improvement plan

The SAC members came together and reviewed the school data from the 2013-2014 school year. We identified areas needing improvement at Melrose Park Elementary. The SAC members discussed our goals for the school, barriers that would prevent us from reaching those goals, and strategies and resources that we can utilize to reduce the barriers. After completion of the School Improvement Plan, SAC members will review a draft, make suggestions for additions and changes, and approve the School Improvement Plan.

Preparation of the school's annual budget and plan

A portion of funds provided in the annual General Appropriations Act for use by School Advisory Councils must be used for implementing the School Improvement Plan. The budgeted amount for Melrose Park Elementary was received from the District office. School Advisory Council members were made aware of the budgeted amount and devised a plan on how to spend those funds on student achievement to support the School Improvement Plan.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

School Advisory Council members for the 2013-2014 school year voted on and approved to use school improvement funds to purchase red communicator folders for each student in grades K-5th. These folders are used to increase communication between school and home. This purchase supported the strategies laid out in the Parent Involvement Plan and the goals in the School Improvement Plan. The total amount spent on the folders was \$959.00.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Frakes, Stacey	Principal
Bailey, Nicole	Guidance Counselor
Garner, Michelle	Instructional Coach
Neeley, Tanya	Other
Gasparrini, Amy	Instructional Media

Duties

Describe how the LLT promotes literacy within the school

Our Instructional Coach, Michelle Garner, is the LLT Chairperson. Mrs. Garner provides extensive expertise in data analysis, reading interventions and strategies. Mrs. Frakes, the Interim Principal at Melrose Park Elementary, and Mrs. Garner collaborate with the team to ensure that literacy is promoted and supported within the school.

Major initiatives of the LLT:

- *Implementation and evaluation of the SIP reading strategies across the content areas.
- *Professional Development
- *Co-planning, modeling and observation of research-based reading strategies within lessons across the content area
- *Data analysis (on-going)
- *Implementation of Common Core Standards
- *Scheduling Family Reading Nights and other Parent Involvement Literacy Events
- *Promoting increased successful participation in our Accelerated Reader program
- *Promoting positive reading experiences through the "Reading Dogs" and the "Lady Emerald" middle school tutoring group.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Melrose Park faculty has identified this as a barrier to increasing student achievement. Through the 8 step problem solving process, a plan has been developed to provide professional development on establishing and supporting a common planning structure.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

Partnerships between middle and high schools and local colleges are being established to increase interest in teaching. At Melrose Park Elementary, we utilize interns from Florida Gateway College and St. Leo University. We support beginning teachers by assigning them to a veteran mentor teacher who has completed the Clinical Educator Course through NEFEC. To further the district's efforts to retain highly qualified reading teachers, teachers are given a variety of opportunities to receive endorsements in reading and ESOL.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

The mentoring program at Melrose Park Elementary pairs beginning teachers with highly qualified mentor teachers who have completed the Clinical Educator Course through NEFEC. Mentoring activities include the following: support in weekly planning, analysis of student work/data, developing assessments, observing lessons and providing feedback, conferencing and problem solving.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

The school purchases state and county adopted textbooks that are reviewed by a committee for alignment to the Florida Standards. Curriculum Maps and the District Reading Plan along with grade level Focus Calendars are used to ensure that the Florida Standards are being taught using appropriate resources. Teachers are attending Unpacking of Florida Standards professional development provided by the Differentiated Accountability Team that will ensure that they are teaching lessons from the core instructional materials based on the Florida Standards.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Teachers in collaboration with the Leadership Team analyze data using the following progress monitoring tools: Performance Matters, STAR Reading, STAR Math, and STAR Early Literacy. At grade level Data Meetings, students are identified as meeting criteria for initiating the RtI process or increasing the amount of intervention to Tier 3. "Bubble students" are also identified and provided additional support with instruction to help them attain proficiency on state assessments. Student data in the classroom is continually monitored for mastery of grade level standards through mini-

assessments, assignments, and exit tickets. Based on data, teachers provide differentiated instruction through literacy and math centers, RtI, and supplemental instructional materials such as Accelerated Reader and Accelerated Math. Teachers utilize flexible grouping with centers, and students are moved in and out of center groups based on data.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Year

Minutes added to school year: 7,200

Title I Summer Enrichment Program-The Extended Year Learning Opportunities is offered during the months of June and July (24 days) to provide 120 hours of intensive remediation to students in grades K through 8 that are low-performing and/or non-proficient and are not meeting requirements in reading and/or math.

The state mandated Summer Reading Camp for 3rd grade students will be held during the summer as mandated using state and local funds.

Strategy Rationale

The Title I Summer Enrichment program will provide remediation to those students who are low-performing and/or non-proficient during the summer months. The purpose of providing this extended learning opportunity is to assist the identified students with closing the learning gap with their peers.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Neeley, Tanya, neeleyt@columbiak12.com

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

State and local assessment scores will be collected and used to determine if students who attended the summer programs showed proficiency or adequate growth on assessments.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Children entering Kindergarten may have benefited from the Columbia County Public Schools' Voluntary Pre-Kindergarten Program. Parent involvement events for transitioning children into Kindergarten include Kindergarten Round-up and Orientation provided in the Spring of each year. This event provides an opportunity to meet the teachers and hear about the academic program and grade level expectations. Parents are encouraged to complete the school registration procedure at this time to ensure that the child is able to start school on time.

In Columbia County Public schools, all Kindergarten children are assessed for Kindergarten Readiness using the Florida Kindergarten Readiness Screener (FLKRS). The state selected assessment contains a subset of the work sampling system. The instruments used in the screening

are based upon the Florida Voluntary Pre-Kindergarten (VPK) Education Standards. Parents are provided a letter from Pam Stewart, Florida Commissioner of Education, explaining the assessments. Teachers will meet with parents after the assessments have been completed to review student performance.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step **S123456** = Quick Key

Strategic Goals Summary

- G1.** Melrose Park will provide consistent, high-quality, rigorous instruction with differentiation in Language Arts, Math, and Science to increase student achievement outcomes.
- G2.** Melrose Park will provide engaging parent involvement activities to increase student achievement outcomes and build capacity.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Melrose Park will provide consistent, high-quality, rigorous instruction with differentiation in Language Arts, Math, and Science to increase student achievement outcomes. 1a

G038886

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	65.0
AMO Reading - All Students	68.0
FCAT 2.0 Science Proficiency	50.0

Resources Available to Support the Goal 2

- Software, Internet, Educational Websites
- Manipulatives
- Renaissance
- Read Naturally
- Tradebooks (small group and classroom sets), Guided reading sets
- SRA kits
- County Adopted Reading, Math, and Science Textbooks
- Volunteers
- Tutors Funded by Title I
- ESE Services and Inclusion Teacher
- Progress Monitoring Assessments
- Kagan strategies
- SUMS Math and Science
- Instructional Coach
- FOCUS books
- Technology
- Curriculum Resource Teacher
- DA Training
- Ready Florida

Targeted Barriers to Achieving the Goal 3

- Lack of understood structure for common planning
- Lack of lessons focused on FL Standards
- Lack of instruction driven by student need

Plan to Monitor Progress Toward G1. 8

Classroom teachers and SBLT will disaggregate data from progress monitoring assessments to ensure progress towards meeting our goal.

Person Responsible

Stacey Frakes

Schedule

Monthly, from 9/19/2014 to 5/29/2015

Evidence of Completion

Data from progress monitoring assessments

G2. Melrose Park will provide engaging parent involvement activities to increase student achievement outcomes and build capacity. 1a

G038887

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	65.0
FCAT 2.0 Science Proficiency	50.0
AMO Reading - All Students	68.0

Resources Available to Support the Goal 2

- Student incentives (i.e. free homework pass)
- Parent incentives (i.e. gift cards)
- Food
- Tech Lab/Computers
- Parent Resource Room and Materials for Checkout
- PTO
- Curriculum Resource Teacher
- Classroom Teachers
- Media Specialist
- Instructional Coach

Targeted Barriers to Achieving the Goal 3

- Schedule Conflicts
- Communication Not Getting Home

Plan to Monitor Progress Toward G2. 8

Sign-in sheets with total number of parents in attendance at school functions will be collected and reviewed to see if there is an increase in parental attendance.

Person Responsible

Tanya Neeley

Schedule

On 5/29/2015

Evidence of Completion

Sign-in sheets showing total number of parents in attendance at events

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. Melrose Park will provide consistent, high-quality, rigorous instruction with differentiation in Language Arts, Math, and Science to increase student achievement outcomes. **1**

 G038886

G1.B9 Lack of understood structure for common planning **2**

 B119487

G1.B9.S1 Establish and support a common planning structure **4**

 S131317

Strategy Rationale

To meet all student needs we must plan all lessons with both standards and student needs in mind.

Action Step 1 **5**

Ask 4th grade to meet with SBLT to develop a planning structure

Person Responsible

Nicole Bailey

Schedule

On 9/26/2014

Evidence of Completion

Invite on Google Calendar

Action Step 2 5

Create a structured agenda for 4th grade meeting

Person Responsible

Stacey Frakes

Schedule

On 9/29/2014

Evidence of Completion

4th grade agenda

Action Step 3 5

Meet with 4th grade to front load prior to meeting date

Person Responsible

Stacey Frakes

Schedule

On 9/29/2014

Evidence of Completion

Agenda

Action Step 4 5

Meet to establish a roll out process

Person Responsible

Stacey Frakes

Schedule

On 10/8/2014

Evidence of Completion

Roll out plan

Action Step 5 5

Deliver roll out process during Common Planning PD

Person Responsible

Michelle Garner

Schedule

On 10/22/2014

Evidence of Completion

Sign-in sheets; agenda

Action Step 6 5

Gather minutes from each grade level, visit planning meetings, and classroom walk-throughs

Person Responsible

Stacey Frakes

Schedule

Daily, from 11/5/2014 to 11/19/2014

Evidence of Completion

Minutes, observation notes

Action Step 7 5

Meet to discuss data and plan next steps

Person Responsible

Stacey Frakes

Schedule

On 11/19/2014

Evidence of Completion

Next steps defined, planned and added to SIP

Plan to Monitor Fidelity of Implementation of G1.B9.S1 6

Principal will support coaches and 4th grade by checking in, offering support, and collecting evidence after each step

Person Responsible

Stacey Frakes

Schedule

On 11/19/2014

Evidence of Completion

Agendas, minutes, and walk-through notes

Plan to Monitor Effectiveness of Implementation of G1.B9.S1 7

Meet with SBLT to review minutes and observation data

Person Responsible

Stacey Frakes

Schedule

Weekly, from 11/19/2014 to 5/29/2015

Evidence of Completion

Next steps added to SIP and planned

G1.B10 Lack of lessons focused on FL Standards **2**

 B119570

G1.B10.S1 Understand the Florida Standards and use instructional resources effectively **4**

 S131411

Strategy Rationale

In order for lessons to be focused on Florida Standards, standards need to be understood and resources need to be used effectively

Action Step 1 **5**

Provide a PD for unpacking the ELA Florida Standards

Person Responsible

Stacey Frakes

Schedule

On 10/13/2014

Evidence of Completion

Sign-in sheets; agenda

Action Step 2 **5**

Request a PD for unpacking the Math Florida Standards

Person Responsible

Stacey Frakes

Schedule

On 9/26/2014

Evidence of Completion

Stacey's email to Beth Bullard

Action Step 3 5

Provide a PD on unpacking the Math Florida Standards

Person Responsible

Stacey Frakes

Schedule

On 11/6/2014

Evidence of Completion

Agendas, sign-in sheets

Action Step 4 5

Following PD develop a tool to guide the ongoing unpacking of Florida Standards

Person Responsible

Stacey Frakes

Schedule

On 10/21/2014

Evidence of Completion

Tool

Action Step 5 5

Teachers will use the unpacking tool during Common Planning

Person Responsible

Michelle Garner

Schedule

Weekly, from 10/21/2014 to 5/29/2015

Evidence of Completion

Tool completed; lesson plans

Action Step 6 5

Gather unpacking tools, lesson plans, and walk-through data

Person Responsible

Stacey Frakes

Schedule

On 11/19/2014

Evidence of Completion

Minutes; observation data

Action Step 7 5

SBLT will meet to discuss data and plan next steps

Person Responsible

Stacey Frakes

Schedule

On 11/19/2014

Evidence of Completion

Next steps defined, planned and recorded in SIP

Plan to Monitor Fidelity of Implementation of G1.B10.S1 6

SBLT will offer support by checking and collecting evidence after each action step

Person Responsible

Stacey Frakes

Schedule

Weekly, from 11/19/2014 to 5/29/2015

Evidence of Completion

Unpacking tool, lesson plans and walk-through data

Plan to Monitor Effectiveness of Implementation of G1.B10.S1 7

Meet with SBLT to review minutes and observation data

Person Responsible

Stacey Frakes

Schedule

Weekly, from 11/19/2014 to 5/29/2015

Evidence of Completion

Next steps added to SIP and planned

G1.B11 Lack of instruction driven by student need 2

 B126382

G1.B11.S1 Provide differentiated instruction based on student needs. 4

 S139463

Strategy Rationale

In order for teachers to provide instruction based on student need, they need to analyze available data and understand how to differentiate instruction based on the data.

Action Step 1 5

Provide professional development on Differentiated Instruction

Person Responsible

Brandi Keen

Schedule

On 8/27/2014

Evidence of Completion

Agenda, Sign-in sheets

Action Step 2 5

Check teacher's lesson plans for differentiation of instruction and activities

Person Responsible

Stacey Frakes

Schedule

Weekly, from 9/30/2014 to 5/29/2015

Evidence of Completion

Lesson plans

Action Step 3 5

Principal and Instructional Coach will check for differentiation in lessons and activities by conducting classroom walk-throughs and observations

Person Responsible

Stacey Frakes

Schedule

Daily, from 9/30/2014 to 5/29/2015

Evidence of Completion

Notes from classroom walk-throughs and observations

Action Step 4 5

Principal and Instructional Coach will meet with SBLT to discuss observation notes and plan next steps for teachers who need additional assistance with differentiation

Person Responsible

Stacey Frakes

Schedule

Weekly, from 10/29/2014 to 10/29/2014

Evidence of Completion

SBLT meeting minutes with teachers identified and next steps planned

Plan to Monitor Fidelity of Implementation of G1.B11.S1 6

Principal and Instructional Coach will support teachers and collect evidence after each action step

Person Responsible

Stacey Frakes

Schedule

Weekly, from 10/29/2014 to 5/29/2015

Evidence of Completion

Walk-through and observation notes; minutes from SBLT meetings

Plan to Monitor Effectiveness of Implementation of G1.B11.S1 7

Principal and Instructional Coach will meet with SBLT to review observation data

Person Responsible

Stacey Frakes

Schedule

Weekly, from 10/29/2014 to 5/29/2015

Evidence of Completion

Meeting minutes; observation data

G2. Melrose Park will provide engaging parent involvement activities to increase student achievement outcomes and build capacity. 1

G038887

G2.B1 Schedule Conflicts 2

B093518

G2.B1.S1 Based on input from parent surveys, parents will be offered flexible times to attend activities, conferences and school events to help increase student achievement and build capacity. 4

S104560

Strategy Rationale

Action Step 1 5

Parents will be able to offer input about flexible meeting times through a Parent Survey.

Person Responsible

Tanya Neeley

Schedule

On 9/5/2014

Evidence of Completion

Parent Survey results

Action Step 2 5

Melrose will consider and offer flexible meeting times for activities, conferences, and other school functions based on input from parents.

Person Responsible

Tanya Neeley

Schedule

Monthly, from 8/18/2014 to 5/29/2015

Evidence of Completion

School-wide calendar of events

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Ensure that flexible times are being offered for activities, conferences, and other school functions.

Person Responsible

Tanya Neeley

Schedule

Monthly, from 8/11/2014 to 5/29/2015

Evidence of Completion

School-wide calendar of school events

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Sign-in sheets will be calculated for total number of attendees to see if there is an increase in parent attendance at school functions, parent conferences, and other school activities.

Person Responsible

Tanya Neeley

Schedule

Monthly, from 8/15/2014 to 5/29/2015

Evidence of Completion

Sign-in sheets with number of attendees

G2.B5 Communication Not Getting Home 2

B093522

G2.B5.S1 Melrose faculty will increase parent awareness of school events through the use of personal phone calls to parents, writing notes in the students' planners, SchoolMessenger Alerts, Remind 101, flyers, increased advertising around campus and in the community, and utilizing the school's website. 4

S104564

Strategy Rationale

Action Step 1 5

Melrose faculty will increase awareness of school events by creating flyers, posters, sending out SchoolMessenger alerts, making personal phone calls to parents, using Remind 101, writing in students' planners, utilizing the school's website and marquee, and advertising with the local newspaper and radio.

Person Responsible

Tanya Neeley

Schedule

Monthly, from 8/11/2014 to 5/29/2015

Evidence of Completion

SchoolMessenger Reports, Parent Compact Log, Student planners, updated website, flyers

Plan to Monitor Fidelity of Implementation of G2.B5.S1 6

Review of SchoolMessenger reports, Parent Compact Log, student planners, updated website

Person Responsible

Tanya Neeley

Schedule

Monthly, from 8/11/2014 to 5/29/2015

Evidence of Completion

Copies of SchoolMessenger reports, Parent Compact Logs, student planners, copy of flyers, updated website

Plan to Monitor Effectiveness of Implementation of G2.B5.S1 7

Sign-in sheets will be collected and checked for number of parents in attendance at all school events

Person Responsible

Tanya Neeley

Schedule

Monthly, from 8/15/2014 to 5/29/2015

Evidence of Completion

Sign-in sheets with total number of parents in attendance at school events

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.A1	Parents will be able to offer input about flexible meeting times through a Parent Survey.	Neeley, Tanya	8/25/2014	Parent Survey results	9/5/2014 one-time
G2.B5.S1.A1	Melrose faculty will increase awareness of school events by creating flyers, posters, sending out SchoolMessenger alerts, making personal phone calls to parents, using Remind 101, writing in students' planners, utilizing the school's website and marquee, and advertising with the local newspaper and radio.	Neeley, Tanya	8/11/2014	SchoolMessenger Reports, Parent Compact Log, Student planners, updated website, flyers	5/29/2015 monthly
G1.B9.S1.A1	Ask 4th grade to meet with SBLT to develop a planning structure	Bailey, Nicole	9/26/2014	Invite on Google Calendar	9/26/2014 one-time
G1.B10.S1.A1	Provide a PD for unpacking the ELA Florida Standards	Frakes, Stacey	10/8/2014	Sign-in sheets; agenda	10/13/2014 one-time
G1.B11.S1.A1	Provide professional development on Differentiated Instruction	Keen, Brandi	8/27/2014	Agenda, Sign-in sheets	8/27/2014 one-time
G2.B1.S1.A2	Melrose will consider and offer flexible meeting times for activities, conferences, and other school functions based on input from parents.	Neeley, Tanya	8/18/2014	School-wide calendar of events	5/29/2015 monthly
G1.B9.S1.A2	Create a structured agenda for 4th grade meeting	Frakes, Stacey	9/29/2014	4th grade agenda	9/29/2014 one-time
G1.B10.S1.A2	Request a PD for unpacking the Math Florida Standards	Frakes, Stacey	9/26/2014	Stacey's email to Beth Bullard	9/26/2014 one-time
G1.B11.S1.A2	Check teacher's lesson plans for differentiation of instruction and activities	Frakes, Stacey	9/30/2014	Lesson plans	5/29/2015 weekly
G1.B9.S1.A3	Meet with 4th grade to front load prior to meeting date	Frakes, Stacey	9/29/2014	Agenda	9/29/2014 one-time
G1.B11.S1.A3	Principal and Instructional Coach will check for differentiation in lessons and activities by conducting classroom walk-throughs and observations	Frakes, Stacey	9/30/2014	Notes from classroom walk-throughs and observations	5/29/2015 daily

Columbia - 0071 - Melrose Park Elementary School - 2014-15 SIP
Melrose Park Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B10.S1.A3	Provide a PD on unpacking the Math Florida Standards	Frakes, Stacey	10/30/2014	Agendas, sign-in sheets	11/6/2014 one-time
G1.B9.S1.A4	Meet to establish a roll out process	Frakes, Stacey	10/8/2014	Roll out plan	10/8/2014 one-time
G1.B10.S1.A4	Following PD develop a tool to guide the ongoing unpacking of Florida Standards	Frakes, Stacey	10/21/2014	Tool	10/21/2014 one-time
G1.B11.S1.A4	Principal and Instructional Coach will meet with SBLT to discuss observation notes and plan next steps for teachers who need additional assistance with differentiation	Frakes, Stacey	10/29/2014	SBLT meeting minutes with teachers identified and next steps planned	10/29/2014 weekly
G1.B9.S1.A5	Deliver roll out process during Common Planning PD	Garner, Michelle	10/22/2014	Sign-in sheets; agenda	10/22/2014 one-time
G1.B10.S1.A5	Teachers will use the unpacking tool during Common Planning	Garner, Michelle	10/21/2014	Tool completed; lesson plans	5/29/2015 weekly
G1.B9.S1.A6	Gather minutes from each grade level, visit planning meetings, and classroom walk-throughs	Frakes, Stacey	11/5/2014	Minutes, observation notes	11/19/2014 daily
G1.B10.S1.A6	Gather unpacking tools, lesson plans, and walk-through data	Frakes, Stacey	10/31/2014	Minutes; observation data	11/19/2014 one-time
G1.B9.S1.A7	Meet to discuss data and plan next steps	Frakes, Stacey	11/19/2014	Next steps defined, planned and added to SIP	11/19/2014 one-time
G1.B10.S1.A7	SBLT will meet to discuss data and plan next steps	Frakes, Stacey	11/19/2014	Next steps defined, planned and recorded in SIP	11/19/2014 one-time
G1.MA1	Classroom teachers and SBLT will disaggregate data from progress monitoring assessments to ensure progress towards meeting our goal.	Frakes, Stacey	9/19/2014	Data from progress monitoring assessments	5/29/2015 monthly
G1.B9.S1.MA1	Meet with SBLT to review minutes and observation data	Frakes, Stacey	11/19/2014	Next steps added to SIP and planned	5/29/2015 weekly
G1.B9.S1.MA1	Principal will support coaches and 4th grade by checking in, offering support, and collecting evidence after each step	Frakes, Stacey	9/29/2014	Agendas, minutes, and walk-through notes	11/19/2014 one-time
G1.B10.S1.MA1	Meet with SBLT to review minutes and observation data	Frakes, Stacey	11/19/2014	Next steps added to SIP and planned	5/29/2015 weekly
G1.B10.S1.MA1	SBLT will offer support by checking and collecting evidence after each action step	Frakes, Stacey	11/19/2014	Unpacking tool, lesson plans and walk-through data	5/29/2015 weekly
G1.B11.S1.MA1	Principal and Instructional Coach will meet with SBLT to review observation data	Frakes, Stacey	10/29/2014	Meeting minutes; observation data	5/29/2015 weekly
G1.B11.S1.MA1	Principal and Instructional Coach will support teachers and collect evidence after each action step	Frakes, Stacey	10/29/2014	Walk-through and observation notes; minutes from SBLT meetings	5/29/2015 weekly
G2.MA1	Sign-in sheets with total number of parents in attendance at school functions will be collected and reviewed to see if there is an increase in parental attendance.	Neeley, Tanya	8/15/2014	Sign-in sheets showing total number of parents in attendance at events	5/29/2015 one-time
G2.B1.S1.MA1	Sign-in sheets will be calculated for total number of attendees to see if there is an increase in parent attendance at school functions, parent conferences, and other school activities.	Neeley, Tanya	8/15/2014	Sign-in sheets with number of attendees	5/29/2015 monthly
G2.B1.S1.MA1	Ensure that flexible times are being offered for activities, conferences, and other school functions.	Neeley, Tanya	8/11/2014	School-wide calendar of school events	5/29/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B5.S1.MA1	Sign-in sheets will be collected and checked for number of parents in attendance at all school events	Neeley, Tanya	8/15/2014	Sign-in sheets with total number of parents in attendance at school events	5/29/2015 monthly
G2.B5.S1.MA1	Review of SchoolMessenger reports, Parent Compact Log, student planners, updated website	Neeley, Tanya	8/11/2014	Copies of SchoolMessenger reports, Parent Compact Logs, student planners, copy of flyers, updated website	5/29/2015 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. Melrose Park will provide consistent, high-quality, rigorous instruction with differentiation in Language Arts, Math, and Science to increase student achievement outcomes.

G1.B9 Lack of understood structure for common planning

G1.B9.S1 Establish and support a common planning structure

PD Opportunity 1

Deliver roll out process during Common Planning PD

Facilitator

SBLT and 4th grade teacher

Participants

Melrose Park Faculty

Schedule

On 10/22/2014

G1.B10 Lack of lessons focused on FL Standards

G1.B10.S1 Understand the Florida Standards and use instructional resources effectively

PD Opportunity 1

Provide a PD for unpacking the ELA Florida Standards

Facilitator

DA Team

Participants

All classroom teachers

Schedule

On 10/13/2014

PD Opportunity 2

Provide a PD on unpacking the Math Florida Standards

Facilitator

DA Team

Participants

All classroom teachers

Schedule

On 11/6/2014

G1.B11 Lack of instruction driven by student need

G1.B11.S1 Provide differentiated instruction based on student needs.

PD Opportunity 1

Provide professional development on Differentiated Instruction

Facilitator

Brandi Keen

Participants

All classroom teachers

Schedule

On 8/27/2014

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget Rollup

Summary	
Description	Total
Goal 1: Melrose Park will provide consistent, high-quality, rigorous instruction with differentiation in Language Arts, Math, and Science to increase student achievement outcomes.	2,400
Grand Total	2,400

Goal 1: Melrose Park will provide consistent, high-quality, rigorous instruction with differentiation in Language Arts, Math, and Science to increase student achievement outcomes.		
Description	Source	Total
B10.S1.A1 - TIFF	Other	1,200
B10.S1.A3	Title I Part A	1,200
Total Goal 1		2,400