

Putnam County School District

Melrose Elementary School



2017-18 School Improvement Plan

Melrose Elementary School

401 STATE ROAD 26, Melrose, FL 32666

mes.putnamschools.org

School Demographics

School Type and Grades Served (per MSID File)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (As Reported on Survey 3)
Elementary School PK-6	Yes	96%
Primary Service Type (per MSID File)	Charter School	2017-18 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	28%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	A	A	A*	A

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan is pending approval by the Putnam 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 that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

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

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for Melrose Elementary School

DA Region and RED	DA Category and Turnaround Status
Northeast - Wayne Green	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement

Every Melrose elementary student will achieve academic growth based on his or her personal abilities.

b. Provide the school's vision statement

Every Melrose elementary student will academically achieve a year's worth of growth as defined by the state and/or district.

2. School Environment

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

Melrose Elementary School uses Pupil Information Sheets which are filled out by the parent or guardian. The sheets include questions pertaining to the student's place of birth as well as race. We also have the parent/guardian fill out an LEP survey. This survey obtains information about a student's first language, language used in the home, and national origin. Teachers are given access to all collected information to assist in fostering optimal student-teacher relationships.

In addition, Melrose Elementary School hosts several family nights throughout the year as well which helps foster relationships between the school and students' families/community. In September, the school has the Title I Annual Meeting followed by Open House. In addition, there is an Accelerated Reader Night where families can come to the school and read together before students demonstrate for their parents how they take A.R. quizzes. In November, the school hosts another family night called BINGO for Books where families play BINGO and win books to take home. This night is also used for showing parents the best ways to help students with homework and or practice with reading and math. In December, the school hosts an Arts and Crafts Night for families to take part in where all materials are provided. In February, various grade levels host parent nights specifically for sharing testing tips relative to their grade levels and how to prepare students for upcoming state testing. These activities help foster the relationship building between home and school that is so important to student success.

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

To begin fostering a safe and respectfully perceived environment, Melrose Elementary School utilizes a schoolwide discipline plan based on established rituals and routines. The plan is driven by the Character Counts program which serves as the umbrella for Positive Behavior Support. All faculty and staff members have been trained in Positive Behavioral Support strategies to help foster a safe, nurturing, and respectful school environment for students.

To further explain, Melrose Elementary School's Positive Behavior Support team has created a set of behavioral expectations for all areas of the school (cafeteria, media center, restrooms, computer labs, classrooms, etc.) at all times. Each teacher teaches and reviews these rules and expectations with students at the start of and throughout the school year, and monitors the degree to which the expectations are followed. Classes that have 100% compliance to expectations are rewarded with a "YEEHAW" ticket from staff members who witness the compliance. (Likewise, individual students

demonstrating behaviors that align with the school-wide expectations are recognized and awarded a "YEEHAW" ticket as well to contribute to a class goal of 30 tickets.) These tickets are then exchanged for tangible rewards both individually and collectively. Students are additionally rewarded with peer, school, and community recognition whenever their behavior warrants this reward through Terrific Kid, Kid with Character, and Student of the Month programs.

In addition to clear and positive behavioral expectations that help students view the school as a place where they can feel respected, Melrose also ensures that the issue of bullying is taught and retaught throughout the year. During preplanning, faculty and staff are trained in Bullying Prevention, Suicide Prevention, and Threat Assessment so that everyone is aware of how to best keep students safe. Likewise, during the first month of school, all students are given a Bullying Prevention training as well. Throughout the year, the guidance counselor conducts lessons as follow up to this training reminding students about bullying prevention, Character Counts, safety, conflict resolution, etc. In some instances, the guidance counselor even pulls small groups or individual students for various behavioral counseling needs. Finally, administration and guidance are readily accessible should students have a problem with anything or a need arise.

To ensure the school is viewed as a safe school for all students, Melrose also uses the new Raptor System that tracks students' attendance, visitors and volunteers. The system helps ensure all visitors/volunteers at the school are properly screened to interact with students. Likewise, the physical safety of the students on campus is maintained through the use of security cameras and monitoring, a school-wide Safety Plan/Critical Incident Plan, and adult supervision during arrival, dismissal, and throughout the school day. Teachers and support staff have been trained in emergency procedures for various potential situations.

c. 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

The schoolwide behavioral system consists of a clear set of rules for students to follow in all areas of the school. Rules are reviewed by all faculty and staff members with an expectation that all students will follow them. There is a schoolwide Positive Behavior Support system that rewards classes that are successful when all students are following the prescribed rules created by the staff. Classes, as well as individuals, can earn "YEEHAW" tickets. Rewards for the entire class are given when a specific amount of the tickets are earned. (Individual rewards and public recognition are given to those individuals who earn tickets as well.) Teachers have also created classroom-level behavior systems that reward positive behavior on an individual basis, too.

d. 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

The guidance counselor at Melrose has created a "Guidance Referral". This form is used by staff members when they feel a student could benefit from speaking with the guidance counselor. This occurs when a child is exhibiting emotions that interfere with his or her learning. This may also occur when family events may create stress on the child's social or emotional well being.

The guidance counselor also creates groups based on the social-emotional needs of the students. (Attendance, anger issues, etc. are some of the groups the guidance counselor works with on a consistent basis.)

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

Attendance will be a major focus for the 2017-2018 school year. The district logo #attendandacheive will be utilized throughout the school in order to promote the correlation between increased attendance and increased achievement.

All absences will be followed up with a Messenger phone call home. Students with five days of absences within a 30-day period or ten days of absences within a 90-day period will be referred to the MTSS Team upon principal's discretion. The team along with the parent/guardian will discuss a resolution to the attendance problem.

Attendance Tier 1: Promote good attendance and continue with perfect attendance/outstanding attendance awards.

Attendance Tier 2: 5 day letter will be sent home, a meeting with the student will occur followed with a phone call to the parent. Staff will monitor notes (excused/unexcused). Staff will perform bi-weekly checks on all Tier 2 students.

Attendance Tier 3: 10 day letter will be sent home, a meeting with the student, parent, and Officer May will occur. Tier 3 students will be tracked weekly. Phone calls home and/home visits will occur if absentees continue. Possibility of drawing to reward parents for increased attendance of Tier 3 students.

Students with behavior problems that require suspension are referred to the MTSS Team for behavior. Interventions are instituted to target the negative behavior. Follow up meetings are scheduled to determine if interventions are successful.

Students failing language arts and/or math are provided a PMP initially and referred to the MTSS Team to discuss interventions and placement in Tier Two. Follow up meetings are scheduled to review data to determine if the student needs to be placed in Tier Three or if the interventions are successful.

A student earning a Level 1 on statewide assessments in ELA or math will be referred to the MTSS Team where interventions will be determined.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	9	18	10	13	19	6	6	0	0	0	0	0	0	81
One or more suspensions	0	2	0	0	3	3	0	0	0	0	0	0	0	8
Course failure in ELA or Math	0	0	0	0	1	1	0	0	0	0	0	0	0	2
Level 1 on statewide assessment	0	0	0	4	14	14	0	0	0	0	0	0	0	32
Below grade level in grades K-3	7	10	2	12	0	0	0	0	0	0	0	0	0	31
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	6	7	8	9	10	11		12
Students exhibiting two or more indicators	0	1	0	3	4	3	0	0	0	0	0	0	0	11

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

1. Students who are performing below grade level are brought up to the MTSS team to discuss interventions and formulate a plan of action. (Depending on the student needs, teachers and instructional assistants service these students.) The student data from these interventions is reviewed monthly to determine if the interventions are effective or need adjusting.
2. Students with unexcused absences receive home contact from the school. After a specific amount of absences the family is brought in for an MTSS meeting to discuss ways to increase attendance.
3. Individual behavior plans are created for students that are having difficulty following school rules. These students are also brought to the MTSS team for a behavior-based meeting to discuss potential interventions.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2) and (b)(7)(A)(iii)(I).

1. 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

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/437095>.

2. Description

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

2. 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

Administration visits community businesses and organizations such as Kiwanas throughout the year for various reasons but especially to keep lines of communication open between the community and the school. Community members and parents are also invited to attend SAC meetings on a regular basis or to serve on PIDAC at the district level. The lead team at the school also reaches out to the community to help with school activities (i.e. Fall Festival, Water Day, etc).

In addition, Melrose Elementary School takes part in programs sponsored by the community that helps support student needs such as Terrific Kid and Kid with Character. Likewise, the Melrose Public Library (one of the school's oldest community partners) serves as an integral community connection providing students and school families with exposure to quality literature and other academic supports through the programs they offer.

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
Lundy, Leah	Principal
Wylie, Sarah	Guidance Counselor
Channell, Terri	Assistant Principal

b. Duties

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

The guidance counselor and teachers review the data that has been collected from week to week as well as the quarterly assessment data during PLCs. Reviewing the data enables the team to identify those students in need of intensive intervention. Interventions are then put in place and monitored for effectiveness. If the interventions are not working, other team members such as the principal, assistant principal, school psychologist, or speech therapist, along with the students' parents will meet to determine the next steps to ensure academic success of the student.

The guidance counselor is primarily responsible for scheduling meetings with our Tier Two and Tier Three students. She is also responsible for monitoring the implementation of strategies prescribed on the students MTSS form.

The administration is responsible for monitoring the fidelity of the implementation of our MTSS process.

2. 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

Melrose uses quarterly meetings as well as bi-weekly PLCs to assess the effectiveness of both our core instruction and our remediation of struggling students. Our leadership team attends the bi-weekly PLCs, and meets with each teacher individually at the end of each quarter. Administration and teachers review all formative and summative assessments. Each teacher creates a goal based on the data that is reviewed. The goal targets either the entire class or a group of students that are having difficulty mastering a specific standard/skill. Formative assessments are designed to monitor and track the progress of the students targeted. The teacher meets with members of the leadership team if the data shows there is no improvement in student achievement following the implementation of the accommodations after a few weeks. The team reconvenes at the end of the quarter to analyze all of the available data and determine how effective our core instruction and remediation has been. The team decides where the area of focus will be for the forthcoming nine weeks.

Title I. Part A. Programs are coordinated through the Curriculum/Instruction/Assessment department at the district level and include the Assistant Superintendent and personnel from ESE, MTSS, ESOL, PBS and School Improvement (Federal Programs). This team meets monthly (at a minimum) and establishes and monitors program evaluation for all schools to ensure entitlement programs' resources are available and fully implemented at each school site and that all funds are used effectively and efficiently as possible. School sites have the responsibility of keeping an inventory of

resources purchased with Title I. Communication throughout the year is ongoing with the building level administrators regarding progress toward the goals and objectives as stated in the grants. Coordination of these services is done in the following ways:

- (1) Principal and Assistant Principal meetings are scheduled monthly;
- (2) Progress monitoring assessments are completed during the year, with the results reported to each participating school for review. Revisions in objectives or instructional strategies are addressed and implemented to meet the needs of all students;
- (3) Email dissemination regarding school improvement, technical assistance, and data guidance are made available to school leaders;
- (4) DA schools participate in an Instructional Review to identify individual school needs and desired support;
- (5) Support for schools is differentiated based on each school's current academic performance, teacher quality, leadership experience, and supportive environment;
- (6) Collaborative assistance is provided by consultants hired to address specific deficiencies demonstrated by participating schools through assessment analysis;
- (7) Professional development and support is coordinated with school leaders and provided by School Improvement Specialists and the Curriculum/Instruction/Assessment department on topics including lesson planning, instructional practices, resources, and problem solving.

Title I, Part C. In addition to the services provided by Title I, Part A, the district uses Part C funds to improve the academic achievement of the school's migratory children. Title I, Part C initiatives are coordinated by the Curriculum/Instruction/Assessment department, Federal Programs, and Exceptional Student Education.

Title I, Part D. In addition to the services provided by Title I, Part A, the district maintains collaborative and partner-like relationships with Family Medical and Dental Services and Putnam Health to serve homeless, neglected, and delinquent students by providing health services. The District partners with the Department of Juvenile Justice and Putnam County Sheriff's Department to target delinquent students and provide mentoring and counseling services that foster relationships and provide supplemental support services. Funds are also utilized to provide services at the district's Solutions Center (Alternative Center).

Title II, Part A. The Title II Project Director meets with Curriculum/Instruction/Assessment personnel as well as the directors of Title I and Title VI to ensure coordination and alignment of activities and fiscal support. At the district level, content coach positions in ELA, Math, and Science are funded as resource support for schools and teachers. Funds are also utilized to provide professional development for teachers and administrators at the district level. Funds are allocated at each school site to support professional development specific to the needs of the teachers as determined by the needs of their students.

Title III. The Title III Coordinator supports our English Language Learner (ELL) population by coordinating with schools to provide professional development opportunities for teachers, tutoring assistance for students based on need, after school programs for parents and students, and supplemental materials. In addition, a teaching assistant position is funded at Crescent City High School.

Title VI, Part B. The Title VI Project Director meets with Curriculum/Instruction/Assessment personnel as well as the directors of Title I and Title II to ensure coordination and alignment of activities and fiscal support. Funds are utilized to provide professional development for teachers to improve standards-based instruction. At the secondary level, funds are also utilized to provide credit recovery and tutoring for students to pass Florida EOC exams.

Nutrition Programs. Each student in Putnam County is provided free breakfast and lunch through the Community Eligibility Provision Program (CEP).

Adult Education. Adult education is available at Saint Johns River State College through a collaboration with Workforce.

Housing Programs. The district has a working relationship with the Putnam County Public Housing Authority. The authority supports the district by encouraging parents to participate in parental involvement designed to increase student achievement.

Violence Prevention Programs. The district works collaboratively with the Department of Juvenile Justice to provide support to students in need of behavioral interventions within and/or outside the school day.

Career and Technical Education. The Career and Technical Education (CTE) department works closely with students and business partners to provide each student the opportunity to leave high school as a highly skilled graduate with the skills necessary to thrive in current and future careers.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Leah Lundy	Principal
Sherri Siebert	Teacher
Sarah Wylie	Teacher
Barbara Warren	Teacher
Maureen Coates	Teacher
Laura Kwaak	Education Support Employee
Pam Lay	Education Support Employee
Mary McKibben	Education Support Employee
Aimee Olmsted	Parent
Wayne Siebert	Business/Community
Zane Greathouse	Business/Community
Keera Kyle	Student
Maryann Kyle	Parent
Sarah Mixon	Parent
James Peffley	Parent
Dina Womble	Parent
Calin Coates	Student
Noah Horton	Student
Samantha Olmsted	Student
Luke Peffley	Student
Sherre Sims	Business/Community

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2).

a. Evaluation of last year's school improvement plan

The SAC reviewed the goals on the school improvement plan. Due to the scores not being readily available in May, members of the SAC could not evaluate successful implementation of the plan. Parents did review the goal of increased "differentiated instruction" for the 2017-2018 school year.

Once scores were retrieved, the school was awarded an A rating from the state. Administration dissected the previous year's data over the summer though and discovered that fourth and fifth grade students in the bottom quartile of ELA did not show the expected growth.

b. Development of this school improvement plan

The SAC will review the preliminary School Improvement Plan. Members will have input into the final draft of the plan through questions, clarification, and suggestions. Our SAC will have a vote of approval on the final plan.

c. Preparation of the school's annual budget and plan

The school's budget is shared through the School's Accountability Report and is available in the front office.

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

No funds were given for the 2016/17 school year.

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Lundy, Leah	Principal
Wylie, Sarah	Guidance Counselor
Channell, Terri	Assistant Principal

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable

The major initiatives of the Literacy Leadership Team this year will be to train teachers to become more familiar with the Florida Standards, and use district pacing guides and utilize formative assessments (with Mastery Connect and iReady resources) to adjust instruction as needed.

In addition to this instructional push, Melrose will continue to promote Accelerated Reader Program which promotes literacy for students in 1st through 6th grade as well as select K students. Likewise, grades 3-5 will continue to utilize the Sunshine State Reader program.

Melrose's Media Specialist hosts two books fairs each year as well where students and their families are invited to come out and preview and/or purchase books. Sometimes, parent nights are held in conjunction with these to promote literacy activities that can be done at home. While attending, parents have the option to shop for books as well.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(IV).

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

The master schedule was created to allow teachers 60 minutes of common planning time every day and an additional 30 minutes per day, 4 days a week. Teachers are encouraged to use this time to collaborate. Teachers will set aside one day each week to review data and discuss their successes and challenges regarding student achievement.

Based on results from the Essential Five Survey, teachers will be given an opportunity to observe their peers at least once a semester to promote positive collaboration and encourage feedback. Teachers will also utilize the common planning time to work together to review assessment data and develop instructional strategies.

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

Our principal, Leah Lundy, recruits qualified teachers by advertising positions with requirements listed in the advertisement. Applicants also are interviewed with references verified. Highly qualified teachers are retained by using an integrated management system. Teachers are included in school based decisions. Mrs. Lundy also has an "open door" policy in regards to any concerns teachers may have.

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

Currently all of our teachers have 3 or more years of experience. We do not have a need for a mentoring program.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

Teachers include the Florida Standards in their lesson plans when planning for the teaching of all core subjects; the standards drive the instruction. Teachers were previously trained on teaching the Florida Standards in all academic areas, and the district has adopted state approved resources with the reading curriculum.

In addition, walkthrough, informal, and formal teacher observations that are conducted throughout the

year focus on the teaching of Florida Standards as well, and administration uses Element 6 of the Marzano Teacher Evaluation System to ensure the instruction, resources, and assessments are aligned with grade level standards.

b. Instructional Strategies

1. 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

Our Literacy Team reviews data each nine weeks to determine which students are in Tier One, Tier Two, or Tier Three of MTSS. All students receiving interventions of Tier Two or Tier Three are monitored closely to evaluate the effectiveness of the interventions implemented. Interventions are changed depending on the needs of individual students.

In addition, teachers use iReady diagnostic information and ongoing progress monitoring data to group students in their classrooms based on needs for intervention rotations. Depending on how students respond to the interventions, next steps are created and taken accordingly. Likewise, students who are above level based on data are provided enrichment opportunities through iReady as well. All student data is reviewed bi-weekly (in PLCs) and quarterly for regrouping purposes to assure every learner is growing.

2. 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: Summer Program

Minutes added to school year: 900

The district provided all teachers with two days of summer professional development and planning using Social Studies Weekly and iReady (one day each during pre-planning. Both are closely aligned with the Florida Standards and will be utilized daily in the classroom.

Strategy Rationale

In an effort to strengthen core instruction and differentiation in social studies (Social Studies Weekly), reading and mathematics (iReady), the district has provided professional development in Social Studies Weekly and iReady to all elementary teachers, K-5.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

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

School administrators will monitor the implementation of both program strategies using lesson plan reviews and teacher observations; observational data will be collected in iObservation. School administrators will also engage in analysis of student achievement data with the school-based leadership team and teachers to determine areas of need as it relates to social studies, reading, and math instruction at Melrose.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(V).

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

The Melrose PreK teacher prepares the students for Kindergarten with an age-appropriate school-based environment instead of a day care setting. The PreK teacher teaches the SRA Imagine It! curriculum that introduces the students to language, phonemic awareness, alphabet knowledge, reading and responding, sight words, math and science and social studies so the children can easily transition into Kindergarten. The teacher also follows the school schedules so that when entering Kindergarten the routines for the children basically stay the same, and they are able to go into Kindergarten ready to learn.

In addition, the teacher that teaches the Accelerated 6th Grade Class prepares the 6th grade students for their transition to Q.I. Roberts Cambridge program by providing a challenging curriculum on the honors level that provides many opportunities for enrichment and growth. Prior to their transition, all 6th graders visit Q.I. Roberts for an orientation and tour of the campus.

In addition, the guidance counselor at Melrose meets with and communicates with Q.I.'s guidance counselor ahead of time (usually in April and before students visit the middle school) regarding potential students who will be enrolling as 6th graders. This gives the middle school a better idea of specific student needs that need to be considered before they enroll. Q.I.'s guidance counselor in turn provides Melrose students with possible electives they may take and/or other pertinent information that will make the transition that much smoother for students once they go to middle school.

b. College and Career Readiness

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

NA

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

NA

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

NA

4. 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

NA

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

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.** If administration makes teacher table/small group interventions (based on iReady and other progress monitoring data) a school-wide expectation and observes these interventions with the purpose of giving feedback regarding small group instruction, then teachers will be able to more effectively differentiate their instructional practices so that students will be able to close their individual learning gaps and attain a year's worth of academic growth.

Strategic Goals Detail

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

G1. If administration makes teacher table/small group interventions (based on iReady and other progress monitoring data) a school-wide expectation and observes these interventions with the purpose of giving feedback regarding small group instruction, then teachers will be able to more effectively differentiate their instructional practices so that students will be able to close their individual learning gaps and attain a year's worth of academic growth. **1a**

G097809

Targets Supported **1b**

Indicator	Annual Target
FSA ELA Achievement	66.0
ELA/Reading Gains	71.0
ELA/Reading Lowest 25% Gains	56.0
FSA Mathematics Achievement	76.0
Math Gains	87.0
Math Lowest 25% Gains	71.0
FCAT 2.0 Science Proficiency	61.0

Targeted Barriers to Achieving the Goal **3**

- Due to a lack of grade level collaboration and planning, the standards may not have been examined as deeply as they could have and differentiated instruction may have been weaker as a result. According to the 5 Essentials survey, teachers feel that collaborative practices are "weak". There is a lack of opportunities for teachers to observe others' practices, work together to review assessment data, and develop instructional strategies.
- Teachers historically have not been required to used iReady consistently or run reports for differentiating instruction through it which could drive learning gains for every students.

Resources Available to Help Reduce or Eliminate the Barriers **2**

- iReady Training
- Consistent PLCs and Monitoring of Them
- SNAP Learning
- iReady Resources (workbooks, Teacher Toolbox, etc.)
- Frequently Updated Bottom Quartile List
- Peer Observations
- iXL
- Brain Pop
- Flocabulary

Plan to Monitor Progress Toward G1. 8

iReady data (including data from Response to Instruction report, Instructional Usage report, and the overall large export as well as ongoing assessments through Standards Mastery for grades they apply to)

Person Responsible

Terri Channell

Schedule

Biweekly, from 8/28/2017 to 5/25/2018

Evidence of Completion

Response to Instruction report Instructional Usage report Large iReady Export Standards Mastery Scores/Reports

Plan to Monitor Progress Toward G1. 8

Administration will review school-wide iReady reports to assure adequate progress is being made in all grade levels.

Person Responsible

Schedule

On 5/14/2018

Evidence of Completion

iReady reports and comparative FSA data if available

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

 = Problem Solving Step  S123456 = Quick Key

G1. If administration makes teacher table/small group interventions (based on iReady and other progress monitoring data) a school-wide expectation and observes these interventions with the purpose of giving feedback regarding small group instruction, then teachers will be able to more effectively differentiate their instructional practices so that students will be able to close their individual learning gaps and attain a year's worth of academic growth. 1

G097809

G1.B1 Due to a lack of grade level collaboration and planning, the standards may not have been examined as deeply as they could have and differentiated instruction may have been weaker as a result. According to the 5 Essentials survey, teachers feel that collaborative practices are "weak". There is a lack of opportunities for teachers to observe others' practices, work together to review assessment data, and develop instructional strategies. 2

B262990

G1.B1.S1 Every grade level will have a regularly scheduled PLC attended by administration where data will be reviewed and plans for "next steps" will be made to include differentiation. Each teacher will observe a peer at least once a semester (unless special requests are made for more opportunities) in order to offer feedback and gain instructional practices as a result. 4

S278465

Strategy Rationale

Since many teachers did not use iReady consistently last year, we want to assure they all have the proper training to begin this year with. We also want to make sure they receive ongoing adequate support throughout the year where questions can be answered as needed.

Action Step 1 5

Each grade level will have a scheduled weekly or bi-weekly PLC (attended by administration) where data will be reviewed and "next steps" will be established.

Person Responsible

Terri Channell

Schedule

Weekly, from 8/21/2017 to 5/21/2018

Evidence of Completion

PLC sign in sheets, data forms

Action Step 2 5

Each teacher will have the opportunity to observe their peers at least once a semester.

Person Responsible

Terri Channell

Schedule

Semiannually, from 8/21/2017 to 5/21/2018

Evidence of Completion

Peer observation forms

Action Step 3 5

iReady and Social Studies Weekly training will occur during pre planning for each teacher.

Person Responsible

Terri Channell

Schedule

On 8/9/2017

Evidence of Completion

District sign in sheets

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Administration will analyze and monitor the data collected in the PLC meetings for effectiveness.

Person Responsible

Terri Channell

Schedule

Biweekly, from 8/21/2017 to 5/21/2018

Evidence of Completion

Standards based data sheets

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Administration will meet with teachers to discuss peer observations

Person Responsible

Schedule

Annually, from 8/21/2017 to 5/21/2018

Evidence of Completion

Teachers will give evidence of providing feedback from the lesson they observed (instructional practices they learned through this strategy).

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Person Responsible

Schedule

Evidence of Completion

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.B1.S1.MA1  M405154	[no content entered]		No Start Date		No End Date one-time
G1.B1.S1.A3  A375102	iReady and Social Studies Weekly training will occur during pre planning for each teacher.	Channell, Terri	8/3/2017	District sign in sheets	8/9/2017 one-time
G1.MA2  M405158	Administration will review school-wide iReady reports to assure adequate progress is being made in...		9/20/2017	iReady reports and comparative FSA data if available	5/14/2018 one-time
G1.B1.S1.MA1  M405155	Administration will analyze and monitor the data collected in the PLC meetings for effectiveness.	Channell, Terri	8/21/2017	Standards based data sheets	5/21/2018 biweekly
G1.B1.S1.MA2  M405156	Administration will meet with teachers to discuss peer observations		8/21/2017	Teachers will give evidence of providing feedback from the lesson they observed (instructional practices they learned through this strategy).	5/21/2018 annually
G1.B1.S1.A1  A375100	Each grade level will have a scheduled weekly or bi-weekly PLC (attended by administration) where...	Channell, Terri	8/21/2017	PLC sign in sheets, data forms	5/21/2018 weekly
G1.B1.S1.A2  A375101	Each teacher will have the opportunity to observe their peers at least once a semester.	Channell, Terri	8/21/2017	Peer observation forms	5/21/2018 semiannually
G1.MA1  M405157	iReady data (including data from Response to Instruction report, Instructional Usage report, and...	Channell, Terri	8/28/2017	Response to Instruction report Instructional Usage report Large iReady Export Standards Mastery Scores/ Reports	5/25/2018 biweekly

V. Professional Development Opportunities

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

G1. If administration makes teacher table/small group interventions (based on iReady and other progress monitoring data) a school-wide expectation and observes these interventions with the purpose of giving feedback regarding small group instruction, then teachers will be able to more effectively differentiate their instructional practices so that students will be able to close their individual learning gaps and attain a year's worth of academic growth.

G1.B1 Due to a lack of grade level collaboration and planning, the standards may not have been examined as deeply as they could have and differentiated instruction may have been weaker as a result. According to the 5 Essentials survey, teachers feel that collaborative practices are "weak". There is a lack of opportunities for teachers to observe others' practices, work together to review assessment data, and develop instructional strategies.

G1.B1.S1 Every grade level will have a regularly scheduled PLC attended by administration where data will be reviewed and plans for "next steps" will be made to include differentiation. Each teacher will observe a peer at least once a semester (unless special requests are made for more opportunities) in order to offer feedback and gain instructional practices as a result.

PD Opportunity 1

Each grade level will have a scheduled weekly or bi-weekly PLC (attended by administration) where data will be reviewed and "next steps" will be established.

Facilitator

Teacher led

Participants

Teachers

Schedule

Weekly, from 8/21/2017 to 5/21/2018

PD Opportunity 2

iReady and Social Studies Weekly training will occur during pre planning for each teacher.

Facilitator

iReady trainer (Chris Tincher) and Social Studies Weekly trainer

Participants

Teachers

Schedule

On 8/9/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Each grade level will have a scheduled weekly or bi-weekly PLC (attended by administration) where data will be reviewed and "next steps" will be established.	\$0.00
2	G1.B1.S1.A2	Each teacher will have the opportunity to observe their peers at least once a semester.	\$0.00
3	G1.B1.S1.A3	iReady and Social Studies Weekly training will occur during pre planning for each teacher.	\$0.00
Total:			\$0.00