



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org

Pam Stewart, Commissioner

2014-2015 SCHOOL IMPROVEMENT PLAN [DRAFT]

Melrose Elementary School

1752 13TH AVE S

St Petersburg, FL 33712

727-893-2175

<http://www.melrose-es.pinellas.k12.fl.us>

SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), 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 FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user have been excluded from this document.

Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The mission for the Melrose Center for Journalism and Multimedia is to educate and prepare each student for college, career and life by teaching them to be safe, respectful, and responsible learners.

Provide the school's vision statement

Unite with parents and community to ensure 100% success for all students.

School Environment

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

Melrose will be giving each student a reinforcement survey at the beginning of the year by their individual teachers. Data will be collected by the Behavior Specialist. The purpose is exclusively to learn what each student is willing to work for and create/provide those incentives. Students will acknowledge staff taking an active interest in what they are interested in and as a result, will not only build report but increase academic/behavior motivation.

The Melrose staff is also participating in various Diversity Training in order to be more sensitive to student needs.

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

Students at Melrose will see a familiar face throughout the school day during both the mornings and afternoons. Staff will have assigned duty posts and will be available for students during these times. During the school day, students will have the opportunity to reach out to office staff personnel (i.e. Behavior specialists/coach, guidance counselor, etc.) by appropriately asking their teacher to fill out a counseling referral or an SBLT form requesting such services. These avenues will ensure students feeling safe and supported by school staff at all times throughout the day.

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

- A. Modify the classroom learning environment to decrease students leaving the classroom and increase student engagement:
- a. Increase professional development opportunities in classroom management strategies. Reinforcing classroom behavior expectations. Rearranging the classroom environment.
- Routines for:
- Establishing arrival and dismissal
 - Distributing materials and turning in assignments
 - Requesting help from teacher
 - Transitioning to new activities or settings
 - Unexpected interruptions and emergency situations
 - Independent and group work
 - Returning to class

Data folders for math and reading related to standards

Professional development

b. Physical Space requirements for the classroom

Peace nook- area where a student can “self-impose” for cool down.

Time out desk- preferred next to door.

Student of the week desk- Decorated.

c. Posted in the classroom

Guidelines for success (R,R,&S)

Classroom Rules (tangible)

d. Buddy teacher

When sending a student to timeout, it is preferred that the t/o teacher is located across the hall from your

classroom. (some classrooms and portables will not apply)

10 point scale for behavior management. The system is designed to catch students doing well during academic times. System provides an opportunity for the teacher to provide encouragement to the students. Students have the ability to directly monitor their behavior and are immediately rewarded for meeting expectations. They gain an understanding of consequences when the expectations are not met.

Procedures

10 point system is used throughout the day (10 point daily max.)

Points earned are related to instructional blocks (flow of the day)

1 point for on time arrival

1 Social Studies

1 LA Core

1 L 100

1 Math Int.

1 Math Core

1 LA Int.

1 Specials

1 Science

1 Teacher Discretion focused on a specific behavior for improvement

10 points possible

Points are earned only/ NO POINTS are to be taken from student. The point is either earned or not earned for the instructional block. Once the block is over the student is immediately eligible for the next block to earn a point.

Students have to be present for the block of time to earn the point. The student is not eligible to earn the point if they are: absent, in-school suspension, alternate placement. If a student receives a referral 10 points will be deducted as payment in the form of a fine.

Students and teacher are provided with data collection sheets. This will create an opportunity to analyze any patterns of behavior that may need to be address with the behavior team.

Students will track the total number of points earned and then be able to shop at the Manatee Mall. (Times TBD)

Items at the mall start at 25 points.

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 Elementary will foster the social-emotional needs of its students through individual counseling, group counseling and classroom guidance activities. Lessons on problem solving, anger management, self esteem, listening , empathy and other social skills will be taught in the various mentioned setting, ie: groups, individual counseling and classroom. In addition we hope to establish during the course of the year a peer mediation program where the students will take ownership for

helping to secure a positive school climate. A peer mentoring program called PAL as well as a student council are also being contemplated as part of the SIP.

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

Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension

Students with 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

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	Students
Attendance below 90 percent	K	37
Attendance below 90 percent	1	16
Attendance below 90 percent	2	17
Attendance below 90 percent	3	17
Attendance below 90 percent	4	8
Attendance below 90 percent	5	11
	Total	106
One or more suspensions	K	19
One or more suspensions	1	14
One or more suspensions	2	23
One or more suspensions	3	24
One or more suspensions	4	22
One or more suspensions	5	22
	Total	124
	Total	
Level 1 on statewide assessment	3	46
Level 1 on statewide assessment	4	24
Level 1 on statewide assessment	5	36
	Total	106
	Total	

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

Indicator	Grade	Students
Students exhibiting two or more indicators	K	12
Students exhibiting two or more indicators	1	5
Students exhibiting two or more indicators	2	8
Students exhibiting two or more indicators	3	22
Students exhibiting two or more indicators	4	20
Students exhibiting two or more indicators	5	17
	Total	84

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system (i.e., those exhibiting two or more early warning indicators)

To increase attendance: attendance specialist, full-time student services staff, positive phone calls home to each student by classroom teacher and various staff members

To decrease suspensions: Melrose has implemented a 10-Point Behavior Plan tied to earning points during each subject area, we have a full-time new teacher mentor to support new teachers, full time behavior coach and behavior specialist, SBLT Behavior meetings are scheduled to discuss specific students' response to interventions, and full-time student services team to meet the needs of individual students.

Level 1 on statewide assessment: schedule reflects dedicated L300 hour to reading intervention, 2 certified teachers working with students in each classroom during the L300 hour, additional 30 minutes added to the school day dedicated to reading intervention, after-school extended learning opportunities are available to all students K-5

Inform teachers/SBLT/Student Services of the names of students who exhibit two or more early warning indicators

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

No PIP plan available

This application does not have a PIP plan uploaded for this school or this district. Please forward or have your district forward the plan document via an Intercom support request and we will upload it.

Description

Increase current level of parent involvement

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

Neighborhood and community partnerships are a key to our school's success. Melrose is a proud partner in the Executive PASS Partnerships. This partnership has paired our school with several businesses throughout Pinellas County such as Bay/Tech Label (sponsors our Citizen of the Month T-Shirts), Boys and Girls Club (sponsors back to school uniforms for our students, our Principal's List Field Trips, various field trip transportation).

Members of the Executive PASS Partnerships are invited to attend our annual "Meet the Teacher", Honor Roll and Principal's List Assemblies/Field Trips, and monthly meetings to school progress and needs.

In addition to our Executive PASS Partners, Melrose shares a unique partnership with the Tampa Bay Times which supports our Journalism Magnet. They also provided us with 8 mentors/volunteers last year to work with select kindergartners. These volunteers will be looping up to first grade with their paired students and a new group of Tampa Bay Times volunteers will be paired with select incoming kindergartners for the 2014-15 SY.

Melrose Elementary is also very fortunate to have Mr. Oliver, former educator and community member, support us with mentors for our 4th and 5th grade males. These mentors come to Melrose every week to eat lunch with their Mentee. They are also invited to attend our academic celebrations for our students throughout the year.

Melrose also is partnered with Edible Peace Patch which has worked with our students to grow a hydroponic above ground garden. Once a week a team from the Edible Peace Patch comes out to Melrose and works with classes teaching them about what is growing in our garden.

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	Email
Grasso, Nanette	Principal	grasson@pcsb.org
Bockover Goldstein, Heidi	Assistant Principal	bockovergoldsteinh@pcsb.org

Duties

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

Nanette Grasso, Principal
 Heidi Bockover Goldstein, Asst. Principal
 Beth Abbott, MTSS Coach
 Barry Levine, Guidance Counselor
 Jessica Garcia, Social Worker
 Anna Annarelli, Educational Diagnostician
 Leslie Croissant, Psychologists
 Gema Matanle, Behavior Coach
 Ben Williams, Behavior Specialist

The Principal and Assistant Principal provide a common vision for the use of data-based decision making, ensuring that the school-based intervention team is implementing the MTSS, conducts assessments of MTSS skills of staff through surveys, ensures adequate professional development to support MTSS implementation to its fullest, and communicates with parents regarding school-based plans and activities.

The MTSS Coach and Educational Diagnostician will tandem to make data-based decisions which

ensure that the school-based intervention team and teachers are implementing the MTSS with fidelity, progress monitoring tiered students, provide adequate professional development as needed to support MTSS implementation and to communicate with teachers regarding student progress.

School Psychologist: Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based making activities.

Guidance Counselor: Participates in collection, interpretation, and analysis of school-wide data; provides support for intervention fidelity participates in the planning and provision of social emotional interventions for classroom and small group.

Behavior Specialist and Behavior Coach: will work in tandem with the MTSS to provide behavior coaching for classroom teachers to increase Tier I behaviors in the classroom. Participates in the collection, interpretation and analysis of school-wide discipline data; provide assistance for problem solving activities.

School Social Worker: Provides services ranging from program design to assessment and intervention with individual students. In addition to providing interventions, school social worker continues to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

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

Weekly SBLT meetings

Week 1:

Guidance: SWBP, Student Activities

Week 2:

Academics: Fidelity checks (data folders, flow of the day, pacing), Lesson Studies, SIP, Data Folders

Week 3:

Behavior: Out of area 3+, Referrals 5+, Trends, Teacher, Hot Spots

Week 4:

Interventions: Fidelity/Use, Specific Students, Trends, SBLT referrals

Staff Curriculum Development/Leadership

Mondays: Coaches Debrief with administration

Tuesdays: Grade Level PLCs

Wednesdays: SBLT

Thursdays: Curriculum Development with academic coaches, Just in Time Training

Friday: Team Leader Meetings and PBS Meetings

Title I, Part A funds are utilized, in conjunction with various other federal, state, and local funds, to support high quality instruction, parental engagement, and professional development for highest student achievement. Title I services are coordinated and integrated with other resources through collaboration of staff in various offices and departments, including: School and Community Support, Teaching and Learning, Assessment, Accountability, and Research, Professional Development, Strategic Communications, Strategic Partnerships, Human Resources, and Transportation. Title I staff monitor expenditures of Title I, Part A funds to ensure that they supplement rather than supplant other funds available to schools.

Melrose has also partnered with the Boys and Girls Club to support our learning community.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Nanette Grasso	Principal
Deneen Wyman	Education Support Employee Student

Duties

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

Evaluation of last year's school improvement plan

Development of this school improvement plan

During the summer of 2014, the 2013-14 FCAT scores were shared with the SAC. The draft of the 2014 SIP was shared with members and all questions and concerns were addressed at that time. The completed and approved SIP for the 2014-15 school year will be shared at our September SAC Meeting.

Preparation of the school's annual budget and plan

This year's school needs were determined by analysis of the 2013-14 FCAT scores, parent surveys and input, and staff surveys and input. Based on the various needs assessments the following decisions were made in regard to SIP/Title I Budgets: three Hourly Teachers in grades K-3, two Paraprofessionals in VE and grades 4 and 5, one Tech-Tech, Diversity Professional Development, 1/2 Math Coach to make a full unit.

The leadership team participated in a week long DA Institute designed to support the roll out of the 2014-15 SIP.

The SIP draft for this year, will be shared with the staff during August. Questions, concerns, additions and deletions will be made prior to the final draft being submitted.

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

Total: \$1,869.25

\$500.00 to support the Media Center Reading Initiative

\$500.00 to support our Positive Behavior Plan

Verify that the school is in compliance with section 1001.452, F.S., regarding the establishment requirements and duties of the SAC

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

Literacy Leadership Team (LLT)

Meets the requirements of Rule 6A-6.053(3), F.A.C.

Membership

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

Name	Title	Email
Grasso, Nanette	Principal	grasson@pcsb.org
Bockover Goldstein, Heidi	Assistant Principal	bockovergoldsteinh@pcsb.org

Duties

Describe how the LLT promotes literacy within the school

The major initiatives of the LLT this year will be to help support the implementation of Florida State Standards, provide support to improve reading fluency and comprehension, through participation in facilitated collaborative planning with coaches and teachers on a weekly basis, monitoring the fidelity of the L300 hour, through data share meetings in which the MTSS process is discussed with administration and various coaches, and discussions and work done within weekly PLCs.

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

1. A pre-pre school team-building workshop was planned so that all 2014-15 staff members could get to know each other in a fun and non-threatening environment. The activities presented were also easily transferable to the classroom.
2. Cultural Diversity training was presented during pre-pre school to help shed light on the types of obstacles our teachers and students may face within the school year.
3. Culture Diversity training will continue throughout the school year in the form of various presenters and book studies.
4. Block scheduling for all grade levels will support collaboration between teachers and coaches for planning and data review.
5. A Curriculum Development/Leadership Calendar and an SBLT Meeting Calendar has been created to support awareness on daily/weekly meetings.

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

1. Every teacher at Melrose was hand-picked to join our staff, are all considered effective or highly effective, and the majority of the teachers have been teaching for several years. In order to maintain highly qualified teachers regular and consistent communication with the principal is critical. Data meetings and input is/will be our way of work. When hiring is necessary, the principal along with a team of teachers and other staff members carefully select candidates for the interview process.
2. All instructional staff will receive a \$3000.00 signing bonus to work at Melrose Elementary.
3. All new teachers to Melrose will be paired with a veteran teacher for mentoring purposes.
4. An on-site new teacher mentor will be paired with new teachers to support classroom processes and procedures.
5. Embedded academic coaches will provide just in time training to support Florida State Standards.
6. The principal/assistant principal also meets with new teachers/staff members a minimum of three times a year or as needed to review observations, provide feedback and address any developing concerns.

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

Our new teachers to Melrose will be paired with veteran teacher at the same grade level or at adjacent grade levels with same grade level pairings are not possible. This will allow for:

1. Observation of mentee's instruction and providing feedback
2. Planning lessons with mentee
3. Connecting lesson activities to content standards
4. Discussing student progress and analyzing student work
5. Modeling or co-teaching lessons

New teachers will be paired with our on-site new teacher mentor. This will allow for:

1. Observation of mentee's instruction and providing feedback
2. Planning lessons with mentee
3. Connecting lesson activities to content standards
4. Discussing student progress and analyzing student work
5. Modeling or co-teaching lessons

All new teachers will also work closely with our Math, Science and Literacy coaches throughout the school year.

Block scheduling will allow for collaborative planning within teams and with coaches.

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

1. Melrose teachers work with the embedded academic coaches on a weekly basis to unpack standards and plan instruction based on student data.
2. Teachers collaborate with colleagues and coaches to plan using the Florida Standards.
3. Coaches model for and co-teach with classroom teachers on a weekly basis. Follow-up and debrief sessions guide next steps.
4. Administration meets with the academic coaches on a weekly basis to debrief and discuss next steps.
5. Weekly/Daily Administration walk-throughs and observations

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

Fair data, Running records, Common assessments, and Data folders are used to determine the level of the support the students and faculty needs. Student data is reviewed every 4-6 weeks during a data chat meeting that includes: Administrators, MTSS Coach, Behavior Coach, and Support Services. During the meetings, Fair data is reviewed with the focus on the students at the 0%-15% (SD) in PLS. Running record data is reviewed on the student meeting the grade level expectation set forth by the district. Common assessment data is determined with the student performing with less than 70% proficiency. Data folders are aligned with the standards and goals of each lesson, data folders are reviewed for mastery and areas of struggle. PLC meetings are used to discuss areas of professional development (Differentiated Instruction, Reading, Math or Science) and student needs reviewing the data on a weekly basis.

Instruction is modified or supplemented by cooperative grouping of students based on ability levels. Standards are the focus for the data folders and students self-reflect on their ability proven with the classwork or assessment tied to the standard.

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 type: Extended School Day

Minutes added to school year: 5,400

Strategy Purpose(s)

- Core Academic Instruction

Strategy Description

30 minutes added to each school day

The first hour of the school day is dedicated to reading intervention

2 teachers in a classroom for 30 minutes per day

Kindergarten will use Nemours - a small group foundational program

First, Second and Third Grade will use Level Literacy Instruction (LLI)

Fourth and Fifth Grade will use Repeated Reading and Fluency Routine Using Grade Level

Complex Text utilizing a blended model of Rasinski and Walpole

In addition to the Extended School Day:

Use literature to build classroom learning communities

Conduct running record assessments on all students to find instructional levels, beginning with Tier 2 and Tier 3 students

Implement Jan Richardson Guided Reading

Implement rigorous literacy stations

Conduct and participate in just in time training: Jan Richardson Guided Reading, literacy stations, running records

Strategy Rationale

The extended school day is being designed to provide students with an "all hands on deck" approach which has proven effective in other districts in making a difference in the lives of students.

Person(s) responsible for monitoring implementation of the strategy

Grasso, Nanette, grasson@pcsb.org

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

FAIR and Running Record data will be collected 3 times a year.

Grade Level and Classroom data will be analyzed to determine if the core instruction for the L300 time is effective.

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

At the end of the school year, our VPK students and our incoming kindergarteners not already enrolled in our VPK program are invited to attend our "Transition to Kindergarten", the community Head Start program leaders go out into the community and locate and enroll pre-school aged children to attend our summer school VPK, and all of our students, grades PreK-5 are invited to our annual "Meet the Teacher" day which is held the last school day before the school year begins. This year it will be held on August 15th.

Feeder Middle School visits are arranged for our 5th graders.
John Hopkins Middle School visits Melrose to discuss their Journalism Program.

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), F.S

School Improvement Goals

Goals Summary

- G1.** If all teachers develop and sustain a healthy, respectful, caring and safe learning environment for students, staff and community resulting in individual employee learning, student achievement and overall school improvement.
- G2.** By providing rigorous grade level standards based instruction along with differentiated support and scaffolding, all students will increase proficiency as measured by FSA, FCAT 2.0 and other aligned summative assessments.

Goals Detail

G1. If all teachers develop and sustain a healthy, respectful, caring and safe learning environment for students, staff and community resulting in individual employee learning, student achievement and overall school improvement.

Targets Supported

Indicator	Annual Target
Students with attendance below 90 percent (total)	95.0
Students with one or more suspensions (in or out of school) - total	50.0

Resources Available to Support the Goal

- Staff Members
- Title I
- District
- Coaches: local and state

Targeted Barriers to Achieving the Goal

- Collaboration between parents and school

<i>Plan to Monitor Progress Toward the Goal</i>	
Healthy, respectful, caring and safe learning environment	
Person Responsible	Nanette Grasso
Schedule	Monthly, from 08/08/2014 to 06/01/2015
Evidence of Completion	decreased number of level 3 calls and office referrals climate survey results: students, teachers, parents increased number of parents attending workshops/trainings SBLT-Behavior Meeting Minutes

G2. By providing rigorous grade level standards based instruction along with differentiated support and scaffolding, all students will increase proficiency as measured by FSA, FCAT 2.0 and other aligned summative assessments.

Targets Supported

Indicator	Annual Target
AMO Targets Math - All Students	48.0
AMO Targets Reading - All Students	50.0
FCAT 2.0 Science % Proficient	20.0

Resources Available to Support the Goal

- Reading Florida Standards Jan Richardson Guided Reading LLI (Grades 1-3) Nemours (Kindergarten) Cranium CoRE in grades 3-5 Coaches: local and state Pinellas County Schools Curriculum Framework FAIR data Common Assessment Data Facilitated Guided Planning with Coaches on a rotating weekly basis Student Data Folders Module Assessments Math CPALMS Florida Standards Formative Assessments Computer Based Testing (CBT) Coaches: State and Local New Curriculum STMath Facilitated Guided Planning with Coaches on a rotating weekly basis Math Talks Math Reads Science Science Lab for grades 3-5 Coaches: local and state Facilitated Guided Planning with Coaches on a monthly basis

Targeted Barriers to Achieving the Goal

- Due to the new Florida Standards, staff needs collaborative support to plan and implement rigorous lessons aligned with the standards across content areas.

<i>Plan to Monitor Progress Toward the Goal</i>	
Increase in student achievement.	
Person Responsible	Nanette Grasso
Schedule	Weekly, from 08/08/2014 to 06/08/2015
Evidence of Completion	Common Assessment Data (Math, Science, Modules), FAIR, Running Record and Progress Monitoring Data, Florida Standards Assessment (FSA)

Action Plan for Improvement of SIG-Targeted Schools

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. If all teachers develop and sustain a healthy, respectful, caring and safe learning environment for students, staff and community resulting in individual employee learning, student achievement and overall school improvement.

G1.B1 Collaboration between parents and school

G1.B1.S1 Provide professional development to staff members to promote a healthy learning environment.

Strategy Rationale

Professional development will promote an awareness, understanding, and respect for the types of home life and trauma many of our students experience on a daily basis.

Action Step 1	
Provide on-going professional development to the staff which supports a healthy respect and understanding our students and their community.	
Person Responsible	Nanette Grasso
Schedule	Monthly, from 08/08/2014 to 06/01/2015
Evidence of Completion	Diversity Training Pathfinders: Team Building Training Book Study: Black Students, Middle Class Teachers Sign-in sheets for Book Study and other professional development Journaling

Plan to Monitor Fidelity of Implementation of G1.B1.S1	
Attendance and participation in professional development	
Person Responsible	Heidi Bockover Goldstein
Schedule	Monthly, from 08/08/2014 to 06/01/2015
Evidence of Completion	LMS course evaluations Sign-in Sheets

Plan to Monitor Effectiveness of Implementation of G1.B1.S1	
Increased collaboration between parents, students and school staff.	
Person Responsible	Heidi Bockover Goldstein
Schedule	Monthly, from 08/08/2014 to 06/01/2015
Evidence of Completion	Parent sign in sheets for monthly Title I events, SAC and PTA Meetings FOCUS parent communication logs Signed PMPs Parent/Teacher Conference Forms Title I Compacts

G1.B1.S2 Families will participate in the Scale Up for Success Initiative which in part provides comprehensive mental and social counseling, enhanced family engagement opportunities and comprehensive wraparound services.

Strategy Rationale

Providing high-interest workshops and activities which support parents in their ability to provide for their children will entice parents to participate at a higher level.

Action Step 1	
Facilitate family engagement activities at the school by providing monthly Parent/Family meetings and workshops which support parent involvement	
Person Responsible	Heidi Bockover Goldstein
Schedule	Monthly, from 08/08/2014 to 06/01/2015
Evidence of Completion	Master calendar, agenda of events, parent invitations, Title I sign in sheets, signed parent compacts

Action Step 2	
Support Comprehensive wraparound services referrals where all community agencies such as the Family Services Initiative, Access to Mental Health Services and the Sanderlin Neighborhood Family Center will provide additional family support	
Person Responsible	Heidi Bockover Goldstein
Schedule	Monthly, from 08/25/2014 to 06/01/2015
Evidence of Completion	Community wraparound service referrals

Action Step 3	
Parents will sign the parent contract form	
Person Responsible	Nanette Grasso
Schedule	Daily, from 08/25/2014 to 06/03/2015
Evidence of Completion	Signed parent contracts

Action Step 5	
Parents will be expected to participate in the school-wide agenda program	
Person Responsible	Heidi Bockover Goldstein
Schedule	Daily, from 08/25/2014 to 06/03/2015
Evidence of Completion	agendas

Action Step 5	
Parents will be expected to participate in the Parent/Teacher Conference Day each semester	
Person Responsible	Heidi Bockover Goldstein
Schedule	Quarterly, from 08/25/2014 to 06/03/2015
Evidence of Completion	Sign in Sheets, Completed Conference Forms

Action Step 7	
Parents participate in the quarterly home visits	
Person Responsible	Nanette Grasso
Schedule	Quarterly, from 08/25/2014 to 06/03/2015
Evidence of Completion	Home Visit Logs

Action Step 7	
Parents participate in the Parent/Family training offered via JWB/PCS	
Person Responsible	Nanette Grasso
Schedule	Monthly, from 08/25/2014 to 06/03/2015
Evidence of Completion	Sign In Sheets

Plan to Monitor Fidelity of Implementation of G1.B1.S2	
Parent involvement activities	
Person Responsible	Heidi Bockover Goldstein
Schedule	Monthly, from 08/01/2014 to 06/01/2015
Evidence of Completion	Title I sign in sheets, PTA/SAC Sign-In Sheets, Parent/Teacher Conference Forms

Plan to Monitor Effectiveness of Implementation of G1.B1.S2	
Increased collaboration between parents and school	
Person Responsible	Heidi Bockover Goldstein
Schedule	Monthly, from 08/08/2014 to 06/01/2015
Evidence of Completion	Title I sign in sheets, signed PMPs, signed conference forms, signed agendas, parent volunteer sign in sheet

G2. By providing rigorous grade level standards based instruction along with differentiated support and scaffolding, all students will increase proficiency as measured by FSA, FCAT 2.0 and other aligned summative assessments.

G2.B2 Due to the new Florida Standards, staff needs collaborative support to plan and implement rigorous lessons aligned with the standards across content areas.

G2.B2.S2 Core instructional staff will participate in Facilitated Guided Planning on a weekly rotation with the Literacy, Math and Science Coaches in order to be able to plan and deliver effective, rigorous lessons with support as needed.

Strategy Rationale

Providing guided planning with the academic coaches will support teacher in unpacking standards, planning and delivering effective, rigorous lessons with the end in mind. Following planning, coaches will be able to model, co-teach and observe the planned lessons to support fidelity as needed.

Action Step 1	
Teachers will participate in Facilitated Guided Planning in order to unpack standards, increase content knowledge and develop rigorous lessons.	
Person Responsible	Heidi Bockover Goldstein
Schedule	Weekly, from 08/08/2014 to 06/01/2015
Evidence of Completion	Coaches Logs Lesson Plans uploaded to Moodle
Action Step 2	
Instructional coaches will support teachers identified through data in implementation of rigorous lessons.	
Person Responsible	Nanette Grasso
Schedule	Weekly, from 08/08/2014 to 06/01/2015
Evidence of Completion	Coaches logs
Action Step 3	
Teachers will plan and implement effective, rigorous lessons using differentiated instruction and scaffolding aligned to the Florida Standards and current standards	
Person Responsible	Nanette Grasso
Schedule	Weekly, from 08/08/2014 to 06/01/2015
Evidence of Completion	Walk-through Data, Lesson Plans and Student Artifacts

Plan to Monitor Fidelity of Implementation of G2.B2.S2	
Teachers will implement rigorous lessons as a result of Facilitated Guided Planning.	
Person Responsible	Nanette Grasso
Schedule	Weekly, from 08/08/2014 to 06/01/2015
Evidence of Completion	Classroom observations, lesson plans, walk-through logs, Pinellas Instructional Support Model (ISM) tool, data from ISM tool

Plan to Monitor Effectiveness of Implementation of G2.B2.S2	
Increase in the number of teachers that implement daily rigorous lessons.	
Person Responsible	Nanette Grasso
Schedule	Weekly, from 08/08/2014 to 06/01/2015
Evidence of Completion	ISM Data, walk-through and observation feedback, lesson debrief with academic coaches

G2.B2.S3 Academic coaches and interventionists (LLI, VE, Paraprofessionals and Title I Hourly) will collaborate with classroom teachers to plan for and provide tiered instruction aligned to student needs.

Strategy Rationale

Collaboration between classroom teachers and various interventionists (LLI, VE, Paraprofessionals and Title I Hourly teachers) will provide for consistent and seamless instructional delivery on each students' specific academic level.

Action Step 1	
Identify Tier 2 students through running record and previous year's achievement data.	
Person Responsible	Heidi Bockover Goldstein
Schedule	Every 6 Weeks, from 08/08/2014 to 06/01/2015
Evidence of Completion	Running Record Data and List of Tier 2 students

Action Step 2	
Group students by grade level/teacher and running record level and create intervention schedule.	
Person Responsible	Heidi Bockover Goldstein
Schedule	Every 6 Weeks, from 08/08/2014 to 06/01/2015
Evidence of Completion	Tier 2 Intervention Groups

Action Step 3	
Implement intervention schedule	
Person Responsible	Heidi Bockover Goldstein
Schedule	Every 6 Weeks, from 08/08/2014 to 06/01/2015
Evidence of Completion	Intervention Attendance Data

Plan to Monitor Fidelity of Implementation of G2.B2.S3	
Tiered instruction aligned to student needs and implemented daily	
Person Responsible	Heidi Bockover Goldstein
Schedule	Every 6 Weeks, from 08/08/2014 to 06/01/2015
Evidence of Completion	Fidelity Checks

Plan to Monitor Effectiveness of Implementation of G2.B2.S3	
Interventionists and Teachers plan and implement differentiated lessons for tiered instruction.	
Person Responsible	Heidi Bockover Goldstein
Schedule	Weekly, from 08/08/2014 to 06/01/2015
Evidence of Completion	Progress Monitoring Data and Running Record Data

G2.B2.S5 Academic and Behavior Coaches will work with teachers to implement a positive behavior system and effective classroom management.

Strategy Rationale

Providing opportunities for classroom teachers to work with both academic and behavior coaches to develop clear and consistent procedures and processes while building their culture within the first month of school will decrease out of area calls.

Action Step 1	
Academic Coaches and Behavior Coaches will work with teachers to develop/model/implement/monitor a positive behavior system through classroom processes and procedures.	
Person Responsible	Nanette Grasso
Schedule	Weekly, from 08/08/2014 to 06/01/2015
Evidence of Completion	Walk-through data

Plan to Monitor Fidelity of Implementation of G2.B2.S5	
Teachers will implement a positive behavior system	
Person Responsible	Nanette Grasso
Schedule	Weekly, from 08/08/2014 to 06/01/2015
Evidence of Completion	Data collected using the classroom Observation Tool: Routines and Procedures

Plan to Monitor Effectiveness of Implementation of G2.B2.S5	
Identified teachers using a positive behavior system and effective classroom processes and procedures.	
Person Responsible	Nanette Grasso
Schedule	Weekly, from 08/08/2014 to 06/01/2015
Evidence of Completion	ISM Tool, walk-through data, anecdotal notes, office call logs, office referrals, teacher feedback

G2.B2.S6 Develop and adhere to a Science Lab routine schedule of 3rd, 4th and 5th grade students attending and completing the identified progress monitoring assessments, science lab investigations and Citizen Scientist research and data collection.

Strategy Rationale

Hands on experience with investigating science standards will increase student knowledge.

Action Step 1	
A master schedule will be built to reflect grade level science blocks for classes in grades 3-5 rotate into the Science Lab for a week at a time.	
Person Responsible	Heidi Bockover Goldstein
Schedule	On 08/08/2014
Evidence of Completion	Master Schedule

Action Step 2	
Science Lab managers will be selected to be the point person for each grade level in regards to managing materials and training.	
Person Responsible	Heidi Bockover Goldstein
Schedule	On 08/08/2014
Evidence of Completion	Science Lab manager names submitted to the Elementary Science Department.

Action Step 3	
Science Lab Managers and the site-based Science Coach will attend "Just in Time" science training provided by the district in order to provide Science Lab support/training to teachers in grades 3-5 and proper lab set up on a daily/weekly basis.	
Person Responsible	Heidi Bockover Goldstein
Schedule	Monthly, from 08/08/2014 to 06/01/2015
Evidence of Completion	Lab manager component points, labs being properly set up, and grade level investigations

Action Step 4	
Teachers in grades 3-5 will participate in site-based "Just in Time" training provided by Lab managers and the Science Coach in order to facilitate science lab investigations with their students.	
Person Responsible	Heidi Bockover Goldstein
Schedule	Weekly, from 08/15/2014 to 06/01/2015
Evidence of Completion	Site-based "Just in Time" training sign-in sheets, lesson plans reflecting training on science lab investigations, students participating in science lab investigations, and common assessment data.

Plan to Monitor Fidelity of Implementation of G2.B2.S6	
Teachers in grades 3-5 will implement rigorous lessons as a result of participating in the participating in the "just in time" science lab training.	
Person Responsible	Heidi Bockover Goldstein
Schedule	Weekly, from 09/08/2014 to 06/01/2015
Evidence of Completion	Classroom observations, lesson plans, walk-throughs, Pinellas Instructional Support Model (ISM), data from the ISM

Plan to Monitor Effectiveness of Implementation of G2.B2.S6	
Increase in the number of teachers that implement weekly rigorous science lab lessons.	
Person Responsible	Heidi Bockover Goldstein
Schedule	Weekly, from 09/08/2014 to 06/01/2015
Evidence of Completion	ISM data, walk-through and observation feedback, lesson debrief with science coach

G2.B2.S7 Participate in the Scale Up for Success Initiative which is a comprehensive reform plan which in part will focus on providing additional classroom assistance and ongoing professional development, and enhanced extended learning opportunities for students

Strategy Rationale

Participate in this initiative will increase achievement for all students, with an emphasis on closing the achievement gap, and turning around the lowest performing schools.

Action Step 1	
Each classroom teacher, K-5, will have a full time paraprofessional as a teaching partner.	
Person Responsible	Nanette Grasso
Schedule	Daily, from 08/25/2014 to 08/25/2014
Evidence of Completion	Complete staff roster showing established teaching partnerships.

Action Step 2	
Ongoing professional development will occur on a monthly basis after school for content along with embedded implementation with monitoring and additional support.	
Person Responsible	Heidi Bockover Goldstein
Schedule	Monthly, from 08/25/2014 to 06/03/2015
Evidence of Completion	Master Calendar, Training agendas, sign in sheetss

Action Step 3	
Based on the monthly professional development, teaching partners will provide daily rigorous grade level instruction along with differentiated support, scaffolding and feedback which will lead to student ownership of learning.	
Person Responsible	Heidi Bockover Goldstein
Schedule	Daily, from 08/25/2014 to 06/03/2015
Evidence of Completion	walk-through data, lesson plans, academic coaches logs

Action Step 4	
Frequent district monitoring - Instructional Support Model (ISM) visits every 6 weeks to review goals and strategies of the SIP, visit classrooms to provide school with feed back on strengths and areas for instructional improvement, review data, and identify further professional development needs.	
Person Responsible	Nanette Grasso
Schedule	Every 6 Weeks, from 08/25/2014 to 06/03/2015
Evidence of Completion	Master calendar, ISM visit feedback

Plan to Monitor Fidelity of Implementation of G2.B2.S7	
Teaching partners will implement rigorous lessons as a result of participation in the monthly ongoing professionals development tailored to support co-teaching processes and routines, culturally sensitive and responsive teaching, content and methods development, and small group instruction.	
Person Responsible	Heidi Bockover Goldstein
Schedule	Weekly, from 08/25/2014 to 06/03/2015
Evidence of Completion	classroom observations, lesson plans, walk-through logs, Pinellas Instructional Support Model (ISM) tool, data from the ISM tool

Plan to Monitor Effectiveness of Implementation of G2.B2.S7	
Increase in the number of teacher that implement daily rigorous lessons	
Person Responsible	Nanette Grasso
Schedule	Weekly, from 08/25/2014 to 06/03/2015
Evidence of Completion	ISM data, walk-through and observation feedback, lesson debrief with academic coaches and formative assessment results.

Professional Development

For each professional development activity identified in Part II as a strategy to eliminate or reduce a barrier to a goal, provide the following information::

Professional Development Table coming soon

Technical Assistance

For each technical assistance activity identified in Part II as a strategy to eliminate or reduce a barrier to a goal, provide the following information::

Technical Assistance Table coming soon

Budget Rollup

Budget summary data as entered into the Problem Solving section of this plan:

Budget Rollup Table coming soon