

Melrose Elementary School



2015-16 School Improvement Plan

Melrose Elementary School

1752 13TH AVE S, St Petersburg, FL 33712

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

School Demographics

School Type
Elementary

Title I
Yes

Free/Reduced Price Lunch
83%

Alternative/ESE Center
No

Charter School
No

Minority
92%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	F	F	F	F

School Board Approval

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

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2015-16 DA Category and Statuses

DA Category	Region	RED
Priority	4	Jim Browder
Former F	Turnaround Status	
No		

Part I: 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 students to be safe, respectful, and responsible learners as they achieve grade level and above learning standards.

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. Since many of our teachers come from neighborhood and backgrounds that do not mirror our school culture, the purpose of the reinforcement survey is exclusively to learn what types of incentives Melrose students are willing to work for and create/provide those incentives. The outcome is increase academic/behavior motivation and build relationships by having staff members taking an active interest in what their students are interested in working for.

During Pre-school, the Melrose staff participated in True Colors Workshop hosted by PTA and a Cultural Competency Training with Dr. Kevin Gordon. Both workshops were designed to help staff members become more culturally competent and raise their awareness of student home and life styles which may impact their learning style.

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

During Pre-school, all staff members were explicitly trained on the various transition protocols and expectations for all duty posts and general areas in our school. A supporting handbook was given to each staff member to use as a resource as needed which outlined all processes, routines and expectations for both students and staff members.

All staff members have assigned duty posts with consistent school-wide expectations to follow at each post. Consistent follow-through from all staff members will help support an environment where all students feel safe and respected and have clear expectations on what acceptable and safe behavior looks like and is.

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. The anonymous bully box is located in the office and monitored by the counselor; the on-line bully web addresses are published in the school newsletter.

Students will have opportunities to be celebrated for following the Melrose Guidelines for Success (respect, responsibility and safety) by earning "GFS Tickets and Mighty Manatees". Once earned the child will be recognized for their positive actions on the afternoon announcements and will be eligible for a monthly drawing.

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 without permission and increase student engagement in learning:

1. Increase professional development opportunities in classroom management strategies through the support

of on-site TNTP coaches, TNTP virtual Coaches, and PSB Leadership Team

Reinforcing classroom behavior expectations.

Rearranging the classroom environment.

Routines for:

Establishing arrival and dismissal processes

Distributing materials and turning in assignments

Requesting help from teacher

Transitioning to and from activities or settings

Unexpected interruptions and emergency situations

Independent and group work

Returning to class

Data folders for math and reading related to standards

2. Physical Space requirements for the classroom

Peace nook- area where a student can cool down on their own as needed.

Time out desk- preferred next to door.

Student of the week desk- Decorated.

Labeled learning centers and classroom libraries.

3. Clear expectations posted in the classroom:

Guidelines for success (R,R,&S)

Classroom Rules (tangible)

Rewards and Consequence Menu

Commitment to Character Posters

Positive notes, mighty manatees, job charts and exemplary student work

4.. Buddy teacher

When sending a student to timeout/cool down/think time, buddy teacher is located across the hall from

child's 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

2 LA Core

2 L 300

1 Math Int.

1 Math Core

1 Specials

1 Science

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 addressed 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)

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.

The Behavior Team is working proactively on campus by conducting walk-throughs each day through each class - planning allows for revisiting specific classrooms and students who have been identified as needing additional emotional support to get them through the day Check-in's are used with some individual behavior plans. The Behavior Team members supervise a 30-40 minute lunch period daily which helps to build and maintain relationships with all students on campus.

Community members, the Parent Support for Education Council and church members in the neighborhood have partnered with Melrose and volunteer as tutors and mentors with our fourth and fifth grade boys and girls on a weekly basis.

The Girl Scouts partner with Melrose and support life skills for girls in grades K-5 on a weekly basis.

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 within the 2014-15 SY

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 Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	5	12	22	10	11	6	66
One or more suspensions	19	14	23	24	22	22	124
Course failure in ELA or Math	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	13	25	38
	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
	1	2	3	4	5	
Students exhibiting two or more indicators	4	10	14	22	32	82

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

To increase attendance:

We have an attendance specialist who make home contacts for students who have tardy or absence issues; full-time student services staff; positive phone calls home are made to each student by classroom teacher and various staff members early in the school year in order to build positive relationships between home and school; prizes/popsicles will be given out on Fridays to those students who have been in school/on time every day during that week to encourage students to come to school on time every day. The CST meets twice a month to monitor absences. Perfect attendance awards are given to those students who have not missed a day each grading period.

To decrease suspensions:

Melrose has implemented a 10-Point Behavior Plan tied to earning points during each subject area. Students will use the points earned within a specific time frame to "shop" at our Manatee Mall for items ranging from pencils, stickers, food, clothes and more. Students have the opportunity to save their points for larger prize items. The Behavior Team's role is to help support teachers using PBS, individual coaching and mentoring for teachers in PBS, and for student counseling regarding choices made and alternative methods to deal with anger and frustration. Increasing positive interactions with parents and families in an attempt to gain support of school-wide rules.

SBLT Behavior meetings are scheduled to discuss specific students' response to interventions; the full-time student services team is used to meet the needs of individual students; each staff member was trained on scripted transition protocols for all processes and routines; processes and routines are monitored on a daily basis by leadership team and feedback is provided on a weekly basis; TNTP training supports coaching for the leadership team and for the staff; the training in processes and procedures is focused on increasing student achievement.

Level 1 on statewide assessment:

The master schedule reflects dedicated L300 hour for reading intervention; each classroom has 1 certified teacher and a paraprofessional working with students throughout the entire day to support small group instruction and 1:1 support to increase student engagement and increase student achievement; an additional 30 minutes have been added to the school day and are dedicated to reading intervention; the after-school extended learning opportunities are available to all students K-5; two full time embedded literacy coaches, a full time math coach and part time science coach work with teachers to unpack standards and plan rigorous lessons.

Inform teachers/SBLT/Student Services of the names of students who exhibit two or more early warning indicators as early as the first day of school so that an increase of support can be given to these students and interventions can be put in place to support an increase of student achievement levels.

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/175417>.

Description

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

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

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. The TampaBay Times has partnered with Melrose and supplies mentors who work with students in grades K-2 on a weekly basis working on language development, reading and social skills. The students have been paired with a mentor and that mentor follows the students as they move through the various grade levels. We are beginning our third year of partnership with the TambaBay times and our original group of mentors have followed their students to the second grade.

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.

The Girl Scouts have partnered with Melrose and will be working with a select group of 75 students each week focusing on life skills.

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:

Name	Title
Grasso, Nanette	Principal
Bockover Goldstein, Heidi	Assistant Principal

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 Scanlon, MTSS Coach
Lorraine Kirby, Guidance Counselor
Tiffany Winsett, Social Worker
Anna Annarelli, Educational Diagnostician
Paula Phillips, Psychologists
Felicia Byrd, Behavior Coach
TBA, 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: Team Meetings; MTSS/B Meetings; Science Planning; Leadership Meetings

Tuesdays: Faculty Meetings; K-5 Coaches' Progress Check Points

Wednesdays: SBLT; PBS

Thursdays: Curriculum Development with academic coaches; Just in Time Training; TNTP (2 weeks a month); Facilitated Guiding Planning with Literacy and Math Coaches

Friday: Team Leader Meetings; Academic and Behavior Data Chats

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:

Name	Stakeholder Group
Nanette Grasso	Principal
Reenita Crandle	Business/Community
Lisa Brown-Wheeler	Parent
Joan Broughton	Parent
Daphney Hubbard	Parent
Katisha Powell	Parent
Kimberly Hubbard	Parent

Duties

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

Evaluation of last year's school improvement plan

Goal 1: Goal 1 was successful due to the fact that we were able to reduce the number of referrals from the previous year. We will continue the initiatives which were successful and have plans to initiate tighter transition processes; threshold procedures and strong starts with the support of TNTP. Goal 2: In the area of Science, Melrose celebrated a 100% increase in scores over the 2013-14 SY. First and Second Grade SAT-10 scores increase over the 2013-14 SY.

Development of this school improvement plan

In August, the available 2014-15 State Assessment scores will be shared with the SAC. The draft of the 2015 SIP will also be shared with members and all questions and concerns were addressed at that time. The completed and approved SIP for the 2015-16 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 2014-15 State Assessment 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: two Hourly Teachers will work with Tier III students, an additional reading coach for the intermediate grades, one tech specialist, 1/2 Math Coach to make a full unit.

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, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

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

Literacy Leadership Team (LLT)

Membership:

Name	Title
Grasso, Nanette	Principal
Bockover Goldstein, Heidi	Assistant Principal

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, the addition of a second reading coach to support the teachers in the intermediate grade levels 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 activities were planned so that all 2015-16 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 Competence 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.
6. Team Teaching, when applicable, in grades 3-5.

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.
Kim Lopez: Don O'Cull (New to MES) and Ashley Heaven (New to MES)
Ottesha Williams: JoAnn Lind (new to MES)
Lorraine Grizzle: Geoffrey Nugent (new to teaching)
Terri Hevia: Bonine Halprin (new to MES)
Natasha Furse: Wendy Gillooly (new to MES)
Kelly Rice: Kassandra Bodell (new to teaching and Lindsay Barker (new to MES)
Andrea Kimmel: Shannon Bluett (new to MES)
Lonnie Cumpston: Serissa McAnally (new to teaching) and BrittanyJennings (new to MES)
4. An on-site new teacher mentor, Felicia Byrd, 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 four times a year or as needed to review observations, provide feedback and address any developing concerns.
7. Each instructional staff member will receive 2 to 3 weekly walkthroughs with feedback to support classroom processes, procedures, and rigorous instruction.

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 plan with the embedded academic coaches and their grade level teammates on a weekly basis to unpack the learning standards and to plan lesson instruction based upon student achievement data.
2. Coaches model for and co-teach with classroom teachers on a weekly basis. Follow-up and debrief sessions guide next steps.
3. Administration meets with the academic coaches on a weekly basis to debrief and discuss next steps.
4. Daily leadership team walk-throughs and observations with feedback are conducted to check for lesson pacing, student engagement and lesson rigor.
5. Weekly Lesson Plan checks with feedback are in place. It is the expectation that revisions are made based on feedback provided.

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

1. Teachers intentionally plan instruction aligned with a high level of rigor and develop rigorous learning goals and performance scales based on identified key curriculum standards where differentiation can be done to meet the needs of all students. The gradual release model including explicit and modeled instruction, guided practice and support and with feedback, and an opportunity for independent practice are included in the daily implementation of lessons.
2. Teachers use state assessments, district-provided assessments, observational data, anecdotal record-keeping, and teacher-created informal assessments to monitor student progress and modify or adjust instruction. The scales and rubrics are aligned to the learning goal to check for student understanding and using data to differentiate and scaffold instruction increases student performance
3. Monitoring and feedback systems are in place. Administrators monitor and support the implementation of lesson plans and instruction through frequent observations, by using monitoring tools, and by providing specific feedback. Teachers monitor students and provide also feedback to students. Active feedback and side-by-side coaching is provided for staff and additional support is provided for those identified via daily walk-throughs
4. Professional development is continual- Ongoing workshops, trainings, guided planning, scripted practice of all routines and procedural protocols are in place and is available.. .

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

Strategy: Extended School Day

Minutes added to school year: 5,400

Thirty minutes are added to each school day which is dedicated to differentiated reading intervention to support the Core.

The reading intervention is staggered for each grade level between the first two periods each day. Each classroom has a teacher and a paraprofessional to support learning.

The Kindergarten Interventionists use Nemours - a small group foundational program.

Students in grades 1-5 use Level Literacy Instruction (LLI) to support small group reading intervention.

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 Routine, literacy stations, running records

Each student is on iStation on a daily basis

Strategy Rationale

The extended school day is designed to provide each student with an uninterrupted hour of intentionally differentiated reading intervention during L300 to increase reading proficiency on a daily basis.

Strategy Purpose(s)

- Core Academic Instruction

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

Running Record data will be collected 3 times a year.

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

iStation data is monitored and analyzed on a monthly basis to drive instruction; celebrations are held to highlight greatest student progress toward individual iStation goals.

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

In November, all prospective Melrose students are invited to attend our Discovery Night where we highlight our Journalism Magnet Program.

In January, Kindergarten Round Up takes place; all incoming Kindergarten students are invited to an open house and tour. At the end of the school year, our VPK students and any 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.

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), Florida Statutes

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

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:

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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.

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.

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.** By developing and sustaining a healthy, respectful, caring and safe learning environment for students, staff and community members we will reduce out of school suspensions and referrals by 50% which will result in increased student attendance, increased student achievement and overall school improvement.

- G2.** By providing rigorous instruction based on the Florida Standards, along with differentiated support in ELA, Mathematics and Science, all students will meet or exceed the state proficiency levels as measured by FSA in ELA and Mathematics and FCAT 2.0 in Science. An increase of student proficiency rates for each grade level and each student subgroup to 70% using the results of the Florida Standards Assessment comparisons.

- G3.** Black student achievement in Mathematics, Reading and Science, as measured by SAT-10, FSA and FCAT Science will increase to a proficiency level at or above the state average.

Strategic Goals Detail

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

G1. By developing and sustaining a healthy, respectful, caring and safe learning environment for students, staff and community members we will reduce out of school suspensions and referrals by 50% which will result in increased student attendance, increased student achievement and overall school improvement.

1a

G062593

Targets Supported 1b

Indicator	Annual Target
Attendance Below 90%	95.0
One or More Suspensions	50.0

Resources Available to Support the Goal 2

- Staff Members
- Title I
- District
- Coaches: local and state
- The New Teacher Project (TNTP)

Targeted Barriers to Achieving the Goal 3

- Inconsistent processes and procedures throughout the school give mixed messages to students, parents and staff members.

Plan to Monitor Progress Toward G1. 8

Healthy, respectful, caring and safe learning environment

Person Responsible

Nanette Grasso

Schedule

Monthly, from 8/7/2015 to 6/10/2016

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 instruction based on the Florida Standards, along with differentiated support in ELA, Mathematics and Science, all students will meet or exceed the state proficiency levels as measured by FSA in ELA and Mathematics and FCAT 2.0 in Science. An increase of student proficiency rates for each grade level and each student subgroup to 70% using the results of the Florida Standards Assessment comparisons. **1a**

G062594

Targets Supported **1b**

Indicator	Annual Target
AMO Math - All Students	
AMO Reading - All Students	
FCAT 2.0 Science Proficiency	20.0

Resources Available to Support the Goal **2**

- Reading Florida Standards Jan Richardson Guided Reading LLI (Grades 1-5) Nemours (Kindergarten) District Coaches Pinellas County Schools Curriculum Framework Common Assessment Data Primary and Intermediate Reading Coaches Student Data Folders Module Assessments Progress Checks iStation The New Teacher Project (TNTP) Math CPALMS Florida Standards Formative Assessments Computer Based Testing (CBT) District Coaches STMath Facilitated Guided Planning with Coach on a rotating weekly basis Math Talks Math Reads Science Science Lab for grades 3-5 Science Lab Managers District Coaches Facilitated Guided Planning with Science Coach on a bi-weekly basis

Targeted Barriers to Achieving the Goal **3**

- To meet the rigor of the Florida Standards, instructional staff members and paraprofessionals need collaborative support to plan and implement rigorous lessons aligned with the standards across content areas.

Plan to Monitor Progress Toward G2. **8**

Increase in student achievement.

Person Responsible

Nanette Grasso

Schedule

Weekly, from 8/7/2015 to 6/10/2016

Evidence of Completion

Common Assessment Data (Math, Science, Modules), Running Record and Progress Monitoring Data, Florida Standards Assessment, Science FCAT 2.0

G3. Black student achievement in Mathematics, Reading and Science, as measured by SAT-10, FSA and FCAT Science will increase to a proficiency level at or above the state average. 1a

G064741

Targets Supported 1b

Indicator	Annual Target
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AMO Reading - African American

Resources Available to Support the Goal 2

- Embedded Literacy Coaches (Primary and Intermediate), MTSS Coach, Math Coach, Science Coach, Behavior Team, School Based Leadership Team, Teaching Partners (K-5), Technology Specialist, Media Specialist

Targeted Barriers to Achieving the Goal 3

- Lack of grade level specific content knowledge, planning and delivery of curriculum

Plan to Monitor Progress Toward G3. 8

Multiple data points i.e.: Formative Assessments, running records, district and state assessments will be used to monitor individual student progress towards goal.

Person Responsible

Nanette Grasso

Schedule

Every 6 Weeks, from 8/7/2015 to 6/10/2016

Evidence of Completion

MTSS Minutes, running records, district and state assessments, tiered progress monitoring data

Action Plan for Improvement

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

Problem Solving Key

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

1 = Problem Solving Step  S123456 = Quick Key

G1. By developing and sustaining a healthy, respectful, caring and safe learning environment for students, staff and community members we will reduce out of school suspensions and referrals by 50% which will result in increased student attendance, increased student achievement and overall school improvement. 1

G062593

G1.B1 Inconsistent processes and procedures throughout the school give mixed messages to students, parents and staff members. 2

B160772

G1.B1.S1 Provide professional development for all staff members via The New Teacher Project, various book studies and outside speakers to promote a culturally responsive environment which will include consistent school-wide processes, procedures and routines for transitions, white board protocols, strong start for each day/lesson, and lesson plan development. 4

S172225

Strategy Rationale

Professional development will provide all teachers and students with consistent and clear expectations throughout the campus which will help support increased student engagement and a reduction of out of school suspension.

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 along with supporting consistent routines which will

Action Step 1 5

Provide on-going professional development with outside speakers and specific training on developing and maintaining consistent school-wide process and routines for all transitions, strong starts, white board protocols and an awareness of being culturally responsive to support a healthy respect and understanding our students and their community.

Person Responsible

Nanette Grasso

Schedule

Monthly, from 8/7/2015 to 6/10/2016

Evidence of Completion

Sign in Sheets for Cultural Competency Training with Dr. Kevin Gordon, Book Study: Engaging Students with Poverty in Mind, TNTP training Walk-through data Journaling

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

Melrose will use attendance and participation data from various professional development and daily walk-through data to monitor for consistency across the school in regards to school-wide processes, procedures and routines for all transitions, white board protocols, strong starts for each day/lesson and lesson plan development.

Person Responsible

Heidi Bockover Goldstein

Schedule

Monthly, from 8/7/2015 to 6/10/2016

Evidence of Completion

LMS course evaluations Sign-in Sheets Daily Walkthrough data

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

Increased collaboration between parents, students and school staff.

Person Responsible

Heidi Bockover Goldstein

Schedule

Monthly, from 8/7/2015 to 6/10/2016

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. 4

 S172226

Strategy Rationale

Providing high-interest workshops and activities for parents to assist their children with academic achievement and expectations.

Action Step 1 5

Facilitate family engagement activities at the school by providing monthly Parent/Family meetings and workshops which support parent involvement and student achievement.

Person Responsible

Heidi Bockover Goldstein

Schedule

Monthly, from 8/7/2015 to 6/30/2016

Evidence of Completion

Master calendar, agenda of events, parent invitations, Title I sign in sheets, signed parent compacts

Action Step 2 5

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 8/7/2015 to 6/30/2016

Evidence of Completion

Community wraparound service referrals

Action Step 3 5

Parents will sign the parent contract form

Person Responsible

Nanette Grasso

Schedule

Daily, from 8/7/2015 to 6/30/2016

Evidence of Completion

Signed parent contracts

Action Step 4 5

Parents will be expected to participate in the school-wide agenda program

Person Responsible

Heidi Bockover Goldstein

Schedule

Daily, from 8/7/2015 to 6/30/2016

Evidence of Completion

agendas

Action Step 5 5

Parents will be expected to participate in the Parent/Teacher Conference Day each semester

Person Responsible

Heidi Bockover Goldstein

Schedule

Quarterly, from 8/7/2015 to 6/30/2016

Evidence of Completion

Sign in Sheets, Completed Conference Forms

Action Step 6 5

Parents participate in the quarterly home visits

Person Responsible

Nanette Grasso

Schedule

Quarterly, from 8/7/2015 to 6/30/2016

Evidence of Completion

Home Visit Logs

Action Step 7 5

Parents participate in the Parent/Family training offered via JWB/PCS

Person Responsible

Nanette Grasso

Schedule

Monthly, from 8/7/2015 to 6/30/2016

Evidence of Completion

Sign In Sheets

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Parent involvement activities

Person Responsible

Heidi Bockover Goldstein

Schedule

Monthly, from 8/7/2015 to 6/30/2016

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 7

Increased collaboration between parents and school

Person Responsible

Heidi Bockover Goldstein


Schedule

Monthly, from 8/7/2015 to 6/30/2016

Evidence of Completion

Title I sign in sheets, signed PMPs, signed conference forms, signed agendas, parent volunteer sign in sheet

G1.B1.S3 Academic and Behavior Coaches will work with teachers to implement a positive behavior system and effective classroom management. [copy] 4

 S178332

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 5

Determine the teacher and grade level needs utilizing teacher DP, walkthrough data and number of years of experience.

Person Responsible

Nanette Grasso

Schedule

Weekly, from 8/7/2015 to 6/30/2016

Evidence of Completion

Walk-through data

Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

Teachers will implement a positive behavior system

Person Responsible

Nanette Grasso

Schedule

Weekly, from 8/7/2015 to 6/30/2016

Evidence of Completion

Data collected using the classroom Observation Tool: Routines and Procedures

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7

Identified teachers using a positive behavior system and effective classroom processes and procedures.

Person Responsible

Nanette Grasso

Schedule

Weekly, from 8/7/2015 to 6/30/2016

Evidence of Completion

ISM Tool, walk-through data, anecdotal notes, office call logs, office referrals, teacher feedback

G2. By providing rigorous instruction based on the Florida Standards, along with differentiated support in ELA, Mathematics and Science, all students will meet or exceed the state proficiency levels as measured by FSA in ELA and Mathematics and FCAT 2.0 in Science. An increase of student proficiency rates for each grade level and each student subgroup to 70% using the results of the Florida Standards Assessment comparisons. 1

G062594

G2.B2 To meet the rigor of the Florida Standards, instructional staff members and paraprofessionals need collaborative support to plan and implement rigorous lessons aligned with the standards across content areas. 2

B160774

G2.B2.S1 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. 4

S172228

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 5

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 8/7/2015 to 6/10/2016

Evidence of Completion

Coaches Logs Lesson Plans uploaded to Moodle

Action Step 2 5

Instructional coaches will support teachers identified through data in implementation of rigorous lessons.

Person Responsible

Nanette Grasso

Schedule

Weekly, from 8/7/2015 to 6/10/2016

Evidence of Completion

Coaches logs

Action Step 3 5

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 8/7/2015 to 6/10/2016

Evidence of Completion

Walk-through Data, Lesson Plans and Student Artifacts

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Teachers will implement rigorous lessons as a result of Facilitated Guided Planning.

Person Responsible

Nanette Grasso

Schedule

Weekly, from 8/7/2015 to 6/10/2016

Evidence of Completion

Classroom observations, lesson plans, walk-through logs, Pinellas Instructional Support Model (ISM) tool

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Increase in the number of teachers that implement daily rigorous lessons.

Person Responsible

Nanette Grasso

Schedule

Weekly, from 8/7/2015 to 6/10/2016

Evidence of Completion

ISM Data, walk-through and observation feedback, lesson debrief with academic coaches

G2.B2.S2 Academic coaches and interventionists (VE, Paraprofessionals and Title I Hourly) will collaborate with classroom teachers to plan for and provide tiered instruction aligned to student needs.

4

 S172229

Strategy Rationale

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

Action Step 1 5

Using various data sources (formative assessments, running records, and district and state assessments) to identify struggling students and provide appropriate interventions.

Person Responsible

Heidi Bockover Goldstein

Schedule

Every 6 Weeks, from 8/7/2015 to 6/30/2016

Evidence of Completion

Data from formative assessments, running records and district/state assessments and List of Tier 2 students

Action Step 2 5

Analyze the results from various data sources to form student groupings and plan for small group instruction with an intervention schedule

Person Responsible

Heidi Bockover Goldstein

Schedule

Every 6 Weeks, from 8/7/2015 to 6/30/2016

Evidence of Completion

Tier 2 Intervention Groups

Action Step 3 5

Utilize academic coaches to plan and implement Differentiate instruction using the coaching cycle

Person Responsible

Heidi Bockover Goldstein

Schedule

Every 6 Weeks, from 8/8/2014 to 6/1/2015

Evidence of Completion

Intervention Attendance Data

Plan to Monitor Fidelity of Implementation of G2.B2.S2 6

Tiered instruction aligned to student needs and implemented daily

Person Responsible

Heidi Bockover Goldstein

Schedule

Every 6 Weeks, from 8/7/2015 to 6/30/2016

Evidence of Completion

Fidelity Checks

Plan to Monitor Effectiveness of Implementation of G2.B2.S2 7

Interventionists and Teachers plan and implement differentiated lessons for tiered instruction.

Person Responsible

Heidi Bockover Goldstein

Schedule

Weekly, from 8/7/2015 to 6/30/2016

Evidence of Completion

Progress Monitoring Data and Running Record Data

G2.B2.S4 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. 4

 S172232

Strategy Rationale

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

Action Step 1 5

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 8/24/2015

Evidence of Completion

Master Schedule

Action Step 2 5

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 8/15/2014

Evidence of Completion

Science Lab manager names submitted to the Elementary Science Department.

Action Step 3 5

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 8/7/2015 to 6/30/2016

Evidence of Completion

Lab manager component points, labs being properly set up, and grade level investigations

Action Step 4 5

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 8/7/2015 to 6/30/2016

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.S4 6

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 8/7/2015 to 6/30/2016

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.S4 7

Increase in the number of teachers that implement weekly rigorous science lab lessons.

Person Responsible

Heidi Bockover Goldstein

Schedule

Weekly, from 8/7/2015 to 6/30/2016

Evidence of Completion

ISM data, walk-through and observation feedback, lesson debrief with science coach

G2.B2.S5 Participate in the The New Teacher Project (TNTP) which is a comprehensive reform plan which in part will focus on providing additional classroom assistance and ongoing professional development for both teachers and the leadership team. 4

 S172234

Strategy Rationale

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

Action Step 1 5

Teachers and Leadership Team will participate in year long Professional Development designed to increase student engagement and close the achievement gap.

Person Responsible

Nanette Grasso

Schedule

Biweekly, from 6/22/2015 to 6/7/2016

Evidence of Completion

Professional Development sign-in sheets; walk-through data; behavior data; student achievement data

Action Step 2 5

Teachers will administer 3 week progress check points for reading (Module Formative Assessments and progress checks created by reading coaches), math (MFAS) and science (the Science Module 5 question assessments).

Person Responsible

Heidi Bockover Goldstein

Schedule

Monthly, from 8/24/2015 to 6/7/2016

Evidence of Completion

Data from the 3 week progress check points for reading (Module Formative Assessments and progress checks created by reading coaches), math (MFAS) and science (the Science Module 5 question assessments).

Action Step 3 **5**

Weekly walk-throughs for all instructional staff will be completed by the leadership team with a minimum of 2 walk-throughs per teacher. Immediate feedback will be provided.

Person Responsible

Nanette Grasso

Schedule

Daily, from 8/24/2015 to 6/7/2016

Evidence of Completion

Weekly Walk-through schedule; Walk-through observation feedback form

Plan to Monitor Fidelity of Implementation of G2.B2.S5 **6**

Teachers in grades K-5 will implement rigorous lessons as a result of participating in The New Teacher Project throughout the school year.

Person Responsible

Nanette Grasso

Schedule

Daily, from 6/7/2016 to 6/7/2016

Evidence of Completion

Lesson plans; walk-through data and feedback; student achievement data; behavior data.

Plan to Monitor Effectiveness of Implementation of G2.B2.S5 **7**

Increase in the number of teachers that implement daily rigorous lessons.

Person Responsible

Nanette Grasso

Schedule

Weekly, from 6/7/2016 to 6/7/2016

Evidence of Completion

TNTP and ISM walk-through data; Lesson Plans, Weekly Coaches Debriefs

G2.B2.S6 Team teaching in grades 3, 4, and 5 **4**

 S172235

Strategy Rationale

Participating in this initiative will increase student achievement by allowing teachers to concentrate on specific subject areas

Action Step 1 **5**

Identify teachers who will specialize in each subject area.

Person Responsible

Nanette Grasso

Schedule

On 8/24/2015

Evidence of Completion

Master Schedule identifying specialized team teachers.

Action Step 2 **5**

Create a master schedule with team teaching which reflects the team teaching model for grades 3-5.

Person Responsible

Heidi Bockover Goldstein

Schedule

On 8/24/2015

Evidence of Completion

Master Schedule

Plan to Monitor Fidelity of Implementation of G2.B2.S6 6

Weekly Review of Lesson Plans and Student Schedules reflecting the team teaching model.

Person Responsible

Heidi Bockover Goldstein

Schedule

Weekly, from 8/24/2015 to 6/7/2016

Evidence of Completion

Student Schedules; uploaded Lesson Plans; weekly walk-throughs; student data

Plan to Monitor Effectiveness of Implementation of G2.B2.S6 7

Weekly Coaching Debriefs of lesson plans and walk-through data will guide coaching support

Person Responsible

Nanette Grasso

Schedule

Weekly, from 8/24/2015 to 6/7/2016

Evidence of Completion

Coaches logs; walk-through observation forms; lesson plans

G2.B2.S7 Two full time literacy coaches will concentrate their support in assigned grade levels. 4

 S172236

Strategy Rationale

Participating in this initiative will increase student achievement for all students by allowing coaches more time for lesson modeling, side by side coaching, guided planning and observation with specific feedback for their assigned grade level teachers.

Action Step 1 5

Assign grade levels to the literacy coaches based on certification and years of experience.

Person Responsible

Nanette Grasso

Schedule

On 6/7/2016

Evidence of Completion

Interview input; certification

Action Step 2 5

A coaching schedule will be created to support the needs of the assigned grade levels and teachers within that grade level.

Person Responsible

Heidi Bockover Goldstein

Schedule

On 6/7/2016

Evidence of Completion

coaching schedule calendar

Action Step 3 5

Facilitated Guided Planning will support lesson development, dissemination and implementation.

Person Responsible

Nanette Grasso

Schedule

Weekly, from 8/24/2015 to 6/7/2016

Evidence of Completion

Lesson plans; walk-through data; coaches logs

Plan to Monitor Fidelity of Implementation of G2.B2.S7 6

Teachers will implement rigorous lessons as a result of Facilitated Guided Planning by specialized literacy coaches.

Person Responsible

Nanette Grasso

Schedule

Weekly, from 8/24/2015 to 6/7/2016

Evidence of Completion

Lesson Plans; Coaches Logs; Walk-through observations

Plan to Monitor Effectiveness of Implementation of G2.B2.S7 7

Increase in the number of teachers that implement daily rigorous lessons.

Person Responsible

Schedule

Weekly, from 7/27/2015 to 6/7/2016

Evidence of Completion

ISM and TNTP insight data; walk-through data

G3. Black student achievement in Mathematics, Reading and Science, as measured by SAT-10, FSA and FCAT Science will increase to a proficiency level at or above the state average. 1

G064741

G3.B1 Lack of grade level specific content knowledge, planning and delivery of curriculum 2

B166881

G3.B1.S1 Preferential Hiring will allow us to build an instructional staff of Highly Qualified teachers. 4

S178370

Strategy Rationale

A Highly Qualified instructional staff will provide quality instruction that is aligned to the standards leading to higher proficiency rates.

Action Step 1 5

During weekly PLCs, teachers will meet with content coaches to unpack standards, develop lesson plans aligned with to standards, analyze data and modify instruction to meet identified students' needs

Person Responsible

Nanette Grasso

Schedule

Weekly, from 8/7/2015 to 6/10/2016

Evidence of Completion

PLC Minutes, Weekly Coaches Log and debrief, Lesson Plans

Action Step 2 5

Teachers will attend trainings identified through Deliberate Practice Plan, as well as optional professional development opportunities delivered through in-district/out-of-district and school level trainings.

Person Responsible

Nanette Grasso

Schedule

Monthly, from 8/7/2015 to 6/10/2016

Evidence of Completion

LMS Transcripts, Coaching Embedded Logs

Action Step 3 5

Mentors are supporting new/new-to-the-school teachers.

Person Responsible

Nanette Grasso

Schedule

Weekly, from 8/7/2015 to 6/10/2016

Evidence of Completion

Mentor Contact Logs, Monthly Mentor Meeting Agendas and Minutes

Action Step 4 5

Support for the delivery of instruction through coaching cycles.

Person Responsible

Nanette Grasso

Schedule

Weekly, from 8/7/2015 to 6/10/2016

Evidence of Completion

Coaching Logs, Coaches Meeting Minutes (Debrief with SBLT)

Action Step 5 5

Teachers will implement grade level specific standards using best instructional practices (Do Now, Exit Tickets, Wait Time, Strong Start, Wait Time, Positive Framing, Turn and Talk, Threshold, No Opt Out, etc.) as outline in "Teach Like a Champion 2.0" and presented by TNTP.

Person Responsible

Nanette Grasso

Schedule

On 6/10/2016

Evidence of Completion

Walk-through data using "Quick Glance," lesson plans, student data, student artifacts

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Daily walkthroughs will be conducted by leadership team with constructive feedback and debrief

Person Responsible

Nanette Grasso

Schedule

Weekly, from 8/7/2015 to 6/10/2016

Evidence of Completion

ISM visit data, walk-through data, debrief minutes, coaching logs, lesson plans

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Lesson plans will be reviewed and feedback provided on a weekly basis to monitor for alignment to standards

Person Responsible

Nanette Grasso


Schedule

Weekly, from 8/7/2015 to 6/10/2016

Evidence of Completion

Lesson plans with feedback; walk-through data; coaches logs

G3.B1.S2 Participate in the The New Teacher Project (TNTP) which is a comprehensive reform plan which in part will focus on providing additional classroom assistance and ongoing professional development for both teachers and the leadership team. [copy] 4

 S180287

Strategy Rationale

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

Action Step 1 5

Teachers and Leadership Team will participate in year long Professional Development designed to increase student engagement and close the achievement gap.

Person Responsible

Nanette Grasso

Schedule

Biweekly, from 6/22/2015 to 6/7/2016

Evidence of Completion

Professional Development sign-in sheets; walk-through data; behavior data; student achievement data

Action Step 2 5

Teachers will administer 3 week progress check points for reading (Module Formative Assessments and progress checks created by reading coaches), math (MFAS) and science (the Science Module 5 question assessments).

Person Responsible

Heidi Bockover Goldstein

Schedule

Monthly, from 8/24/2015 to 6/7/2016

Evidence of Completion

Data from the 3 week progress check points for reading (Module Formative Assessments and progress checks created by reading coaches), math (MFAS) and science (the Science Module 5 question assessments).

Action Step 3 5

Weekly walk-throughs for all instructional staff will be completed by the leadership team with a minimum of 2 walk-throughs per teacher. Immediate feedback will be provided.

Person Responsible

Nanette Grasso

Schedule

Daily, from 8/24/2015 to 6/7/2016

Evidence of Completion

Weekly Walk-through schedule; Walk-through observation feedback form

Plan to Monitor Fidelity of Implementation of G3.B1.S2 6

Teachers in grades K-5 will implement rigorous lessons as a result of participating in The New Teacher Project throughout the school year.

Person Responsible

Nanette Grasso

Schedule

Daily, from 6/7/2016 to 6/7/2016

Evidence of Completion

Lesson plans; walk-through data and feedback; student achievement data; behavior data.

Plan to Monitor Effectiveness of Implementation of G3.B1.S2 7

Increase in the number of teachers that implement daily rigorous lessons.

Person Responsible

Nanette Grasso


Schedule

Weekly, from 6/7/2016 to 6/7/2016

Evidence of Completion

TNTP and ISM walk-through data; Lesson Plans, Weekly Coaches Debriefs

G3.B1.S3 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 [copy] 4

 S180288

Strategy Rationale

Participating 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 5

Each classroom teacher, K-5, will have a full time paraprofessional as a teaching partner.

Person Responsible

Nanette Grasso

Schedule

Daily, from 8/7/2015 to 6/30/2016

Evidence of Completion

Complete staff roster showing established teaching partnerships.

Action Step 2 5

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 8/7/2015 to 6/30/2016

Evidence of Completion

Master Calendar, Training agendas, sign in sheets

Action Step 3 5

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 8/7/2015 to 6/30/2016

Evidence of Completion

walk-through data, lesson plans, academic coaches logs

Action Step 4 5

Frequent district monitoring - Instructional Support Model (ISM) visits every 4-6 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 8/7/2015 to 6/30/2016

Evidence of Completion

Master calendar, ISM visit feedback

Plan to Monitor Fidelity of Implementation of G3.B1.S3 6

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 8/7/2015 to 6/30/2016

Evidence of Completion

classroom observations, lesson plans, walk-through logs, Pinellas Instructional Support Model (ISM) data

Plan to Monitor Effectiveness of Implementation of G3.B1.S3 7

Increase in the number of teachers that implement daily rigorous lessons

Person Responsible

Nanette Grasso

Schedule

Weekly, from 8/7/2015 to 6/30/2016

Evidence of Completion

ISM data, walk-through and observation feedback, lesson debrief with academic coaches and formative assessment results.

Appendix 1: Implementation Timeline

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A1	Provide on-going professional development with outside speakers and specific training on developing and maintaining consistent school-wide process and routines for all transitions, strong starts, white board protocols and an awareness of being culturally responsive to support a healthy respect and understanding our students and their community.	Grasso, Nanette	8/7/2015	Sign in Sheets for Cultural Competency Training with Dr. Kevin Gordon, Book Study: Engaging Students with Poverty in Mind, TNTP training Walk-through data Journaling	6/10/2016 monthly

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Melrose Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S2.A1	Facilitate family engagement activities at the school by providing monthly Parent/Family meetings and workshops which support parent involvement and student achievement.	Bockover Goldstein, Heidi	8/7/2015	Master calendar, agenda of events, parent invitations, Title I sign in sheets, signed parent compacts	6/30/2016 monthly
G2.B2.S1.A1	Teachers will participate in Facilitated Guided Planning in order to unpack standards, increase content knowledge and develop rigorous lessons.	Bockover Goldstein, Heidi	8/7/2015	Coaches Logs Lesson Plans uploaded to Moodle	6/10/2016 weekly
G2.B2.S2.A1	Using various data sources (formative assessments, running records, and district and state assessments) to identify struggling students and provide appropriate interventions.	Bockover Goldstein, Heidi	8/7/2015	Data from formative assessments, running records and district/state assessments and List of Tier 2 students	6/30/2016 every-6-weeks
G2.B2.S4.A1	A master schedule will built to reflect grade level science blocks for classes in grades 3-5 rotate into the Science Lab for a week at a time.	Bockover Goldstein, Heidi	8/7/2015	Master Schedule	8/24/2015 one-time
G2.B2.S5.A1	Teachers and Leadership Team will participate in year long Professional Development designed to increase student engagement and close the achievement gap.	Grasso, Nanette	6/22/2015	Professional Development sign-in sheets; walk-through data; behavior data; student achievement data	6/7/2016 biweekly
G2.B2.S6.A1	Identify teachers who will specialize in each subject area.	Grasso, Nanette	6/22/2015	Master Schedule identifying specialized team teachers.	8/24/2015 one-time
G2.B2.S7.A1	Assign grade levels to the literacy coaches based on certification and years of experience.	Grasso, Nanette	8/24/2015	Interview input; certification	6/7/2016 one-time
G1.B1.S3.A1	Determine the teacher and grade level needs utilizing teacher DP, walkthrough data and number of years of experience.	Grasso, Nanette	8/7/2015	Walk-through data	6/30/2016 weekly
G3.B1.S1.A1	During weekly PLCs, teachers will meet with content coaches to unpack standards, develop lesson plans aligned with to standards, analyze data and modify instruction to meet identified students' needs	Grasso, Nanette	8/7/2015	PLC Minutes, Weekly Coaches Log and debrief, Lesson Plans	6/10/2016 weekly
G3.B1.S2.A1	Teachers and Leadership Team will participate in year long Professional Development designed to increase student engagement and close the achievement gap.	Grasso, Nanette	6/22/2015	Professional Development sign-in sheets; walk-through data; behavior data; student achievement data	6/7/2016 biweekly
G3.B1.S3.A1	Each classroom teacher, K-5, will have a full time paraprofessional as a teaching partner.	Grasso, Nanette	8/7/2015	Complete staff roster showing established teaching partnerships.	6/30/2016 daily
G1.B1.S2.A2	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	Bockover Goldstein, Heidi	8/7/2015	Community wraparound service referrals	6/30/2016 monthly
G2.B2.S1.A2	Instructional coaches will support teachers identified through data in implementation of rigorous lessons.	Grasso, Nanette	8/7/2015	Coaches logs	6/10/2016 weekly
G2.B2.S2.A2	Analyze the results from various data sources to form student groupings and plan for small group instruction with an intervention schedule	Bockover Goldstein, Heidi	8/7/2015	Tier 2 Intervention Groups	6/30/2016 every-6-weeks

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Melrose Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B2.S4.A2	Science Lab managers will be selected to be the point person for each grade level in regards to managing materials and training.	Bockover Goldstein, Heidi	8/8/2014	Science Lab manager names submitted to the Elementary Science Department.	8/15/2014 one-time
G2.B2.S5.A2	Teachers will administer 3 week progress check points for reading (Module Formative Assessments and progress checks created by reading coaches), math (MFAS) and science (the Science Module 5 question assessments).	Bockover Goldstein, Heidi	8/24/2015	Data from the 3 week progress check points for reading (Module Formative Assessments and progress checks created by reading coaches), math (MFAS) and science (the Science Module 5 question assessments).	6/7/2016 monthly
G2.B2.S6.A2	Create a master schedule with team teaching which reflects the team teaching model for grades 3-5.	Bockover Goldstein, Heidi	6/22/2015	Master Schedule	8/24/2015 one-time
G2.B2.S7.A2	A coaching schedule will be created to support the needs of the assigned grade levels and teachers within that grade level.	Bockover Goldstein, Heidi	8/24/2015	coaching schedule calendar	6/7/2016 one-time
G3.B1.S1.A2	Teachers will attend trainings identified through Deliberate Practice Plan, as well as optional professional development opportunities delivered through in-district/out-of-district and school level trainings.	Grasso, Nanette	8/7/2015	LMS Transcripts, Coaching Embedded Logs	6/10/2016 monthly
G3.B1.S2.A2	Teachers will administer 3 week progress check points for reading (Module Formative Assessments and progress checks created by reading coaches), math (MFAS) and science (the Science Module 5 question assessments).	Bockover Goldstein, Heidi	8/24/2015	Data from the 3 week progress check points for reading (Module Formative Assessments and progress checks created by reading coaches), math (MFAS) and science (the Science Module 5 question assessments).	6/7/2016 monthly
G3.B1.S3.A2	Ongoing professional development will occur on a monthly basis after school for content along with embedded implementation with monitoring and additional support.	Bockover Goldstein, Heidi	8/7/2015	Master Calendar, Training agendas, sign in sheets	6/30/2016 monthly
G1.B1.S2.A3	Parents will sign the parent contract form	Grasso, Nanette	8/7/2015	Signed parent contracts	6/30/2016 daily
G2.B2.S1.A3	Teachers will plan and implement effective, rigorous lessons using differentiated instruction and scaffolding aligned to the Florida Standards and current standards	Grasso, Nanette	8/7/2015	Walk-through Data, Lesson Plans and Student Artifacts	6/10/2016 weekly
G2.B2.S2.A3	Utilize academic coaches to plan and implement Differentiate instruction using the coaching cycle	Bockover Goldstein, Heidi	8/8/2014	Intervention Attendance Data	6/1/2015 every-6-weeks
G2.B2.S4.A3	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.	Bockover Goldstein, Heidi	8/7/2015	Lab manager component points, labs being properly set up, and grade level investigations	6/30/2016 monthly
G2.B2.S5.A3	Weekly walk-throughs for all instructional staff will be completed by the leadership team with a minimum of 2 walk-throughs per teacher. Immediate feedback will be provided.	Grasso, Nanette	8/24/2015	Weekly Walk-through schedule; Walk-through observation feedback form	6/7/2016 daily
G2.B2.S7.A3	Facilitated Guided Planning will support lesson development, dissemination and implementation.	Grasso, Nanette	8/24/2015	Lesson plans; walk-through data; coaches logs	6/7/2016 weekly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G3.B1.S1.A3	Mentors are supporting new/new-to-the-school teachers.	Grasso, Nanette	8/7/2015	Mentor Contact Logs, Monthly Mentor Meeting Agendas and Minutes	6/10/2016 weekly
G3.B1.S2.A3	Weekly walk-throughs for all instructional staff will be completed by the leadership team with a minimum of 2 walk-throughs per teacher. Immediate feedback will be provided.	Grasso, Nanette	8/24/2015	Weekly Walk-through schedule; Walk-through observation feedback form	6/7/2016 daily
G3.B1.S3.A3	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.	Bockover Goldstein, Heidi	8/7/2015	walk-through data, lesson plans, academic coaches logs	6/30/2016 daily
G1.B1.S2.A4	Parents will be expected to participate in the school-wide agenda program	Bockover Goldstein, Heidi	8/7/2015	agendas	6/30/2016 daily
G2.B2.S4.A4	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.	Bockover Goldstein, Heidi	8/7/2015	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.	6/30/2016 weekly
G3.B1.S1.A4	Support for the delivery of instruction through coaching cycles.	Grasso, Nanette	8/7/2015	Coaching Logs, Coaches Meeting Minutes (Debrief with SBLT)	6/10/2016 weekly
G3.B1.S3.A4	Frequent district monitoring - Instructional Support Model (ISM) visits every 4-6 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.	Grasso, Nanette	8/7/2015	Master calendar, ISM visit feedback	6/30/2016 every-6-weeks
G1.B1.S2.A5	Parents will be expected to participate in the Parent/Teacher Conference Day each semester	Bockover Goldstein, Heidi	8/7/2015	Sign in Sheets, Completed Conference Forms	6/30/2016 quarterly
G3.B1.S1.A5	Teachers will implement grade level specific standards using best instructional practices (Do Now, Exit Tickets, Wait Time, Strong Start, Wait Time, Positive Framing, Turn and Talk, Threshold, No Opt Out, etc.) as outline in "Teach Like a Champion 2.0" and presented by TNTP.	Grasso, Nanette	8/7/2015	Walk-through data using "Quick Glance," lesson plans, student data, student artifacts	6/10/2016 one-time
G1.B1.S2.A6	Parents participate in the quarterly home visits	Grasso, Nanette	8/7/2015	Home Visit Logs	6/30/2016 quarterly
G1.B1.S2.A7	Parents participate in the Parent/Family training offered via JWB/PCS	Grasso, Nanette	8/7/2015	Sign In Sheets	6/30/2016 monthly
G1.MA1	Healthy, respectful, caring and safe learning environment	Grasso, Nanette	8/7/2015	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	6/10/2016 monthly
G1.B1.S1.MA1	Increased collaboration between parents, students and school staff.	Bockover Goldstein, Heidi	8/7/2015	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	6/10/2016 monthly
G1.B1.S1.MA1	Melrose will use attendance and participation data from various professional development and daily	Bockover Goldstein, Heidi	8/7/2015	LMS course evaluations Sign-in Sheets Daily Walkthrough data	6/10/2016 monthly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	walk-through data to monitor for consistency across the school in regards to school-wide processes, procedures and routines for all transitions, white board protocols, strong starts for each day/lesson and lesson plan development.				
G1.B1.S2.MA1	Increased collaboration between parents and school	Bockover Goldstein, Heidi	8/7/2015	Title I sign in sheets, signed PMPs, signed conference forms, signed agendas, parent volunteer sign in sheet	6/30/2016 monthly
G1.B1.S2.MA1	Parent involvement activities	Bockover Goldstein, Heidi	8/7/2015	Title I sign in sheets, PTA/SAC Sign-In Sheets, Parent/Teacher Conference Forms	6/30/2016 monthly
G1.B1.S3.MA1	Identified teachers using a positive behavior system and effective classroom processes and procedures.	Grasso, Nanette	8/7/2015	ISM Tool, walk-through data, anecdotal notes, office call logs, office referrals, teacher feedback	6/30/2016 weekly
G1.B1.S3.MA1	Teachers will implement a positive behavior system	Grasso, Nanette	8/7/2015	Data collected using the classroom Observation Tool: Routines and Procedures	6/30/2016 weekly
G2.MA1	Increase in student achievement.	Grasso, Nanette	8/7/2015	Common Assessment Data (Math, Science, Modules), Running Record and Progress Monitoring Data, Florida Standards Assessment, Science FCAT 2.0	6/10/2016 weekly
G2.B2.S1.MA1	Increase in the number of teachers that implement daily rigorous lessons.	Grasso, Nanette	8/7/2015	ISM Data, walk-through and observation feedback, lesson debrief with academic coaches	6/10/2016 weekly
G2.B2.S1.MA1	Teachers will implement rigorous lessons as a result of Facilitated Guided Planning.	Grasso, Nanette	8/7/2015	Classroom observations, lesson plans, walk-through logs, Pinellas Instructional Support Model (ISM) tool	6/10/2016 weekly
G2.B2.S2.MA1	Interventionists and Teachers plan and implement differentiated lessons for tiered instruction.	Bockover Goldstein, Heidi	8/7/2015	Progress Monitoring Data and Running Record Data	6/30/2016 weekly
G2.B2.S2.MA1	Tiered instruction aligned to student needs and implemented daily	Bockover Goldstein, Heidi	8/7/2015	Fidelity Checks	6/30/2016 every-6-weeks
G2.B2.S4.MA1	Increase in the number of teachers that implement weekly rigorous science lab lessons.	Bockover Goldstein, Heidi	8/7/2015	ISM data, walk-through and observation feedback, lesson debrief with science coach	6/30/2016 weekly
G2.B2.S4.MA1	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.	Bockover Goldstein, Heidi	8/7/2015	Classroom observations, lesson plans, walk-throughs, Pinellas Instructional Support Model (ISM), data from the ISM	6/30/2016 weekly
G2.B2.S5.MA1	Increase in the number of teachers that implement daily rigorous lessons.	Grasso, Nanette	6/7/2016	TNTP and ISM walk-through data; Lesson Plans, Weekly Coaches Debriefs	6/7/2016 weekly
G2.B2.S5.MA1	Teachers in grades K-5 will implement rigorous lessons as a result of participating in The New Teacher Project throughout the school year.	Grasso, Nanette	6/7/2016	Lesson plans; walk-through data and feedback; student achievement data; behavior data.	6/7/2016 daily
G2.B2.S6.MA1	Weekly Coaching Debriefs of lesson plans and walk-through data will guide coaching support	Grasso, Nanette	8/24/2015	Coaches logs; walk-through observation forms; lesson plans	6/7/2016 weekly
G2.B2.S6.MA1	Weekly Review of Lesson Plans and Student Schedules reflecting the team teaching model.	Bockover Goldstein, Heidi	8/24/2015	Student Schedules; uploaded Lesson Plans; weekly walk-throughs; student data	6/7/2016 weekly
G2.B2.S7.MA1	Increase in the number of teachers that implement daily rigorous lessons.		7/27/2015	ISM and TNTP insight data; walk-through data	6/7/2016 weekly
G2.B2.S7.MA1	Teachers will implement rigorous lessons as a result of Facilitated	Grasso, Nanette	8/24/2015	Lesson Plans; Coaches Logs; Walk-through observations	6/7/2016 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	Guided Planning by specialized literacy coaches.				
G3.MA1	Multiple data points i.e.: Formative Assessments, running records, district and state assessments will be used to monitor individual student progress towards goal.	Grasso, Nanette	8/7/2015	MTSS Minutes, running records, district and state assessments, tiered progress monitoring data	6/10/2016 every-6-weeks
G3.B1.S1.MA1	Lesson plans will be reviewed and feedback provided on a weekly basis to monitor for alignment to standards	Grasso, Nanette	8/7/2015	Lesson plans with feedback; walk-through data; coaches logs	6/10/2016 weekly
G3.B1.S1.MA1	Daily walkthroughs will be conducted by leadership team with constructive feedback and debrief	Grasso, Nanette	8/7/2015	ISM visit data, walk-through data, debrief minutes, coaching logs, lesson plans	6/10/2016 weekly
G3.B1.S2.MA1	Increase in the number of teachers that implement daily rigorous lessons.	Grasso, Nanette	6/7/2016	TNTP and ISM walk-through data; Lesson Plans, Weekly Coaches Debriefs	6/7/2016 weekly
G3.B1.S2.MA1	Teachers in grades K-5 will implement rigorous lessons as a result of participating in The New Teacher Project throughout the school year.	Grasso, Nanette	6/7/2016	Lesson plans; walk-through data and feedback; student achievement data; behavior data.	6/7/2016 daily
G3.B1.S3.MA1	Increase in the number of teachers that implement daily rigorous lessons	Grasso, Nanette	8/7/2015	ISM data, walk-through and observation feedback, lesson debrief with academic coaches and formative assessment results.	6/30/2016 weekly
G3.B1.S3.MA1	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.	Bockover Goldstein, Heidi	8/7/2015	classroom observations, lesson plans, walk-through logs, Pinellas Instructional Support Model (ISM) data	6/30/2016 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. By developing and sustaining a healthy, respectful, caring and safe learning environment for students, staff and community members we will reduce out of school suspensions and referrals by 50% which will result in increased student attendance, increased student achievement and overall school improvement.

G1.B1 Inconsistent processes and procedures throughout the school give mixed messages to students, parents and staff members.

G1.B1.S1 Provide professional development for all staff members via The New Teacher Project, various book studies and outside speakers to promote a culturally responsive environment which will include consistent school-wide processes, procedures and routines for transitions, white board protocols, strong start for each day/lesson, and lesson plan development.

PD Opportunity 1

Provide on-going professional development with outside speakers and specific training on developing and maintaining consistent school-wide process and routines for all transitions, strong starts, white board protocols and an awareness of being culturally responsive to support a healthy respect and understanding our students and their community.

Facilitator

The New Teacher Project and Administration Team

Participants

Melrose Staff

Schedule

Monthly, from 8/7/2015 to 6/10/2016

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.

PD Opportunity 1

Facilitate family engagement activities at the school by providing monthly Parent/Family meetings and workshops which support parent involvement and student achievement.

Facilitator

Various Presenters

Participants

Melrose Families

Schedule

Monthly, from 8/7/2015 to 6/30/2016

PD Opportunity 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

Facilitator

Various Presenters

Participants

Melrose Families and Staff

Schedule

Monthly, from 8/7/2015 to 6/30/2016

PD Opportunity 3

Parents participate in the Parent/Family training offered via JWB/PCS

Facilitator

Various Presenters

Participants

Melrose Families

Schedule

Monthly, from 8/7/2015 to 6/30/2016

G1.B1.S3 Academic and Behavior Coaches will work with teachers to implement a positive behavior system and effective classroom management. [copy]

PD Opportunity 1

Determine the teacher and grade level needs utilizing teacher DP, walkthrough data and number of years of experience.

Facilitator

Academic Coaches: Kali Davis, Leslie Lucci Katie Gualtieri, Kathleen Rankin Behavior Coaches: Vasily Graham, Felicia Byrd

Participants

Identified classroom teachers

Schedule

Weekly, from 8/7/2015 to 6/30/2016

G2. By providing rigorous instruction based on the Florida Standards, along with differentiated support in ELA, Mathematics and Science, all students will meet or exceed the state proficiency levels as measured by FSA in ELA and Mathematics and FCAT 2.0 in Science. An increase of student proficiency rates for each grade level and each student subgroup to 70% using the results of the Florida Standards Assessment comparisons.

G2.B2 To meet the rigor of the Florida Standards, instructional staff members and paraprofessionals need collaborative support to plan and implement rigorous lessons aligned with the standards across content areas.

G2.B2.S1 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.

PD Opportunity 1

Teachers will participate in Facilitated Guided Planning in order to unpack standards, increase content knowledge and develop rigorous lessons.

Facilitator

Katie Gualtieri Lesli Lucci Kali Davis Kathleen Rankin

Participants

classroom teachers and coaches

Schedule

Weekly, from 8/7/2015 to 6/10/2016

PD Opportunity 2

Instructional coaches will support teachers identified through data in implementation of rigorous lessons.

Facilitator

Embedded Academic Coaches

Participants

Instructional Staff and Paraprofessional Teaching Partners

Schedule

Weekly, from 8/7/2015 to 6/10/2016

PD Opportunity 3

Teachers will plan and implement effective, rigorous lessons using differentiated instruction and scaffolding aligned to the Florida Standards and current standards

Facilitator

Embedded Academic Coaches

Participants

Instructional Staff and Paraprofessional Teaching Partners

Schedule

Weekly, from 8/7/2015 to 6/10/2016

G2.B2.S2 Academic coaches and interventionists (VE, Paraprofessionals and Title I Hourly) will collaborate with classroom teachers to plan for and provide tiered instruction aligned to student needs.

PD Opportunity 1

Using various data sources (formative assessments, running records, and district and state assessments) to identify struggling students and provide appropriate interventions.

Facilitator

MTSS Coach

Participants

Interventionists, MTSS Coach and Literacy Coaches, and SBLT

Schedule

Every 6 Weeks, from 8/7/2015 to 6/30/2016

G2.B2.S4 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.

PD Opportunity 1

Science Lab managers will be selected to be the point person for each grade level in regards to managing materials and training.

Facilitator

Various District Trainers and Embedded Science Coach

Participants

Lab Managers

Schedule

On 8/15/2014

PD Opportunity 2

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.

Facilitator

Grade Level Science Lab Managers and Science Coach

Participants

Teachers in grades 3-5

Schedule

Monthly, from 8/7/2015 to 6/30/2016

PD Opportunity 3

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.

Facilitator

Grade Level Science Lab Managers and Science Coach

Participants

Teachers in grades 3-5

Schedule

Weekly, from 8/7/2015 to 6/30/2016

G2.B2.S5 Participate in the The New Teacher Project (TNTP) which is a comprehensive reform plan which in part will focus on providing additional classroom assistance and ongoing professional development for both teachers and the leadership team.

PD Opportunity 1

Teachers and Leadership Team will participate in year long Professional Development designed to increase student engagement and close the achievement gap.

Facilitator

The New Teacher Project Trainers

Participants

Melrose Staff

Schedule

Biweekly, from 6/22/2015 to 6/7/2016

G3. Black student achievement in Mathematics, Reading and Science, as measured by SAT-10, FSA and FCAT Science will increase to a proficiency level at or above the state average.

G3.B1 Lack of grade level specific content knowledge, planning and delivery of curriculum

G3.B1.S1 Preferential Hiring will allow us to build an instructional staff of Highly Qualified teachers.

PD Opportunity 1

During weekly PLCs, teachers will meet with content coaches to unpack standards, develop lesson plans aligned with to standards, analyze data and modify instruction to meet identified students' needs

Facilitator

Embedded Academic Coaches

Participants

Instructional Staff Members and Paraprofessional teaching partners

Schedule

Weekly, from 8/7/2015 to 6/10/2016

PD Opportunity 2

Teachers will attend trainings identified through Deliberate Practice Plan, as well as optional professional development opportunities delivered through in-district/out-of-district and school level trainings.

Facilitator

Various district and state presenters; Embedded Coaches

Participants

Instructional Staff Members and Paraprofessional teaching partners

Schedule

Monthly, from 8/7/2015 to 6/10/2016

PD Opportunity 3

Teachers will implement grade level specific standards using best instructional practices (Do Now, Exit Tickets, Wait Time, Strong Start, Wait Time, Positive Framing, Turn and Talk, Threshold, No Opt Out, etc.) as outline in "Teach Like a Champion 2.0" and presented by TNTP.

Facilitator

Embedded Academic Coaches

Participants

Instructional Staff and Paraprofessional teaching partners

Schedule

On 6/10/2016

G3.B1.S2 Participate in the The New Teacher Project (TNTP) which is a comprehensive reform plan which in part will focus on providing additional classroom assistance and ongoing professional development for both teachers and the leadership team. [copy]

PD Opportunity 1

Teachers and Leadership Team will participate in year long Professional Development designed to increase student engagement and close the achievement gap.

Facilitator

The New Teacher Project Trainers

Participants

Melrose Staff

Schedule

Biweekly, from 6/22/2015 to 6/7/2016

G3.B1.S3 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 [copy]

PD Opportunity 1

Each classroom teacher, K-5, will have a full time paraprofessional as a teaching partner.

Facilitator

Various District Trainers

Participants

Paraprofessionals

Schedule

Daily, from 8/7/2015 to 6/30/2016

PD Opportunity 2

Ongoing professional development will occur on a monthly basis after school for content along with embedded implementation with monitoring and additional support.

Facilitator

various

Participants

K-5 teaching partners

Schedule

Monthly, from 8/7/2015 to 6/30/2016

Technical Assistance Items

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

Budget