



## Melrose Elementary School

1752 13TH AVE S, St Petersburg, FL 33712

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

### School Demographics

<b>School Type and Grades Served</b> (per MSID File)	<b>2017-18 Title I School</b>	<b>2017-18 Economically Disadvantaged (FRL) Rate</b> (As Reported on Survey 3)
Elementary School PK-5	Yes	100%
<b>Primary Service Type</b> (per MSID File)	<b>Charter School</b>	<b>2017-18 Minority Rate</b> (Reported as Non-white on Survey 2)
K-12 General Education	No	96%

### School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	C	C	F	F*

*\*Informational Baseline School Grade*

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

### School Board Approval

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

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

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

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## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

### Part I: Current School Status

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

### Part II: Needs Assessment

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

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

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

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

### Appendices

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

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

## Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

### DA Regions

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

### DA Categories

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

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

### DA Turnaround Status

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

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

### 2018-19 DA Category and Statuses for Melrose Elementary School

DA Region and RED	DA Category and Turnaround Status
Southwest - <a href="#">Julio Valle</a>	- N/A

## I. Part I: Current School Status

### A. Supportive Environment

#### 1. School Mission and Vision

##### a. Provide the school's mission statement

The mission at Melrose Center for Journalism and Multimedia is to educate and prepare each student for college, and career readiness, in order to:

- increase the academic performance of underserved students
- develop effective educators
- share successful practices with other forward-thinking educators
- catalyze change in Melrose.

##### b. Provide the school's vision statement

The vision of Melrose Elementary School is to become a progressive educational institute fostering high levels of achievement for all scholars.

#### 2. School Environment

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

We will visit the Historical Jordan Park and Wildwood Apartments in July. We will disseminate our school brochure and invite our families to meet the teacher and administration. There, we will share some of the key points as our teachers learn about our scholars and families in preparation of the school year. Additionally, the faculty and staff will begin the 2018-2019 school year by participating in a neighborhood/community bus tour of significant sights and neighborhoods where our scholars reside. On August 10th we will have a Meet The Teacher Night. Families will get an opportunity to meet their child's teacher and other faculty and staff members. We will continue to forming relationships with families and faculty with our Back to School picnic that will be held on campus. Teachers will make a welcoming phone call to the scholars on their 2018-2019 class roster on or before August 10th. We have scheduled monthly meetings with our families. The meetings will be focused on training's to help parents assist their child at home, events/activities that are aligned with Florida Standards in Reading, Math, Science, and technology with our families.

Pinellas County Schools created the Bridging the Gap Strategic Plan to close the achievement gap between black students and their peers. The plan's six key goals address:

- Graduation rates
  - Grade level proficiency
  - Participation and performance in accelerated courses
  - Disciplinary infractions
  - Eligibility for Exceptional Student Education (ESE) programs
  - Minority Hiring
- In an effort to align to this plan for equity in education, at Melrose...

We will use the research based approach by implementing Responsive Classroom and embedding practices of Social Emotional Learning into our daily curriculum as a school wide practice. The Responsive Classroom approach to teaching emphasizes academic, social, and emotional growth in a strong school community. Responsive Classroom will lend itself to help improve teacher-student

interactions daily. Specifically: Daily morning meetings, interactive modeling, teacher language, logical consequences, interactive learning structures and giving the scholars academic choice. All scholars will create learning goals (Hopes and Dreams) during the first week of school. This will help scholars get excited about learning and make a personal connection to what they will learn in school.

The scholars will be given three opportunities during the school year to access their relationship with their peers, teachers and administrators. The surveys will be administered in August, January and April this school year. At any time that scholars feel the need for additional support with social interactions with peers the guidance counselor will help to facilitate small guidance groups that build from the foundation of Social Emotional Learning.

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

At Melrose 60% of the faculty and staff are new to the school therefore, during our interview process we were deliberate with creating our interview questions. (I.e. what does a model classroom look like? What does a model school look and sound like?) We created an on boarding process to begin the positive and growth mindset. We assigned readings for the summer. The readings are aligned with our pre-school retreat professional development. (Pre-school topics of Professional Development: State of the School Address, Creating A Positive School Culture and Climate, SEL & Mindfulness, School-Wide Rules and Expectations, Responsive Classroom, Trauma Informed Care and Crisis Management Plan) Also, during the pre-school each teacher will receive an electronic and hard copy of the Melrose Essentials/Handbook which outlines all processes, routines and expectations, instructional model for both students, faculty and staff. The contents of Melrose Essential as well as all other pertinent documents can be found for teachers on the Melrose eLearn site.

Melrose has developed a school-wide discipline and behavior plan which outline behavior expectations before, during and after school. School-wide (growth mindset, student vs. scholar, Hopes and Dreams, expectations posters, and student handbook. Surveys, power points and tasks have been developed for all teachers to teach the first six weeks of school to help reinforce protocol and expectations for Melrose culture and climate). Teachers will consistently review these processes with students throughout the school year. Teachers will be waiting at the entrance of the school/ classroom door to greet their students every morning as well as conduct a morning meeting with their class daily. The morning meeting expectations are as followed: Greeting, group activity, sharing, news SEL skill and practice & announcements. The assistant principal and counselor will share the bullying website with our students and parents throughout the school year. The on-line bully web addresses are published in the monthly school newsletter.

We will meet monthly with our parents and community stakeholders to share our expected outcome/ vision for our students and how we need them to help implement these expectations.

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

As the foundation of our school-wide behavioral system Melrose will implement Responsive Classroom. There are four key domain of RC that we will embrace this school year with our students: engaging academics, (Teachers will create learning tasks that are active, interactive, appropriately challenging, purposeful, and connected to students' interests daily.) positive community, (Teachers will nurture a sense of belonging, significance, and emotional safety so that students feel comfortable taking risks and working with a variety of peers.) effective management, Through the use of Responsive classroom strategies and SEL (Our teachers will create a calm, orderly environment that



promotes autonomy and allows students to focus on learning.) and development awareness (The teachers will use knowledge of child development, along with observations of students, to create a developmentally appropriate learning environment.)

Our Positive Behavior Intervention Support (PBIS) Team will posted the school-wide expectations posters throughout the school. (Restroom, Hallway, Water Fountain, Assembly, Playground, Main Office, Voice Levels, Dismissal and Arrival) Teachers will be trained on Teach like a Champion 2.0 techniques to use to ensure all students are engaged during instructional time: Academic-No Opt Out, Right is Right, Stretch It Engagement- Cold Call, Expectations-100%, What to Do, Strong Voice, Do It Again, Characters- J Factor, and Positive Framing. Each classroom will have posted SLANT-Sit up straight, Lean forward, Activate your thinking, Note the key speaker, and Track the speaker. Our PBIS team will meet monthly to review our discipline data to look for trends and create a plan accordingly. The team consist of the Multi-Tiered System of Support Coach (MTSS), School Counselor, Social Worker, School Psychologist, lead teacher from each grade level and Administration.

Class DoJo is a way that Melrose will continue to strengthen our academic and behavior system in an effort to increase time on task and promote school to home communication. Class Dojo is a two way communication tool that connects teachers, parents, and students throughout the school day. Using Class Dojo helps to foster parents and teachers working together as a team, sharing in the classroom experience, and bring big ideas to life in their classrooms and homes. Class DoJo allows teachers and students to build their classroom culture. They choose skills and values – things like creativity, academic focus or teamwork – and share feedback on progress with each other. Melrose connects DoJo achievement to biweekly and monthly celebrations based on a specified percentage of success.

Additionally, we will merge the Pinellas County Schools District Committed to Characters initiative with C.A.R.E.S.-Cooperation, Assertiveness, Responsibility, Empathy and Self-Control. The teachers will be giving cards with the character traits on them. The teacher will issue a card to a student if he or she display this character. Teacher will write what the student did on the card to display the character trait. The student name will go into a C.A.R.E.S. box. We will pull names weekly from the C.A.R.E.S. box. The student will receive a prize or incentive for displaying this character. (Academically, and non-academically)

Each classroom will have classroom rules, procedures, rewards, and consequences that are aligned with the school-wide procedures and expectations posted. The will be a student's reflection area in the classroom. The student will have a form to complete on their actions. The teacher will allow the student to rejoin the class after he or she has calmed down or feel they are ready to conduct themselves in a scholarly manner. Due to high number of tardy students, we will start the year off recognizing classes with 100% attendance and allowing those scholars to place their name in an attendance box to receive a prize. We will have monthly attendance field trips. Scholars will be give \$5.00 worth of Melrose bucks if they arrive to school on time. Additionally, scholar will receive \$10 worth of Melrose bucks if their parent/guardian attends each parent meeting.

The faculty and staff will receive ongoing embedded professional development and feedback on our school-wide expectations and discipline plan based on monthly PBIS discipline data meeting. Teachers will be trained during pre-school on the new initiatives by our school counselor and the Transformation Zone Student Service and Behavior Coaches.

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

Our Positive Behavior Intervention Support (PBIS) team works closely with the classroom teachers to ensure the social-emotional needs of all students are met. Our staff schedules developmental



guidance lessons, provides targeted counseling groups, individual counseling, consultation with parents/caregivers, and referrals to community resources based on the needs of our students.

During the summer the former principal reached out to parent/guardian of students that experience social-emotional needs throughout the 2017-2018 school year. We are being proactive and providing support summer of 2018 to ensure our students are ready for the upcoming school year. Additionally, we've provide service to our parents year round. We have created a wrap around service where we invite JWB and other social services as requested by our parent via surveys to meet their social emotional needs. These programs are an additional layer of support for our parents and often enhance their parenting skills and involvement.

The PBIS team works proactively on campus by conducting walk-throughs each day. The Behavior Coach and Specialist will have a more targeted approach with some students that have Behavior Intervention Plan. (PBIP) The Behavior Coach and Specialist will have lunch schedule duties which helps to build and maintain relationships with all students on campus. Proactive walk-throughs and data collect will be based on the Stoic behavior protocol.

Melrose has adopted many of the SEL components from our district Restorative Practice Plan and will also provide a framework for integration of daily SEL curriculum to embed in our Morning Meeting. Harmony—a social-emotional program that builds strong classroom relationships and supportive learning communities will help our novice teachers build a classroom where students are empowered to connect, communicate, collaborate, embrace diversity, and resolve conflict.

Community members, the Parent Support for Education Council and faith based members in the neighborhood have partnered with Melrose and volunteer as after school tutors and mentors with our fourth and fifth grade male and females on a weekly basis.

### 3. Early Warning Systems

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

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

Attendance 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 2017-2018 SY

Course failure in English Language Arts or mathematics

Level 1 score on the statewide, standardized assessments in English Language Arts, Mathematics. or Science

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

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	13	6	3	8	5	5	0	0	0	0	0	0	0	40
One or more suspensions	9	25	16	40	29	22	0	0	0	0	0	0	0	141
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	26	21	0	0	0	0	0	0	0	47
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	2	1	4	6	11	6	0	0	0	0	0	0	0	30

**c. 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/incentives are given out weekly 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 during a school wide awards assembly. Students names are written on a ticket as they enter the class they will place their ticket in the attendance bucket. Students name will be pulled daily the first two months of school and weekly thereafter.

To decrease suspensions:

Melrose has implemented Class Dojo as an incentive 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 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 PBIS, individual coaching and mentoring for teachers in PBIS, and for student counseling regarding choices made and SEL methods to deal with anger and frustration.

Class DoJo helps to increase positive interactions with parents and families in an attempt to gain support of school-wide rules as parents are able to monitor student academic and behavior outcomes throughout the day and support specific plans that each teacher has in place for students that require additional support.

SBLT Behavior meetings are scheduled to discuss specific students' response to interventions; the full-time student services team is used in the capacity of meeting the needs of individual students; each staff member is 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; Transformation Zone 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 at least 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 is dedicated to reading intervention; the after-school extended learning opportunities are available to all students K-5 with a specific targeted focus on our L35 students; one full time embedded literacy coaches, a full time math coach and part time science coach will work with teachers to unpack standards and plan rigorous lessons. Implementing Achievement Network, CKLA Reading Foundations and Eureka Math with fidelity will be instrumental in our success this 2018-2019, upcoming school year. Also, providing more engaging hands on experiences in our third through fifth grade Science classes will provide equity and access to help student build background knowledge for unfamiliar content. We will be deliberate in our approach in spiraling third grade standards into fourth grade Science classes. Our fifth grade teachers will collaborate to plan powerful lessons that include third and/or fourth grade Science Standards when appropriate.

As we continue to work toward strengthening our intervention strategies to improve academic success leadership and student services will inform teachers/SBLT 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.

## B. Family and Community Engagement

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

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

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

Yes

##### 1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

##### 2. Description

Increase current level of parent involvement

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

Melrose will embrace the family and community engagement vision throughout the school year. We will collaborate in effort to educate, empower, and support families to enable them to effectively reinforce learning and healthy development of their child and community. Therefore, we have created a Family Engagement Team which consist of school professionals, family representatives, community partners, scholars' representatives (4th and 5th grade male and female students) and a district administrative staff, and the Transformation Zone Director of School Leadership.

All stakeholders will be given an inventory to review the data in order to make decisions that target our school and community. The inventory survey will be distributed to parents and community members via email, school website, canvassing the community, visiting the school and pre-school events.

We know neighborhood and community partnerships are a key to our school's success. We are 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 and community partners 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 Tampa Bay Times has partnered with Melrose and supplies mentors who work with students in grades K-5 on a weekly basis afterschool 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 fifth year of partnership with the Tampa Bay Times and our original group of mentors have followed their students to the intermediate grades.

Melrose Elementary is also very fortunate to have Men of Yesterday, some former educator and community member, in supporting us with mentors for our 4th and 5th grade male students. These mentors come to Melrose weekly to meet with our scholars during the instructional day. They are also invited to attend our academic celebrations for our students throughout the year.

Our fourth and 5th grade female scholars have the opportunity to participate in the district Girlfriends program that focuses on emotional and academic development. Additionally, our 4th and 5th grade male scholars participate in the 5000 Role Models program. This program mirrors the district's Girlfriend program.

Melrose will continue to support a successful Parent University program this year. We will meet with the parents four times a year on Saturday. We will provide professional development on working with their children at home and how to continue to support the school learning community. Additionally, the partners receives:

Advertisement in our school newsletter and a thank you on our school marquee

A personal certificate of recognition for their contribution

A thank you from the class/staff

An invitation to an end of year celebration and to events held at our school throughout the year

## C. Effective Leadership

### 1. School Leadership Team

#### a. Membership

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

Name	Title
Jones, Donnika	Principal

#### b. Duties

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

Donnika Jones, Principal

Stephanie Wager, Asst. Principal

Brooke Johannssen, Literacy Coach  
Douglas Hill, Math Coach  
Tiffani Vinson, Science Coach  
Deborah Valentine, MTSS Coach  
Anna Annarelli, Educational Diagnostician  
Candance Williams, Guidance Counselor  
Nikki Reynolds, Social Worker  
Opal Grant, Psychologists  
Brittany Craig, Speech/Language Therapist  
Roseann Whiteman, ESE Lead Teacher  
Transformation Zone Team

The Principal and Assistant Principal provide a common vision for the use of data-based decision making, ensuring uninterrupted Core Instructional takes place daily in ALL classrooms. The implementation of Power Hour/Intervention is implemented with fidelity and integrity daily. The principal and assistant principal will provide ongoing professional development for all faculty and staff based on our school-wide data: academic, behavior, attendance, teachers' observations, parents, community, students, and faculty and staff surveys. The principal and assistant will ensure parents receive ongoing progress of their child's academic and non-academic progress as well as ensure we have monthly parents' workshop that aligned with our academic program of work.

Literacy, Math and Science Coach will provide teachers resources and support in a non-evaluative way. Most of the coaches' time will be spent implementing feedback based on the Marzano LSI practices with teachers, through coaching cycles, meeting teachers where they are to differentiate their support. As the coaches will provide support in the five areas of instructional support for teachers: theory underlying instruction, demonstration of activities, observation of teachers practicing new lessons, feedback and reflection about instruction, and supporting collaboration among teachers weekly in our grade level professional learning communities. They will facilitate frequent professional development meetings devoted to examining samples of student work and assessment data, helping teachers interpret assessment information and use that information to provide more focused instruction based on student needs. Additionally, the coaches will lead Literacy, Math, and Science workshops with parents.

The MTSS Coach will work closely with our school Educational Diagnostician with our Tier II and III students. They will collaborate with the Literacy and Math Coaches about the Tier II and III students' progress. The MTSS Coach and Educational Diagnostician will have a laser like focus on Tier II and III students. Tier II students will receive additional 30 minutes daily of small group instruction. (Progress monitoring bi-weekly) Tier III will receive 60 minutes of small group instruction. (Progress monitoring weekly) The MTSS Coach will inform the coaches on how to support the teachers during core instruction on how to differentiate instruction. Will provide adequate professional development as needed on implementing RTI with fidelity and integrity. Additionally, she will work with small groups.

Professional School 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. Provides weekly guidance sessions by grade level in the areas of academic achievement, personal/social development and career development, ensuring today's students become the productive, well-adjusted adults of tomorrow. Counselor ensures all 504 plans are followed with fidelity. She will provide teachers with professional development on 504 plans and referrals.

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. The School Psychologist will support ESE program ongoing. The psychologist may also facilitate small group and 1 on 1 interventions as needed.

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. The School Social Worker will support the ESE program ongoing. The social worker may also facilitate small group and 1 on 1 interventions as needed.

Speech Language will work across grade level to provide appropriate speech language services. She will offer services addressing the linguistic and metalinguistic foundations of curriculum learning for students with disabilities, as well as other learners who are at risk for school failure, or those who struggle in school settings.

Transformation Zone Team will provide ongoing academic and non-academic support to ensure that students are prepared and poised for 100 percent success during their education journey. Melrose is in the Transformation Zone. Within the Transformation Zone, the team will support educators at all levels work collaboratively to build strong schools that enables all students to achieve at or above grade level.

**2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact**

We have create a school-wide schedule for meetings which includes the following:

What: Staff/Professional Development Meetings (All faculty & Staff Members)  
When: Wednesdays @ 7:30 AM  
How often: Weekly

What: TZ Collaborative (All teachers & TZ Team) Please note other support will be invited as needed.  
When: Wednesday  
How often: 4th Wednesday

What: Grade Level Meeting (PLC time) (Teachers, Coaches, periodically assistant principal and/or principal)  
When: Mondays or Thursdays  
How often: Once a week

What: SBLT and PBIS ( Assistant principal, principal, Professional School Guidance Counselor, Math, Literacy, Science & MTSS coaches, Bookkeeper/Secretary, Parent liaison, & Behavioral Specialist)  
When: Tuesday @ 7:30 AM  
How often: Weekly

What: Data PLC (All faculty & staff, Coaches, assistant principal and principal)  
When: Tuesday  
How often: Weekly



What: Lead Teachers PLC one teacher per grade level  
 When: 1st Wednesday, Monthly  
 How often: Once a month

What: Committee Meeting- Family Engagement Team (Teacher-primary & intermediate, School Guidance Counselor, Para professional, community liaison, volunteer coordinator representative, family representative from each grade level, district administrative staff member, assistant principal and principal)  
 When: 1st Wednesday, Monthly  
 How often: Once a month

The identified meetings above will be instrumental in identifying, aligning and implementing with fidelity and integrity the school-wide systems with our vision for students, parents, community, faculty and staff. Our meetings will be intentional with a laser like focus on data in all areas that will guide our students toward academic achievement. We will use a SMART Goal Agenda for all meetings. The agenda will include: Grade/Department, Team Time, School, Meeting Date, Location, Facilitator, Purpose of Meeting, Team SMART goal, agenda topic & Items to Bring, Specific Outcome to Achieve, Allocated Time & person to facilitate this outcome, result(s) achieved, Next Steps, What & Who & By When. Additionally, the first meeting for each team will begin by setting Norms for our work together. Each team goal will align with our school-wide goals for the school year. (Academic, Family Engagement, Attendance, Behavior and creating a positive school climate & culture)

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 monitors expenditures of Title I, Part A funds to ensure that they supplement rather than supplant other funds available to schools.

## 2. School Advisory Council (SAC)

### a. Membership

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

Name	Stakeholder Group
Donnika Jones	Principal
Martin Raniey	Business/Community
Albert Williams	Business/Community
Ms. K. Powell	Parent
Mrs. Harris	Parent
Mrs. Jones	Education Support Employee
Robert Southard	Education Support Employee
Tarra Ofuso	Business/Community
Mrs. Hansen	Education Support Employee

### b. Duties



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

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

*a. Evaluation of last year's school improvement plan*

Goal 2: In the area of ELA our learning gains exceeded the state for our L25 at 63%, and in Math our L25 exceeded the state at 42%.

*b. Development of this school improvement plan*

In August, the available 2018-19 State Assessment scores will be shared with the SAC.

The draft of the 2018-2019 SIP will also be shared with members and all questions and concerns were addressed at that time.

The completed and approved SIP for the 2018-19 school year will be shared at our September SAC Meeting. The SAC collects and analyzes information about the community and the school and receives public

input regarding needs (Needs Assessment) of the school. SAC provides ongoing review of the progress being made toward implementation of the School Improvement Plan. The SAC also evaluates

success by monitoring short-term and long-term outcomes. SAC members are given the opportunity to provide feedback and input on goals of the school. SAC's specific focus is to assist in increasing parental involvement in academic programs.

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

This year's school needs were determined by analysis of the 2017-18 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: MTSS will have a laser like focus on Tier II and III students' weekly and bi-weekly data. She will bring this data to our weekly PLC meetings , General Education Teachers will own the progress monitoring data as well as work with the Tier II and Tier III students daily. (Whole & Small group instruction) and the LMT specialist will provide and monitor software support daily.

The SIP draft for this year, will be shared with the Faculty and staff during pre-school.

Questions, concerns, additions and deletions will be made prior to the final draft being submitted. Our school improvement plan is a working document based on the needs of our students, parents, teachers, coaches, assistant principal and principal.

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

The total budget for 2017-2018 \$ 852,600.00  
Classroom Instruction Materials \$29,656.60  
School Improvement -Coaches and other instructional staff \$64703.83  
Connect For Success Liaison \$1733.56  
Classroom Teachers \$1155.70  
Coaches and other certified staff \$2,311.40  
MTSS/RTI Coach \$95,511.19  
Consultant \$35,000  
Technology Specialist \$44,726.19  
Classroom Instruction & Extended Learning \$29,656.60

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

Yes

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

**3. Literacy Leadership Team (LLT)**

**a. Membership**

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

Name	Title
Jones, Donnika	Principal
	Assistant Principal
Hill, Douglas	Instructional Coach
Johannessen, Brooke	Instructional Coach
Valentine, Deborah	Other

**b. Duties**

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

The Literacy Leadership Team will meet the 2nd Wednesday of every month. We will implement the Florida State Standards (Unpacking of Standards, organizing, analyzing resources that will be used and plan professional development based upon data). Data is reviewed and trends are discussed. Literacy goals are made and challenges and successes are brought before the team. (Collected Data by MTSS and Literacy Coach from-core instruction, and interventions). Grade level PLC's will meet once a week to plan instruction, analyze data and review intervention literacy strategies. The principal, assistant principal and literacy coach will ensure literacy big five (Fluency, Comprehension, vocabulary, phonics, and phonemic awareness) and writing will be taught daily in grades K-2. Lead Teachers will meet monthly with the SBLT and report back to their individual teams the planning accomplished and information shared at these meetings. The MTSS Coach will monitor the Magic/ intervention Hour with a laser like focus on our scholars' progress in literacy. Literacy Leadership Team promotes literacy within the school by focusing on the following areas of literacy concern:

- Support for text complexity
- Support for instructional skills to improve reading comprehension
  - o Ensuring that text complexity, along with close reading and rereading of texts, is central to lessons
  - o Providing scaffolding that does not preempt or replace text reading by students
  - o Developing and asking text dependent questions from a range of question types
  - o Emphasizing students supporting their answers based upon evidence from the text
  - o Providing extensive research and writing opportunities (claims and evidence)
- Support for implementation of Florida State Standards for Literacy in Social Studies, Science, and Technical Subjects (a focus on text, task, and instruction).

The district will provide training and tools for Literacy Leadership Teams.

Additionally, LLT will participate in the 3rd, 6th and 9th week of school's Data Chats to share the analyzed data of all students. Interventions profiles will be reviewed to determine the effectiveness of the interventions and adjust based upon data.

LLT will make sure that all of the new teachers are informed of the curriculum in all areas of

instruction and offer assistance (modeling, lesson planning) that will ensure the success of these new teachers.

## D. Public and Collaborative Teaching

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

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

1. Pre- school team-building activities are planned so that all 2018-19 faculty and staff members will get to know each other in a fun and non-threatening environment. The activities presented will also easily transferable to the classroom.
2. Cultural Competence & Restorative Practice training was presented during 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 ( Courageous Conversations about Race).
4. Block scheduling for all grade levels will support collaboration between teachers and coaches for planning and data review. In addition, one Tuesday per month teachers are given the opportunity to collaborate with grade level through faculty/curriculum meetings.
5. A Curriculum Development/Leadership Calendar and an SBLT Meeting Calendar has been created to support awareness on daily/weekly meetings.
6. ESE teachers will join all PLC and data meetings with the general education teachers. As well as participate in full inclusion.
7. The Transformation Zone team will meet weekly with teachers to collaborate about planning, instruction and expected outcomes.
8. Achievement Network (ANET) will work with teachers on-site to provide ongoing professional development and coaching. We have implemented a true block schedule which allows teachers to meet as a grade level team for collaborative standards based planning and instruction. This also allows opportunities for our embedded coaches to meet with grade level teams to unpack standards, develop lessons via backwards design and develop formative assessments in an effort to make informed instructional decisions.

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

Approximate 75% of Melrose faculty are new. Melrose filled the vacant position for this school year using intensive selection and interview protocols as outlined by the District's Transformation Zone Team. Candidates that are selected to interview must meet the highly qualified criteria and are selected based on the specific needs of the school and position being filled. Our mentoring team, Literacy, Math, Science, MTSS, and ANET coaches will work directly with all teachers to support their instructional practices and professional development. Melrose is in the Transformation Zone therefore, we will receive ongoing Tiered support: Core Content, Curriculum and Instruction, personal leadership development, family, and community engagement.

Additionally, all teachers will receive support from CKLA and Eureka coaches. We will implement Core Knowledge Language Arts- Amplify during our core instructional for Reading this year as well as during our "Power Hour". LLI will be used with our Tier III scholars. Eureka Math will be implemented this year for our core instruction in Math and we will use tasks from CPALMS as a researched based intervention tool.

Additional recruitment and retention incentives:

1. All instructional staff will receive a \$5000.00 signing bonus to work at Melrose Elementary. Melrose teachers will receive additional compensation for the extended hour and performance bonus based on

students result on the FSA & Science SSA.

2. All new teachers to Melrose will be paired with a seven or more years of teaching experience for mentoring purposes.
3. An on-site new teacher mentor, TBD, will be paired with new teachers to support classroom processes and procedures.
4. Embedded academic coaches and Transformation Zone Content Coaches will provide just in time training to support Florida State Standards.
5. The principal/assistant principal also meets with new teachers/staff members a minimum of two times a year or as needed to review observations, provide feedback and address any developing concerns and celebrate them ongoing.
6. Each instructional staff member will receive 2 to 3 weekly walkthroughs with feedback to support classroom processes, procedures, and rigorous instruction.

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

Melrose has five site based mentors, teachers who have 6 or more working experience in PCS, assistant principal and principal will work directly with teachers new to the district, teachers new to Melrose, and teachers new to a grade level. This cohort of teachers will meet with an assigned mentor on a weekly/ and or as needed basis. Monthly New Teacher Meetings will be held to discuss school process and procedures; goals from new teachers' Deliberate Practice Plans; teachers concerns and celebrations; and classroom management. Rationale for mentor pairing is based on a needs assessment and individual personalities of the teachers is taken into consideration. New teachers are also paired with an experienced teacher to assist with any concerns that occur throughout the day.

Additional topics of support will be provided

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

All new teachers will also work closely with our Math, Science, Literacy, Transformation Zone, LSI coaches throughout the school year. There will be many voices but one message of support will be provided.

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

## **E. Ambitious Instruction and Learning**

### **1. Instructional Programs and Strategies**

#### **a. Instructional Programs**

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

Melrose uses district adopted curriculum guides and materials that are aligned to the Florida Standards. (Reading, Science, Writing, Social Studies) This year because we are in the Transformation Zone the autonomy has been given to embrace Eureka Math and IRLA curriculum both aligned to the Florida Standards. Teachers will receive ongoing professional development and coaching with these curriculum. We will continue to implement the research based Marzano tools that are aligned to unpacking the standards to identify critical content. We will have PLCs, LSI and Transformation Zone meetings for all instructional staff to attend as a grade level, content specific,

individual, and/or faculty. Collaborative planning during PLC's and administrative walk-through ensure that teachers are utilizing these core instructional programs and materials effectively.

Additional specific supports:

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 are conducted to check for pacing of lessons, student engagement and rigorous task(s)
5. Weekly Lesson Plan checks with feedback are in place. It is the expectation that revisions are made based on feedback provided. The principal, assistant principal, Literacy, Math, Science coaches will provide the weekly lesson plan feedback. We rely on the expertise of administration, teachers and our embedded coaches to ensure that our core instructional programs and materials are aligned to the level of Rigor and Taxonomy level of the Florida standards by monitoring:
  - Instructional staff members will collaborate with Learning Science International (LSI) to increase the level of rigor during learning.
  - During standards-based PLCs and common planning, embedded coaches will assist teachers in aligning instruction to meet the Florida Standards for all content areas (ELA and MAFS), along with the Science NGSSS.
  - Teachers will regularly assess (both formally and informally) and utilize data to modify and adjust instruction.
  - Teachers will use data to differentiate and scaffold to increase student performance.
  - Teachers will provide students with extensive opportunities to write across all content areas.
  - Teachers will increase opportunities for students to collaborate with peers.
  - Teachers will establish routine practice for students using Success Criteria to track individual progress of Learning Targets in relation to the standard.

## **b. Instructional Strategies**

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

Melrose uses data to determine which skills the students have mastered along with identifying areas of deficiencies. The teachers utilize data to inform/drive instruction. Evidence of this is found in the teacher lesson plans, whole and small group instruction, and "Magic Hour plans. Examples of how instruction is modified or supplemented to assist students having difficulty is provided through our re-teaching cycle: Identify standard, what objectives was re-taught?, Interim Assessment (% of answers that were correct), Re-assessment Results (% of answers that were correct) Student less than 75% (Students still not reaching mastery after re-teaching) -list by name-, and Students that moved to mastery from the initial assessment to re-assessment after re-teaching -list by name-. Students identified as needing multi-tiered levels of support receive appropriate academic intervention and their progress is monitored closely and adjusted as needed to meet the instructional needs of each student. Additionally, progression scales and rubrics will be introduced to align the learning goal to

check for student understanding and using data to differentiate and scaffold instruction increases student performance.

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.

3. Monitoring and feedback systems are in place. Administrators and content specific coaches 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.

4. Active feedback and side-by-side coaching is provided for staff and additional support is provided for those identified via daily walk-throughs

5. Professional development is continual- Ongoing workshops, trainings, guided planning, intentional practice of all routines and procedural protocols are in place and is available.. .

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



**Strategy:** 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 throughout the instructional day.

Each classroom has a teacher and a paraprofessional to support learning.

We will use the Core Knowledge Language (CKLA)-small group instruction K-3rd grade (Building knowledge through content-rich nonfiction and informational texts, reading and writing grounded in evidence from text, and regular practice with complex text and its academic vocabulary.) We will use LLI with our Tier II & III 4th and 5th grade scholars.

In addition to the Extended School Day:

Connect Success Program

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

Achievement Network

Core Knowledge Language (K-5)-Amplify

Each student is on iReady Reading and Math 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**

Valentine, Deborah, valentinede@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 a minimum of 3 times a year.

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

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

ANET, CKLA and Biweekly assessment data is monitored and the program provides real time immediate feedback to the classroom teacher on how to adjust their instruction with rigor base on the individual student needs.

## **2. Student Transition and Readiness**

### **a. PreK-12 Transition**

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



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

Create brochures that highlight important skills pre-school children need to know prior to entering kindergarten in the fall. We will identify students with younger siblings. Send out, mail out and deliver brochures to surrounding business and faith based organizations in the school zone area. During our spring parent meetings ensure all meetings we promote our VPK program. Ongoing promoting by and through faculty, staff, school website, and newsletter.

In October, 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.

Our professional school counselor will arrange for our 5th graders to visit John Hopkins Middle School. (Feeder school)

John Hopkins Middle School visits Melrose to discuss their Journalism Program.

**b. College and Career Readiness**

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

Our 5th grade scholars will have an opportunity to partner using some of the technology services offer by SPC Midtown Campus for our Writing Lab work and Science labs.

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

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

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

**II. Needs Assessment**

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

**A. Problem Identification**

**1. Data to Support Problem Identification**

### **b. Data Uploads**

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

The following documents were submitted as evidence for this section:

*No files were uploaded*

### **2. Problem Identification Summary**

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

### **B. Problem Analysis Summary**

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

### **C. Strategic Goals**

## School Improvement Goals

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

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

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

## Strategic Goals Summary

- G1.** By developing and sustaining a healthy, respectful, caring and safe learning environment for students and staff and community members we will engage in wellness efforts through the Alliance for a Healthier Generation's Healthy Schools Program working towards Bronze Level Recognition becoming eligible in 4 out of 6 Assessment Modules.
- G2.** By implementing responsive classroom (An approach to teaching emphasizes academic, social, and emotional growth in a strong school community) and Positive Behavioral Interventions and Supports (PBIS) a multi-tiered with fidelity and integrity during 2017-2018 school year, we will reduce our disciplinary referrals from 12% to 5.
- G3.** 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 SSA in Science. An increase in percentage of all scholars in all subgroups at achievement level 3+ in English Language Arts from 27% to 50%, Math from 42% to 50% and Science from 25% to 50%.
- G4.** African American student achievement in Mathematics, Reading and Science, as measured by NWEA, FSA and State Science Assessment(SAA) 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"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

**G1.** By developing and sustaining a healthy, respectful, caring and safe learning environment for students and staff and community members we will engage in wellness efforts through the Alliance for a Healthier Generation's Healthy Schools Program working towards Bronze Level Recognition becoming eligible in 4 out of 6 Assessment Modules. **1a**

G099935

**Targets Supported** **1b**

Indicator	Annual Target
School Climate Survey - Parent	4.0
School Climate Survey - Student	4.0

**Targeted Barriers to Achieving the Goal** **3**

- Lack of staff participation to complete assessment modules and develop an action plan for improvement.

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

- Healthy School Team: Administrator, Café Manager, Physical Education Teacher, Employee wellness champion, district and PCS Wellness Consultant

**Plan to Monitor Progress Toward G1.** **8**

Data will be viewed monthly by the Healthy School Team. Our target eligible in 4 out of 6 modules.

**Person Responsible**

Donnika Jones

**Schedule**

Monthly, from 8/10/2018 to 5/25/2019

**Evidence of Completion**

Increased number of eligible assessment modules and completion action plans for the Alliance for a Healthier Generation, Healthy School Program.

**G2.** By implementing responsive classroom (An approach to teaching emphasizes academic, social, and emotional growth in a strong school community) and Positive Behavioral Interventions and Supports (PBIS) a multi-tiered with fidelity and integrity during 2017-2018 school year, we will reduce our disciplinary referrals from 12% to 5. **1a**

G099936

**Targets Supported** **1b**

Indicator	Annual Target
Attendance Below 90%	95.0
Effective+ Administrators	50.0

**Targeted Barriers to Achieving the Goal** **3**

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

- Staff Members
- Title I
- District
- Coaches: local and state
- Transformation Zone Team
- Learning Science International Team
- IRLA/American Reading Company
- Achievement Network
- Discovery Education
- iReady Reading and Math

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

Healthy, respectful, caring and safe learning environment

**Person Responsible**

Nikita Reed

**Schedule**

Monthly, from 8/10/2017 to 5/25/2018

**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

**G3.** 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 SSA in Science. An increase in percentage of all scholars in all subgroups at achievement level 3+ in English Language Arts from 27% to 50%, Math from 42% to 50% and Science from 25% to 50%. **1a**

G099937

**Targets Supported** **1b**

Indicator	Annual Target
FSA Mathematics Achievement	50.0
FSA ELA Achievement	50.0
FCAT 2.0 Science Proficiency	50.0
Attendance Below 90%	94.0

**Targeted Barriers to Achieving the Goal** **3**

- Lack of collaborative support to plan and implement rigorous lessons aligned with the standards across content areas.
- Lack of ongoing professional development as classroom teachers for paraprofessionals.

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

- Reading Florida Standards Jan Richardson Guided Reading LLI (Grades 4-5) Nemours (Kindergarten) District Coaches Pinellas County Schools Curriculum Framework Common Assessment Data Literacy Coaches Student Data Folders Module Assessments Progress Checks iReady Responsive Classroom Achievement Network IRLA/American Reading Company Transformation Zone Team, LSI, and District Support Departments (Literacy, Library Services, and Title I) Math Eureka Math CPALMS Florida Standards Formative Assessments Computer Based Testing (CBT) District Coaches STMath Facilitated Guided Planning with Math Coach Math/Data Talks IReady Math Reads Achievement Network Transformation Zone Team, LSI, and District Support Department (Math) Science Science Lab for grades 3-5 Science Lab Managers Discovery Education District and school level Coach Facilitated Guided Planning with Science Coach weekly Transformation Zone Team, LSI, and District Support Department (Science)

**Plan to Monitor Progress Toward G3.** **8**

Increase in student achievement.

**Person Responsible**

Donnika Jones

**Schedule**

Weekly, from 7/27/2018 to 7/27/2018

**Evidence of Completion**

Common Assessment Data (Reading, Math, Science, Modules), weekly quizzes, Running Record and Progress Monitoring Data, Florida Standards Assessment, Science SSA and FSA.

**G4.** African American student achievement in Mathematics, Reading and Science, as measured by NWEA, FSA and State Science Assessment(SAA) will increase to a proficiency level at or above the state average.

1a

G099938

**Targets Supported** 1b

Indicator	Annual Target
FSA ELA Achievement	50.0

**Targeted Barriers to Achieving the Goal** 3

- Not enough planning to time for teachers due to the time restraints in their Union Contract. Lack of grade level specific content knowledge, planning and delivery of curriculum

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

- Embedded Literacy Coaches, MTSS Coach, Math Coach, Science Coach, Behavior Team, ANet Coaches, School Based Leadership Team, LSI, Transformation Zone, Technology Specialist, Media Specialist

**Plan to Monitor Progress Toward G4.** 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**

Donnika Jones

**Schedule**

Every 3 Weeks, from 7/27/2018 to 5/25/2019

**Evidence of Completion**

MTSS Minutes, running records, IRLA, 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 and staff and community members we will engage in wellness efforts through the Alliance for a Healthier Generation's Healthy Schools Program working towards Bronze Level Recognition becoming eligible in 4 out of 6 Assessment Modules. **1**

 G099935

**G1.B1** Lack of staff participation to complete assessment modules and develop an action plan for improvement. **2**

 B269106

**G1.B1.S1** The Healthy School Team will review all assessment items to determine the most feasible item(s) to improve in one module to achieve recognition level, and then develop an action plan for that item(s). **4**

 S284970

### Strategy Rationale

Create healthy school including parents and students.

### Action Step 1 **5**

The Healthy School Team will review all assessment items to determine the most feasible item(s) to improve in one module to achieve recognition level, and then develop an action plan for that item(s).

### Person Responsible

Donnika Jones

### Schedule

Monthly, from 8/13/2018 to 5/25/2019

### Evidence of Completion

Increased number of eligible assessment modules and completion action plans for the Alliance for a Healthier Generation, Healthy School Program.

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

Monitor implementation of healthy schools program.

**Person Responsible**

Donnika Jones

**Schedule**

On 5/25/2019

***Evidence of Completion***

Increased number of eligible assessment modules and completion action plans for the Alliance for a Healthier Generation, Healthy School Program.

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

Increase in participation to complete assessment modules.

**Person Responsible**

Donnika Jones

**Schedule**

Monthly, from 8/13/2018 to 5/31/2019

***Evidence of Completion***

Increased number of eligible assessment modules and completion action plans for the Alliance for a Healthier Generation, Healthy School Program.

**G3.** 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 SSA in Science. An increase in percentage of all scholars in all subgroups at achievement level 3+ in English Language Arts from 27% to 50%, Math from 42% to 50% and Science from 25% to 50%. 1

G099937

**G3.B1** Lack of collaborative support to plan and implement rigorous lessons aligned with the standards across content areas. 2

B269112

**G3.B1.S1** Content coaches, TZ and LSI team will support teachers in unpacking the standards and to develop rigorous weekly lesson plans that are aligned to the Florida State Standards. 4

S284975

### Strategy Rationale

To ensure the students have met and exceed grade level expectations within a school year. As a result this will increase students' performance level on the FSA and SSA.


### Action Step 1 5

**Person Responsible**

**Schedule**

**Evidence of Completion**

**G3.B2** Lack of ongoing professional development as classroom teachers for paraprofessionals. **2**

 B269113

**G3.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**

 S284976

### 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**

The assistant principal, master and lead teachers will support the Para professionals with providing aligned professional development on all school with literacy, math and science initiatives.

#### Person Responsible

Donnika Jones

#### Schedule

Weekly, from 8/3/2018 to 5/25/2019

#### Evidence of Completion

Para professionals reflection logs, walkthrough data form, classroom teacher evaluation on the Para professional

### Action Step 2 **5**

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

#### Person Responsible

Donnika Jones

#### Schedule

Weekly, from 7/27/2018 to 5/25/2019

#### 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**

Donnika Jones

**Schedule**

Weekly, from 7/27/2018 to 5/27/2019

**Evidence of Completion**

Walk-through Data, Lesson Plans and Student Artifacts

**Plan to Monitor Fidelity of Implementation of G3.B2.S1** 6

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

**Person Responsible**

Donnika Jones

**Schedule**

Weekly, from 8/13/2018 to 5/25/2019

**Evidence of Completion**

Classroom observations, lesson plans, walk-through logs, Pinellas Instructional Support Model (ISM) tool, IRLA implementation check, TZ Team fidelity checks, academic coaches' log

**Plan to Monitor Effectiveness of Implementation of G3.B2.S1** 7

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

**Person Responsible**

Donnika Jones

**Schedule**

Weekly, from 8/13/2018 to 5/25/2019

**Evidence of Completion**

ISM Data, walk-through and observation feedback, lesson debrief with academic coaches, TZ team implementation fidelity checks

**G3.B2.S2** Academic coaches and interventionists (VE, and Paraprofessionals and MTSS Coach) will collaborate with classroom teachers to plan for and provide tiered instruction aligned to student needs.

4

S284977

### Strategy Rationale

Collaboration between classroom teachers and various interventionists (VE, Paraprofessionals and MTSS coach) 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

Donnika Jones

#### Schedule

Every 6 Weeks, from 8/13/2018 to 5/27/2019

#### Evidence of Completion

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

Donnika Jones

#### Schedule

Biweekly, from 8/13/2018 to 8/13/2018

#### Evidence of Completion

Tier 2 Intervention Groups, data logs

### Action Step 3 5

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

#### **Person Responsible**

Donnika Jones

#### **Schedule**

Every 6 Weeks, from 8/13/2018 to 8/13/2018

#### **Evidence of Completion**

Intervention Attendance Data

### Action Step 4 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's ownership of learning.

#### **Person Responsible**

Donnika Jones

#### **Schedule**

Monthly, from 7/27/2018 to 7/27/2018

#### **Evidence of Completion**

lesson plans, students' work, walkthrough data and PLC minutes

### Action Step 5 5

Ongoing professional development will occur on a monthly basis, afterschool all K-5 teaching partners.

#### **Person Responsible**

Donnika Jones

#### **Schedule**

On 5/26/2019

#### **Evidence of Completion**

master calendar, PD agendas, sign in sheets, and collaborative planning minutes



**Plan to Monitor Fidelity of Implementation of G3.B2.S2** 6

Tiered instruction aligned to student needs and implemented daily

**Person Responsible**

Donnika Jones

**Schedule**

Biweekly, from 8/13/2018 to 8/13/2018

***Evidence of Completion***

Fidelity Checks

**Plan to Monitor Effectiveness of Implementation of G3.B2.S2** 7

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

**Person Responsible**

Donnika Jones

**Schedule**

Weekly, from 8/13/2018 to 5/26/2019

***Evidence of Completion***

Progress Monitoring Data and Running Record Data

**G3.B2.S4** Develop and adhere to a Science Lab 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

S284979

### 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

Donnika Jones

#### Schedule

On 8/2/2018

#### 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

Donnika Jones

#### Schedule

On 5/25/2019

#### 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**

Donnika Jones

**Schedule**

Monthly, from 8/13/2018 to 5/25/2019

***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. Discovery Education online streaming and hands on labs will be used daily.

**Person Responsible**

Donnika Jones

**Schedule**

Weekly, from 8/13/2018 to 5/25/2019

***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 G3.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**

Donnika Jones

**Schedule**

Weekly, from 8/13/2018 to 5/25/2019

***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 G3.B2.S4** 7

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

**Person Responsible**

Donnika Jones

**Schedule**

Weekly, from 8/13/2018 to 5/25/2019

***Evidence of Completion***

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

**G3.B2.S5** Participate in the Transformation Zone which is a support team which in part will focus on providing additional classroom assistance and ongoing professional development for both teachers and the leadership team. 4

S284980

### 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

Donnika Jones

#### Schedule

Biweekly, from 7/27/2018 to 5/27/2019

#### 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

Donnika Jones

#### Schedule

Monthly, from 8/13/2018 to 5/27/2019

#### 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**

Donnika Jones

**Schedule**

Daily, from 8/13/2018 to 5/27/2019

**Evidence of Completion**

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

**Plan to Monitor Fidelity of Implementation of G3.B2.S5** 6

Teachers in grades K-5 will implement rigorous lesson plans as a result of participating in Transformation Zone professional development initiative throughout the school year.

**Person Responsible**

Donnika Jones

**Schedule**

Daily, from 8/13/2018 to 8/13/2018

**Evidence of Completion**

Lesson plans; walk-through data and feedback; student achievement data; behavior data, sign-in-sheets and agendas

**Plan to Monitor Effectiveness of Implementation of G3.B2.S5** 7

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

**Person Responsible**

Donnika Jones

**Schedule**

Weekly, from 8/13/2018 to 8/13/2018

**Evidence of Completion**

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

**G3.B2.S6** Academic coaches will provide support through co-teaching periodically based on the need in grades 3, 4, and 5. (Departmentalized) 4

S284981

### 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

Donnika Jones

#### Schedule

On 8/31/2018

#### 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

Donnika Jones

#### Schedule

On 7/11/2018

#### Evidence of Completion

Master Schedule



**Plan to Monitor Fidelity of Implementation of G3.B2.S6** 6

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

**Person Responsible**

Donnika Jones

**Schedule**

Weekly, from 8/13/2018 to 5/28/2019

**Evidence of Completion**

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

**Plan to Monitor Effectiveness of Implementation of G3.B2.S6** 7

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

**Person Responsible**

Donnika Jones

**Schedule**

Weekly, from 8/13/2018 to 8/13/2018

**Evidence of Completion**

Coaches logs; walk-through observation forms; lesson plans

**G3.B2.S7** Full time literacy coach, Transformation and LSI team will concentrate their support all grade levels. 4

S284982

### 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 leads based on certification and years of experience.

#### Person Responsible

Donnika Jones

#### Schedule

On 9/1/2018

#### 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

Donnika Jones

#### Schedule

On 5/26/2019

#### Evidence of Completion

coaching schedule calendar

**Action Step 3** 5

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

**Person Responsible**

Donnika Jones

**Schedule**

Weekly, from 8/13/2018 to 5/26/2019

***Evidence of Completion***

Lesson plans; walk-through data; coaches logs

**Plan to Monitor Fidelity of Implementation of G3.B2.S7** 6

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

**Person Responsible**

Donnika Jones

**Schedule**

Weekly, from 8/13/2018 to 5/26/2019

***Evidence of Completion***

Lesson Plans; Coaches Logs; Walk-through observations

**Plan to Monitor Effectiveness of Implementation of G3.B2.S7** 7

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

**Person Responsible**

Donnika Jones

**Schedule**

Weekly, from 8/13/2018 to 5/26/2019

***Evidence of Completion***

ISM and ANET insight data; walk-through data

**G4.** African American student achievement in Mathematics, Reading and Science, as measured by NWEA, FSA and State Science Assessment(SAA) will increase to a proficiency level at or above the state average. 1

G099938

**G4.B1** Not enough planning to time for teachers due to the time restraints in their Union Contract. Lack of grade level specific content knowledge, planning and delivery of curriculum 2

B269114

**G4.B1.S1** Preferential Hiring will allow us to build an instructional staff of Highly Qualified teachers. 4

S284983

### 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

The principal will collaborate with the Transformation Zone team to identify and hire highly qualified effective teachers.

#### Person Responsible

Donnika Jones

#### Schedule

Semiannually, from 1/9/2018 to 6/29/2018

#### Evidence of Completion

Data collected during the interview (Interview questions, binding form, and recommendation form)

### Action Step 2 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

Donnika Jones

#### Schedule

Weekly, from 7/27/2018 to 5/25/2019

#### Evidence of Completion

PLC Minutes, Weekly Coaches Log and weekly online Lesson Plans feedback database

### Action Step 3 5

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

#### **Person Responsible**

Donnika Jones

#### **Schedule**

Monthly, from 7/27/2018 to 5/25/2019

#### **Evidence of Completion**

LMS Transcripts, Coaching Embedded Logs

### Action Step 4 5

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

#### **Person Responsible**

Donnika Jones

#### **Schedule**

Weekly, from 7/27/2018 to 5/25/2019

#### **Evidence of Completion**

Mentor Contact Logs, Monthly Mentor Meeting Agendas and Minutes

### Action Step 5 5

Support for the delivery of instruction through coaching cycles.

#### **Person Responsible**

Donnika Jones

#### **Schedule**

Weekly, from 7/27/2018 to 5/25/2019

#### **Evidence of Completion**

Coaching Logs, Coaches Meeting Minutes (Debrief with SBLT)

**Action Step 6** 5

Teachers will implement grade level specific standards using best research 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 Responsive classroom: Academic Choice, Academic/accountable discourse, and use of sentence stems. Marzano's 12 high yield teaching strategies: Identifying similarities & differences, Summarizing and Note Taking, Reinforcing Effort and Providing Recognition, Homework and Practice, Nonlinguistic Representations, Cooperative Learning, Setting Objectives and Providing Feedback, Generating and Testing Hypotheses and Cues, Questions, and Advance Organizers. Additionally, Marzano's Taxonomy.

**Person Responsible**

Donnika Jones

**Schedule**

On 5/25/2019

**Evidence of Completion**

Walk-through data using "Quick Glance form," lesson plans, student data, student artifacts, and Responsive Classroom observation feedback form

**Plan to Monitor Fidelity of Implementation of G4.B1.S1** 6

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

**Person Responsible**

Donnika Jones

**Schedule**

Weekly, from 8/13/2018 to 5/25/2019

**Evidence of Completion**

ISM visit data, walk-through data, instructional rounds, TZ walkthrough, debrief minutes, coaching logs, lesson plans

**Plan to Monitor Effectiveness of Implementation of G4.B1.S1** 7

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

**Person Responsible**

Donnika Jones

**Schedule**

Weekly, from 8/13/2018 to 5/18/2019

***Evidence of Completion***

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



**G4.B1.S2** Participate in the collaborative Transformation Zone Team support which is a turnaround plan which in part will focus on providing additional classroom assistance and ongoing professional development for both teachers and the leadership team. [copy] 4

S284984

### **Strategy Rationale**

Participating in this turnaround 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**

Donnika Jones

#### **Schedule**

Weekly, from 6/26/2018 to 5/25/2019

#### **Evidence of Completion**

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

### **Action Step 2** 5

Teachers will administer 2 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**

Donnika Jones

#### **Schedule**

Every 3 Weeks, from 7/27/2018 to 5/25/2019

#### **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**

Donnika Jones

**Schedule**

Daily, from 8/13/2018 to 5/25/2019

**Evidence of Completion**

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

**Plan to Monitor Fidelity of Implementation of G4.B1.S2** 6

Teachers in grades K-5 will implement rigorous lesson plans as a result of participating in Transformation Zone and Achievement Network, professional development throughout the school year.

**Person Responsible**

Donnika Jones

**Schedule**

Daily, from 8/10/2018 to 5/25/2019

**Evidence of Completion**

Lesson plans; walk-through data and feedback; student achievement data; behavior data, sign in sheets and agendas.

**Plan to Monitor Effectiveness of Implementation of G4.B1.S2** 7

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

**Person Responsible**

Donnika Jones

**Schedule**

Daily, from 8/10/2018 to 5/25/2019

**Evidence of Completion**

Transformation Zone, ANET Coaching, Instructional Rounds and ISM walk-through data; Lesson Plans, Weekly Coaches Debriefs

**G4.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

S284985

### **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**

Donnika Jones

#### **Schedule**

Daily, from 8/13/2018 to 5/25/2019

#### **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**

Donnika Jones

#### **Schedule**

Monthly, from 7/27/2018 to 5/25/2019

#### **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**

Donnika Jones

#### **Schedule**

Daily, from 8/13/2018 to 5/25/2019

#### ***Evidence of Completion***

walk-through data, lesson plans, academic coaches logs

### Action Step 4 5

Frequent Transformation Zone 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. ANET ongoing support for teachers and leadership.

#### **Person Responsible**

Donnika Jones

#### **Schedule**

Every 6 Weeks, from 8/13/2018 to 5/25/2019

#### ***Evidence of Completion***

Master calendar, ANET and Transformation Zone visit feedback

**Plan to Monitor Fidelity of Implementation of G4.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**

Donnika Jones

**Schedule**

Weekly, from 8/13/2018 to 5/25/2019

**Evidence of Completion**

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

**Plan to Monitor Effectiveness of Implementation of G4.B1.S3** 7

Increase in the number of teachers that implement daily rigorous lessons

**Person Responsible**

Donnika Jones

**Schedule**

Weekly, from 8/13/2018 to 5/25/2019

**Evidence of Completion**

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

## V. Professional Development Opportunities

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

**G3.** 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 SSA in Science. An increase in percentage of all scholars in all subgroups at achievement level 3+ in English Language Arts from 27% to 50%, Math from 42% to 50% and Science from 25% to 50%.

**G3.B2** Lack of ongoing professional development as classroom teachers for paraprofessionals.

**G3.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

The assistant principal, master and lead teachers will support the Para professionals with providing aligned professional development on all school with literacy, math and science initiatives.

#### Facilitator

Administrators, Master and lead teachers

#### Participants

Para professionals, and classroom teachers

#### Schedule

Weekly, from 8/3/2018 to 5/25/2019

### 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 7/27/2018 to 5/25/2019

### 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 7/27/2018 to 5/27/2019

**G3.B2.S2** Academic coaches and interventionists (VE, and Paraprofessionals and MTSS Coach) 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 8/13/2018 to 5/27/2019

### PD Opportunity 2

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's ownership of learning.

#### Facilitator

Lead and master teachers

#### Participants

K-5 teaching partners

#### Schedule

Monthly, from 7/27/2018 to 7/27/2018



### PD Opportunity 3

Ongoing professional development will occur on a monthly basis, afterschool all K-5 teaching partners.

#### Facilitator

Lead teachers, academic coaches, assistant principal, principal, Transformation Zone, and LSI coaches

#### Participants

K-5 teaching partners

#### Schedule

On 5/26/2019

**G3.B2.S4** Develop and adhere to a Science Lab 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 5/25/2019

### 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 8/13/2018 to 5/25/2019

### 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. Discovery Education online streaming and hands on labs will be used daily.

#### Facilitator

Grade Level Science Lab Managers and Science Coach

#### Participants

Teachers in grades 3-5

#### Schedule

Weekly, from 8/13/2018 to 5/25/2019

**G3.B2.S5** Participate in the Transformation Zone which is a support team 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

Transformation Zone Team, assistant principal and principal

#### Participants

Melrose Staff

#### Schedule

Biweekly, from 7/27/2018 to 5/27/2019

**G4.** African American student achievement in Mathematics, Reading and Science, as measured by NWEA, FSA and State Science Assessment(SAA) will increase to a proficiency level at or above the state average.

**G4.B1** Not enough planning to time for teachers due to the time restraints in their Union Contract. Lack of grade level specific content knowledge, planning and delivery of curriculum

**G4.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, ANet, assistant principal and principal

#### **Participants**

Instructional Staff Members and Paraprofessional teaching partners

#### **Schedule**

Weekly, from 7/27/2018 to 5/25/2019

### **PD Opportunity 2**

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

#### **Facilitator**

Various district and state presenters, Embedded Coaches; Transformation Zone and LSI Team

#### **Participants**

Instructional Staff Members and Paraprofessional teaching partners

#### **Schedule**

Monthly, from 7/27/2018 to 5/25/2019

### PD Opportunity 3

Teachers will implement grade level specific standards using best research 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 Responsive classroom: Academic Choice, Academic/accountable discourse, and use of sentence stems. Marzano's 12 high yield teaching strategies: Identifying similarities & differences, Summarizing and Note Taking, Reinforcing Effort and Providing Recognition, Homework and Practice, Nonlinguistic Representations, Cooperative Learning, Setting Objectives and Providing Feedback, Generating and Testing Hypotheses and Cues, Questions, and Advance Organizers. Additionally, Marzano's Taxonomy.

#### Facilitator

Embedded Academic Coaches

#### Participants

Instructional Staff and Paraprofessional teaching partners

#### Schedule

On 5/25/2019

**G4.B1.S2** Participate in the collaborative Transformation Zone Team support which is a turnaround 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

Academic, Transformation, ANET coaches, assistant principal and principal

#### Participants

Melrose Staff

#### Schedule

Weekly, from 6/26/2018 to 5/25/2019

**G4.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 8/13/2018 to 5/25/2019

### **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**

Lead Teachers, Academic Coaches, assistant principal, principal, Transformation Zone and ANET coaches

#### **Participants**

K-5 teaching partners

#### **Schedule**

Monthly, from 7/27/2018 to 5/25/2019

## VI. Technical Assistance Items

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

## VII. Budget

1	G1.B1.S1.A1	The Healthy School Team will review all assessment items to determine the most feasible item(s) to improve in one module to achieve recognition level, and then develop an action plan for that item(s).				\$0.00
2	G3.B1.S1.A1					\$0.00
3	G3.B2.S1.A1	The assistant principal, master and lead teachers will support the Para professionals with providing aligned professional development on all school with literacy, math and science initiatives.				\$0.00
4	G3.B2.S1.A2	Instructional coaches will support teachers identified through data in implementation of rigorous lessons.				\$0.00
5	G3.B2.S1.A3	Teachers will plan and implement effective, rigorous lessons using differentiated instruction and scaffolding aligned to the Florida Standards and current standards				\$0.00
6	G3.B2.S2.A1	Using various data sources (formative assessments, running records, and district and state assessments) to identify struggling students and provide appropriate interventions.				\$0.00
7	G3.B2.S2.A2	Analyze the results from various data sources to form student groupings and plan for small group instruction with an intervention schedule				\$0.00
8	G3.B2.S2.A3	Utilize academic coaches to plan and implement Differentiate instruction using the coaching cycle				\$40,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2018-19
	3336	500-Materials and Supplies	2371 - Melrose Elementary School	Title I, Part A		\$40,000.00
			<i>Notes: IRLA/American Reading Company Resources</i>			
9	G3.B2.S2.A4	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's ownership of learning.				\$0.00
10	G3.B2.S2.A5	Ongoing professional development will occur on a monthly basis, afterschool all K-5 teaching partners.				\$0.00
11	G3.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.				\$0.00
12	G3.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.				\$0.00
13	G3.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.				\$0.00

14	G3.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. Discovery Education online streaming and hands on labs will be used daily.				\$0.00
15	G3.B2.S5.A1	Teachers and Leadership Team will participate in year long Professional Development designed to increase student engagement and close the achievement gap.				\$11,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2018-19
	6300	310-Professional and Technical Services	2371 - Melrose Elementary School			\$11,000.00
			<i>Notes: Professional Development internal and external implementation of new Reading and Math initiatives. As well professional development received from consultants that are aligned with teacher growth and development in working with African American students.</i>			
16	G3.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).				\$0.00
17	G3.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.				\$0.00
18	G3.B2.S6.A1	Identify teachers who will specialize in each subject area.				\$0.00
19	G3.B2.S6.A2	Create a master schedule with team teaching which reflects the team teaching model for grades 3-5.				\$0.00
20	G3.B2.S7.A1	Assign grade levels to the leads based on certification and years of experience.				\$0.00
21	G3.B2.S7.A2	A coaching schedule will be created to support the needs of the assigned grade levels and teachers within that grade level.				\$0.00
22	G3.B2.S7.A3	Facilitated Guided Planning will support lesson development, dissemination and implementation.				\$0.00
23	G4.B1.S1.A1	The principal will collaborate with the Transformation Zone team to identify and hire highly qualified effective teachers.				\$0.00
24	G4.B1.S1.A2	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				\$0.00
25	G4.B1.S1.A3	Teachers will attend trainings identified through Deliberate Practice Plan, as well as optional professional development opportunities delivered through internal-district/external-of-district and school level trainings.				\$0.00
26	G4.B1.S1.A4	Mentors are supporting new/new-to-the-school teachers.				\$0.00
27	G4.B1.S1.A5	Support for the delivery of instruction through coaching cycles.				\$0.00
28	G4.B1.S1.A6	Teachers will implement grade level specific standards using best research 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 Responsive classroom: Academic Choice, Academic/accountable discourse, and use of sentence stems. Marzano's 12 high yield teaching strategies: Identifying similarities &				\$0.00

		differences, Summarizing and Note Taking, Reinforcing Effort and Providing Recognition, Homework and Practice, Nonlinguistic Representations, Cooperative Learning, Setting Objectives and Providing Feedback, Generating and Testing Hypotheses and Cues, Questions, and Advance Organizers. Additionally, Marzano's Taxonomy.	
29	G4.B1.S2.A1	Teachers and Leadership Team will participate in year long Professional Development designed to increase student engagement and close the achievement gap.	\$0.00
30	G4.B1.S2.A2	Teachers will administer 2 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).	\$0.00
31	G4.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.	\$0.00
32	G4.B1.S3.A1	Each classroom teacher, K-5, will have a full time paraprofessional as a teaching partner.	\$0.00
33	G4.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.	\$0.00
34	G4.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.	\$0.00
35	G4.B1.S3.A4	Frequent Transformation Zone 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. ANET ongoing support for teachers and leadership.	\$0.00
<b>Total:</b>			<b>\$51,000.00</b>



## IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
<b>2019</b>					
G3.B1.S1.A1 A384802	[no content entered]		No Start Date		No End Date one-time
G4.B1.S1.A1 A384824	The principal will collaborate with the Transformation Zone team to identify and hire highly...	Jones, Donnika	1/9/2018	Data collected during the interview (Interview questions, binding form, and recommendation form)	6/29/2018 semiannually
G3.B2.S6.A2 A384820	Create a master schedule with team teaching which reflects the team teaching model for grades 3-5.	Jones, Donnika	7/3/2018	Master Schedule	7/11/2018 one-time
G3.MA1 M419758	Increase in student achievement.	Jones, Donnika	7/27/2018	Common Assessment Data (Reading, Math, Science, Modules), weekly quizzes, Running Record and Progress Monitoring Data, Florida Standards Assessment, Science SSA and FSA.	7/27/2018 weekly
G3.B2.S2.A4 A384809	Based on the monthly professional development, teaching partners will provide daily rigorous grade...	Jones, Donnika	7/27/2018	lesson plans, students' work, walkthrough data and PLC minutes	7/27/2018 monthly
G3.B2.S4.A1 A384812	A master schedule will built to reflect grade level science blocks for classes in grades 3-5 rotate...	Jones, Donnika	6/30/2018	Master Schedule	8/2/2018 one-time
G3.B2.S2.MA1 M419747	Tiered instruction aligned to student needs and implemented daily	Jones, Donnika	8/13/2018	Fidelity Checks	8/13/2018 biweekly
G3.B2.S2.A2 A384807	Analyze the results from various data sources to form student groupings and plan for small group...	Jones, Donnika	8/13/2018	Tier 2 Intervention Groups, data logs	8/13/2018 biweekly
G3.B2.S2.A3 A384808	Utilize academic coaches to plan and implement Differentiate instruction using the coaching cycle	Jones, Donnika	8/13/2018	Intervention Attendance Data	8/13/2018 every-6-weeks
G3.B2.S5.MA1 M419752	Increase in the number of teachers that implement daily rigorous lessons.	Jones, Donnika	8/13/2018	Transformation Zone Coaches, and ISM walk-through data; Lesson Plans, Weekly Coaches Debriefs	8/13/2018 weekly
G3.B2.S5.MA1 M419753	Teachers in grades K-5 will implement rigorous lesson plans as a result of participating in...	Jones, Donnika	8/13/2018	Lesson plans; walk-through data and feedback; student achievement data; behavior data, sign-in-sheets and agendas	8/13/2018 daily
G3.B2.S6.MA1 M419754	Weekly Coaching Debriefs of lesson plans and walk-through data will guide coaching support	Jones, Donnika	8/13/2018	Coaches logs; walk-through observation forms; lesson plans	8/13/2018 weekly
G3.B2.S6.A1 A384819	Identify teachers who will specialize in each subject area.	Jones, Donnika	7/26/2018	Master Schedule identifying specialized team teachers.	8/31/2018 one-time
G3.B2.S7.A1 A384821	Assign grade levels to the leads based on certification and years of experience.	Jones, Donnika	8/10/2018	Interview input; certification	9/1/2018 one-time
G4.B1.S1.MA1 M419759	Lesson plans will be reviewed and feedback provided on a weekly basis to monitor for alignment to...	Jones, Donnika	8/13/2018	Lesson plans with feedback; walk-through data; coaches logs	5/18/2019 weekly
G1.MA1 M419734	Data will be viewed monthly by the Healthy School Team. Our target eligible in 4 out of 6 modules.	Jones, Donnika	8/10/2018	Increased number of eligible assessment modules and completion action plans for the Alliance for a Healthier Generation, Healthy School Program.	5/25/2019 monthly
G4.MA1 M419765	Multiple data points i.e.: Formative Assessments, running records, district and state assessments...	Jones, Donnika	7/27/2018	MTSS Minutes, running records, IRLA, district and state assessments, tiered progress monitoring data	5/25/2019 every-3-weeks

**Pinellas - 2371 - Melrose Elementary School - 2018-19 SIP**  
*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.S1.MA1 M419733	Monitor implementation of healthy schools program.	Jones, Donnika	8/13/2018	Increased number of eligible assessment modules and completion action plans for the Alliance for a Healthier Generation, Healthy School Program.	5/25/2019 one-time
G1.B1.S1.A1 A384791	The Healthy School Team will review all assessment items to determine the most feasible item(s) to...	Jones, Donnika	8/13/2018	Increased number of eligible assessment modules and completion action plans for the Alliance for a Healthier Generation, Healthy School Program.	5/25/2019 monthly
G3.B2.S1.MA1 M419744	Increase in the number of teachers that implement daily rigorous lessons.	Jones, Donnika	8/13/2018	ISM Data, walk-through and observation feedback, lesson debrief with academic coaches, TZ team implementation fidelity checks	5/25/2019 weekly
G3.B2.S1.MA1 M419745	Teachers will implement rigorous lessons as a result of Facilitated Guided Planning.	Jones, Donnika	8/13/2018	Classroom observations, lesson plans, walk-through logs, Pinellas Instructional Support Model (ISM) tool, IRLA implementation check, TZ Team fidelity checks, academic coaches' log	5/25/2019 weekly
G3.B2.S1.A1 A384803	The assistant principal, master and lead teachers will support the Para professionals with...	Jones, Donnika	8/3/2018	Para professionals reflection logs, walkthrough data form, classroom teacher evaluation on the Para professional	5/25/2019 weekly
G3.B2.S1.A2 A384804	Instructional coaches will support teachers identified through data in implementation of rigorous...	Jones, Donnika	7/27/2018	Coaches logs	5/25/2019 weekly
G4.B1.S1.MA1 M419760	Daily walkthroughs and instructional rounds will be conducted by leadership team with constructive...	Jones, Donnika	8/13/2018	ISM visit data, walk-through data, instructional rounds, TZ walkthrough, debrief minutes, coaching logs, lesson plans	5/25/2019 weekly
G4.B1.S1.A2 A384825	During weekly PLCs, teachers will meet with content coaches to unpack standards, develop lesson...	Jones, Donnika	7/27/2018	PLC Minutes, Weekly Coaches Log and weekly online Lesson Plans feedback database	5/25/2019 weekly
G4.B1.S1.A3 A384826	Teachers will attend trainings identified through Deliberate Practice Plan, as well as optional...	Jones, Donnika	7/27/2018	LMS Transcripts, Coaching Embedded Logs	5/25/2019 monthly
G4.B1.S1.A4 A384827	Mentors are supporting new/new-to-the-school teachers.	Jones, Donnika	7/27/2018	Mentor Contact Logs, Monthly Mentor Meeting Agendas and Minutes	5/25/2019 weekly
G4.B1.S1.A5 A384828	Support for the delivery of instruction through coaching cycles.	Jones, Donnika	7/27/2018	Coaching Logs, Coaches Meeting Minutes (Debrief with SBLT)	5/25/2019 weekly
G4.B1.S1.A6 A384829	Teachers will implement grade level specific standards using best research instructional practices...	Jones, Donnika	7/27/2018	Walk-through data using "Quick Glance form," lesson plans, student data, student artifacts, and Responsive Classroom observation feedback form	5/25/2019 one-time
G4.B1.S2.MA1 M419761	Increase in the number of teachers that implement daily rigorous lessons.	Jones, Donnika	8/10/2018	Transformation Zone, ANET Coaching, Instructional Rounds and ISM walk-through data; Lesson Plans, Weekly Coaches Debriefs	5/25/2019 daily
G4.B1.S2.MA1 M419762	Teachers in grades K-5 will implement rigorous lesson plans as a result of participating in...	Jones, Donnika	8/10/2018	Lesson plans; walk-through data and feedback; student achievement data; behavior data, sign in sheets and agendas.	5/25/2019 daily
G4.B1.S2.A1 A384830	Teachers and Leadership Team will participate in year long Professional Development designed to...	Jones, Donnika	6/26/2018	Professional Development sign-in sheets; walk-through data; behavior data; student achievement data	5/25/2019 weekly
G4.B1.S2.A2 A384831	Teachers will administer 2 week progress check points for reading (Module Formative Assessments and...	Jones, Donnika	7/27/2018	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).	5/25/2019 every-3-weeks

**Pinellas - 2371 - Melrose Elementary School - 2018-19 SIP**  
*Melrose Elementary School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G4.B1.S2.A3 A384832	Weekly walk-throughs for all instructional staff will be completed by the leadership team with a...	Jones, Donnika	8/13/2018	Weekly Walk-through schedule; Walk-through observation feedback form	5/25/2019 daily
G4.B1.S3.MA1 M419763	Increase in the number of teachers that implement daily rigorous lessons	Jones, Donnika	8/13/2018	ISM data, walk-through and observation feedback, lesson debrief with academic coaches and formative assessment results.	5/25/2019 weekly
G4.B1.S3.MA1 M419764	Teaching partners will implement rigorous lessons as a result of participation in the monthly...	Jones, Donnika	8/13/2018	classroom observations, lesson plans, walk-through logs, Pinellas Instructional Support Model (ISM) data	5/25/2019 weekly
G4.B1.S3.A1 A384833	Each classroom teacher, K-5, will have a full time paraprofessional as a teaching partner.	Jones, Donnika	8/13/2018	Complete staff roster showing established teaching partnerships.	5/25/2019 daily
G4.B1.S3.A2 A384834	Ongoing professional development will occur on a monthly basis after school for content along with...	Jones, Donnika	7/27/2018	Master Calendar, Training agendas, sign in sheets	5/25/2019 monthly
G4.B1.S3.A3 A384835	Based on the monthly professional development, teaching partners will provide daily rigorous grade...	Jones, Donnika	8/13/2018	walk-through data, lesson plans, academic coaches logs	5/25/2019 daily
G4.B1.S3.A4 A384836	Frequent Transformation Zone monitoring - Instructional Support Model (ISM) visits every 4-6 weeks...	Jones, Donnika	8/13/2018	Master calendar, ANET and Transformation Zone visit feedback	5/25/2019 every-6-weeks
G3.B2.S4.MA1 M419750	Increase in the number of teachers that implement weekly rigorous science lab lessons.	Jones, Donnika	8/13/2018	ISM data, walk-through and observation feedback, lesson debrief with science coach	5/25/2019 weekly
G3.B2.S4.MA1 M419751	Teachers in grades 3-5 will implement rigorous lessons as a result of participating in the...	Jones, Donnika	8/13/2018	Classroom observations, lesson plans, walk-throughs, Pinellas Instructional Support Model (ISM), data from the ISM	5/25/2019 weekly
G3.B2.S4.A2 A384813	Science Lab managers will be selected to be the point person for each grade level in regards to...	Jones, Donnika	8/13/2018	Science Lab manager names submitted to the Elementary Science Department.	5/25/2019 one-time
G3.B2.S4.A3 A384814	Science Lab Managers and the site-based Science Coach will attend "Just in Time" science training...	Jones, Donnika	8/13/2018	Lab manager component points, labs being properly set up, and grade level investigations	5/25/2019 monthly
G3.B2.S4.A4 A384815	Teachers in grades 3-5 will participate in site-based "Just in Time" training provided by Lab...	Jones, Donnika	8/13/2018	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.	5/25/2019 weekly
G3.B2.S2.MA1 M419746	Interventionists and Teachers plan and implement differentiated lessons for tiered instruction.	Jones, Donnika	8/13/2018	Progress Monitoring Data and Running Record Data	5/26/2019 weekly
G3.B2.S2.A5 A384810	Ongoing professional development will occur on a monthly basis, afterschool all K-5 teaching...	Jones, Donnika	7/27/2018	master calendar, PD agendas, sign in sheets, and collaborative planning minutes	5/26/2019 one-time
G3.B2.S7.MA1 M419756	Increase in the number of teachers that implement daily rigorous lessons.	Jones, Donnika	8/13/2018	ISM and ANET insight data; walk-through data	5/26/2019 weekly
G3.B2.S7.MA1 M419757	Teachers will implement rigorous lessons as a result of Facilitated Guided Planning by specialized...	Jones, Donnika	8/13/2018	Lesson Plans; Coaches Logs; Walk-through observations	5/26/2019 weekly
G3.B2.S7.A2 A384822	A coaching schedule will be created to support the needs of the assigned grade levels and teachers...	Jones, Donnika	8/10/2018	coaching schedule calendar	5/26/2019 one-time
G3.B2.S7.A3 A384823	Facilitated Guided Planning will support lesson development, dissemination and implementation.	Jones, Donnika	8/13/2018	Lesson plans; walk-through data; coaches logs	5/26/2019 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.B2.S1.A3 A384805	Teachers will plan and implement effective, rigorous lessons using differentiated instruction and...	Jones, Donnika	7/27/2018	Walk-through Data, Lesson Plans and Student Artifacts	5/27/2019 weekly
G3.B2.S2.A1 A384806	Using various data sources (formative assessments, running records, and district and state...	Jones, Donnika	8/13/2018	Data from formative assessments, running records and district/state assessments and List of Tier II students	5/27/2019 every-6-weeks
G3.B2.S5.A1 A384816	Teachers and Leadership Team will participate in year long Professional Development designed to...	Jones, Donnika	7/27/2018	Professional Development sign-in sheets; walk-through data; behavior data; student achievement data	5/27/2019 biweekly
G3.B2.S5.A2 A384817	Teachers will administer 3 week progress check points for reading (Module Formative Assessments and...	Jones, Donnika	8/13/2018	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).	5/27/2019 monthly
G3.B2.S5.A3 A384818	Weekly walk-throughs for all instructional staff will be completed by the leadership team with a...	Jones, Donnika	8/13/2018	Weekly Walk-through schedule; Walk-through observation feedback form	5/27/2019 daily
G3.B2.S6.MA1 M419755	Weekly Review of Lesson Plans and Student Schedules reflecting the team teaching model.	Jones, Donnika	8/13/2018	Student Schedules; uploaded Lesson Plans; weekly walk-throughs; student data	5/28/2019 weekly
G1.B1.S1.MA1 M419732	Increase in participation to complete assessment modules.	Jones, Donnika	8/13/2018	Increased number of eligible assessment modules and completion action plans for the Alliance for a Healthier Generation, Healthy School Program.	5/31/2019 monthly