

Mellon Elementary School



2014-15 School Improvement Plan

Mellon Elementary School

301 MELLON RD, Palatka, FL 32177

mellon.putnamschools.org

School Demographics

School Type
Elementary

Title I
Yes

Free/Reduced Price Lunch
91%

Alternative/ESE Center
No

Charter School
No

Minority
63%

School Grades History

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

School Board Approval

This plan was approved by the Putnam County School Board on 2/17/2015.

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2014-15 DA Category and Statuses

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

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Mellon Elementary School's mission statement is the following:
Positive Focus leads to Positive Growth!

Provide the school's vision statement

Mellon is a habitat for learning where every child can succeed.

School Environment

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

Teachers utilize the Getting Along Curriculum throughout the school year to build relationships between students and to establish routines and procedures to ensure we show respect towards one another.

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

The faculty and staff supervise students before and after school to ensure a safe environment for students. Faculty and staff work to establish relationships in which students feel safe to discuss any safety issues with any faculty and staff member. Routines and procedures for critical incidents are established and practiced routinely.

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

Mellon has established a PBS system in which student behavior is clearly identified and expectations are set to help students achieve our goal of providing a learning environment that maximizes instructional time for all students. This system is a two way system that allows students to recover from errors in judgement regarding their behavior. Students have an opportunity to earn "Panther Cub Paws" when they are spotted following the school rules. When a class accumulates 30 paws they receive a class reward.

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

Mellon has a full time guidance counselor who works with teachers and students to ensure the social emotional needs of all students are met. When applicable, the counselor forms individual or small groups for sessions addressing specific areas. For students requiring more intensive intervention, administration has provided all teachers with a list of resources available through the community.

Early Warning Systems

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

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

Mellon is a PreK to 5th grade elementary school. For early warning systems, we monitor students' attendance that is below 90%, suspensions, students failing in ELA and math, and students scoring level 1 on standardized assessments.

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

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	8	12	3	4	8	7	42
One or more suspensions	1	10	4	1	1	4	21
Course failure in ELA or Math	0	0	0	0	1	0	1
Level 1 on statewide assessment	0	0	0	0	56	27	83

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Students exhibiting two or more indicators	1	3	3	4	4	3	18

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

For academics in reading and math, small group instruction has been added into the instruction block. Teachers put students into small groups based on the level in which students are working. Then the students move to other centers to work on additional skills; including the current standard being taught and the most recent standard taught. One of these centers is technology in which students are using iReady for reading and math. Also, there is an additional 80 minutes of reading intervention in which students walk to success and go to reading intervention groups based on their performance in the classroom and iReady data. These intervention groups are working on SRA, Comprehension Tool Kit, iReady Reading, Fast Track Phonic, Journeys, etc. For Behavior, Coach Surrency does a check and check out with some of the students who are struggling with behavior that are currently in Tier 3 for Behavior Rtl. He monitors their behavior and conferences with students in order to help students with behavior issues and social skills. Our school also uses the Rtl process for behavior and academics. Rtl helps progress monitor students and moves students into different tiers depending on their specific needs. By meeting with the Rtl groups, teachers, guidance counselor, behavior specialist, and Rtl coordinator are able to develop a plan of action to help students in need. In October of 2014, we instituted a "walk to success" reading intervention block which is 80 minutes in length. Students are grouped and regrouped every nine weeks based on their iReady reading scores by skill areas. Specific remediation materials have been purchased to help close the students' skill gaps.

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/61528>.

Description

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

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

Mellon has a website that is update regularly to provide information on upcoming events and student achievement. The district routinely showcases schools to help in this endeavor. Mellon sends home a quarterly newsletter with articles contributed by all grade levels. Mellon has assigned an individual to update the site. Mellon has a staff member that works with the local paper to make sure events at Mellon are published in the newspaper.

Effective Leadership

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

School Leadership Team

Membership

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

Name	Title
Driggers, Tammie	Principal
Taylor, Tracy	Assistant Principal
Dunham, Barbara	Instructional Coach
Scranton, Tiffany	Instructional Coach

Duties

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

The Leadership Team will focus meetings around implementation of MTSS/RTI, identifying students in need of Tier II or Tier III intervention services. At least one lead team member participate in the weekly RTI and ESE meetings held at the school. The entire team will meet approximately every 30 days to review the following:

- * review of universal screening data and link it to instructional decisions
- * review progress monitoring data at the grade level and classroom level
- *identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks.

Based on the above information, the team will:

- *identify professional development and resources
- *collaborate regularly to problem solve and share effective practices
- *evaluate implementation
- *review individual student's intervention data.

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

Our school uses the 8 Step Problem Solving Process Model for district's MTSS Plan for a multi-tiered system of support for all students. The lead team will maintain daily observations on the core instruction in all rooms. Classroom walkthroughs, will be conducted daily, teachers will receive formal and informal observations to assist in this endeavor of monitoring the core. Teachers will receive feedback and coaching based on these observations. If the percentage of referred students ever approaches the suggested percentages for Tier II and III, the core will be revamped with plans of improvement in regards to instruction.

Following the core instruction, when individual students struggle, the following steps will be taken by the School-Based Team (SBT) for MTSS:

1. Teacher must have a PMP (progress monitoring plan already in place for the student, prior to submitting a SBT referral.)
2. Teachers must then complete/submit an SBT referral, the proper checklist, and the completed student data form.
3. Once the referral is completed by the teacher, the teacher will submit it to the SBT contact. The referrals are brought to the SBT in the order they are received.
4. An SBT agenda is sent out via email every week so teachers know when/where the SBT meeting will take place on all students.
5. SBT meeting takes place where students are determined eligible or not eligible for Tier II and what actions need to be taken from that point.
6. If Tier II begins, the following must take place:
 - a. Teacher completes Tier II form and takes appropriate measures for the intervention to meet the designated goal.
 - b. The team picks a date for the next progress monitoring meeting where the teacher will bring data from the progress monitoring log recording the outcome of the interventions.
7. SBT team reviews Tier II data to determine eligibility for Tier III or lack thereof. (If students are making adequate progress, he/she may remain in Tier II with continued support as directed by the SBT.)
8. If eligible for Tier III, the same process is taken as Tier II except the following steps are added:
 - a. 2 observations must be completed, an updated vision and hearing screening needs to be completed, and a School Psychologist will be invited to Tier III meeting.
- 9) If the student is in Tier III and is still not making progress or meeting their goal(s), then the student is referred to ESE for further testing.

Title I Part A programs are coordinated through the District Instructional Team (IT) and includes the Directors of Elementary, Secondary, Exceptional Student Education and Federal Programs. This team meets monthly and establishes and monitors program evaluation for all schools to insure the entitlement programs' resources are available and fully implemented at each school site and that all funds are used as effectively and efficiently as possible. Communication throughout the year is ongoing with the building level administrators regarding progress toward these goals and objectives as stated in the grants. Coordination of these services is done in the following ways: (1) Principal meetings are scheduled monthly; (2) Periodic and scheduled validity assessments are completed during the year by the IT; (3) Email dissemination regarding technical assistance papers and guidance are made available to the school sites; (4) Training meetings are held targeting goals and objectives set by each participating school; (5) Quarterly review of periodic assessment data will be completed with the results reported to each participating school for review and needed revisions in objectives or instructional strategies are addressed. In addition to the services provided by Title I, part A, the district uses Part C funds to Improve Academic Achievement of the schools' migratory children. Title I Part C initiative are coordinated by the district IT. Title II funds are used to prepare, train and

recruit high quality teachers and principals. Part A includes principal training and recruiting fund and Part D includes enhancing education through technology. Initiatives to improve the quality of instruction are directed by Local Educational Agencies. These programs are directed through the district IT. Title III coordinates language instruction for LEP and immigrant education initiatives. The IT team monthly and establishes and monitors program evaluation for all schools to ensure that services are aligned to specific school needs and efficiently funded without duplication. The McKinney-Vento Homeless Education Assistance Improvement Act provides additional services to our students classified as homeless. Title VI Flexibility and Accountability includes Part B, Rural Education Initiative. These Title Programs are administered by the Assistant Superintendent of Curriculum and Instruction.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Leah Hines	Teacher
Marty McCullough	Business/Community
Robin Tripp	Business/Community
Ha'shunda McClendon	Parent
Kamry Kelly	Parent
Lacheryl Davis	Parent
Michelle Hendrith	Parent
Christine Evans	Parent
Kimberly Rosemond	Parent
Carolyn Gore	Parent
Jeni Guidi	Parent
Tammie Driggers	Principal
Roegina Simmons	Teacher

Duties

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

Evaluation of last year's school improvement plan

Last year, Mellon maintained an updated website that provided parents and community members with information regarding upcoming events and highlighted student activities. The school used the automated phone system to call student homes alerting them to important information and events. The SAC Committee worked throughout the year to help grade levels get grade specific information out to parents. This resulted in increased parent involvement in these activities. Also, they continually communicated with local businesses and community members to assist our students with specific needs and helped ensure that those needs were continually met.

Development of this school improvement plan

Various SAC members have helped in creating the plan for SIP. The SAC Committee will review the plan and offer suggestions for revisions.

Preparation of the school's annual budget and plan

N/A

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

SAC funds will be used for student incentives for academics, behavior, and attendance. Teacher proposals for monetary funds for specific class or grade level needs are presented to SAC, these requests will have to be goal-aligned with the SIP.

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

Yes

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

N/A

Literacy Leadership Team (LLT)

Membership

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

Name	Title
Driggers, Tammie	Principal
Taylor, Tracy	Assistant Principal
Dunham, Barbara	Instructional Coach
Scranton, Tiffany	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

For reading:

The major initiative will be to monitor the implementation of the Florida Common Core Standards. In grades K-2, this will specifically include text-based writing and daily encouragement and practice for our students to respond to reading questions using evidence from the text. We will also incorporate literacy centers into the reading block that are aligned with student needs while the teacher pulls small groups of students to the teacher table for differentiated instruction.

In grades 3-5 we will focus on text complexity, think a-louds, text talks, writing with evidence, and incorporating literacy centers into the reading block. Likewise and during centers, teachers will pull small groups of students to them at the teacher table to differentiate instruction through the use of leveled readers from Journeys, iReady, and other rigorous resources.

We will use Mellon iReady student data to group students for a "walk to success" reading intervention time targeted at remediating skill gaps of our students.

***A final initiative of the LLT is to create a system of having non-negotiable purposeful PLCs that are data driven for all grade levels on a weekly basis where both administrators, the Reading and Math Coaches are present and available for support and guidance as needed. Teachers also have a grade level ELA and Math Cadre Lead Teacher on their teams for support and assistance. (The purpose is to analyze data, find trends or individual class areas of concern relative to what was recently taught, and plan for intervention/enrichment or a "do-over" as necessary.

Public and Collaborative Teaching

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

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

Mellon faculty and staff worked together at the beginning of this school year to learn more about each other's strengths and interests by participating in team building activities. Mellon's Hospitality Committee designs and implements multiple team building activities throughout the school year to help teachers and staff members to develop positive relationships. These activities include socials, hands-on games, and monthly celebrations of success. Teachers at Mellon have a common schedule, which includes a common planning time for all team members to come together and collaborate based on the needs of their students. Using this planning time, teachers have an opportunity to build on each team members' individual strengths to help fill any gaps that may exist. Grade levels have two PLC times each week to meet and work collaboratively with coaches and/or administration. Reading and Math alternate PLC's on Wednesday and Friday PLC time of thirty minutes is devoted to needs identified by the grade levels.

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

- 1) The Principal and Assistant Principal accept interns from local colleges.
- 2). Plans have been made to attend college career fairs in the spring to help recruit new teachers to Mellon.
- 3) The district and school provides and supports a mentor teacher program for beginning teachers.
- 4) The Administration and Instructional Coaches will provide Professional Learning Communities for literacy, math, and science that focus on planned instruction based on student data and needs.
- 5) The District Instructional Curriculum Coaches led trainings focusing on common core standards and best practices in which lead teachers in reading and math attend. Following these trainings, the lead teachers share information and resources with grade level colleagues.
- 6) At the school level, lead reading and math teachers will conduct trainings that focus on common core standards and best practices, as well as data analysis.
- 7) The Administration and Instructional Coaches will provide individual professional development to strengthen teachers' knowledge of the curriculum.

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

We have four new teachers this year. The rationale for pairing the mentors/mentees is to ensure that mentors are certified Clinical Education teachers. Our mentors/mentees will follow the district Beginning Mentoring Program.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

The Reading curriculum that Mellon is using has been analyzed and selected by a District curriculum-experts to ensure that the current curriculum meets the Florida standards. Likewise, the Math resources being used, have also be analyzed and selected as a District-wide curriculum/resource.

Instructional Strategies

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

Through the Journeys curriculum as well as the Engage NY Math resource, teachers are provided with resources to assist in differentiating instruction within their classrooms. Teachers differentiate their students based on the most recently collected data, which also includes tasks given through MFAS. Teachers also have differentiated resources available for iReady. I Ready data will be used to groups students for our "walk to intervention", this will allow us to fine tune remediation to help remediate key skills needed by our students in reading.

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: 35

Teachers are given the opportunity to meet and analyze their data so that the bottom quartile or struggling students can be targeted and instruction and intervention can be adjusted according to the needs of their students. Interventions are developed in core academic areas as needed based on individual student needs, and enrichment activities are specifically designed to enhance their educational experiences. All students participate in 80 minutes of focused reading intervention strategies based on their IReady reading data.

Strategy Rationale

By giving teachers an opportunity to plan collaboratively and analyze their data together as a team, teachers are able to target those students in need of direct interventions and enrichments.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Driggers, Tammie, tdriggers@my.putnamschools.org

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

Updated Data walls, classroom walk-thrus, PLCs, and data collected in the classroom (exit tickets, iReady, MFAS tasks, etc.). All of these pieces are continually used to monitor progress, as well as discussed during Quarterly Review Meetings.

Student Transition and Readiness

PreK-12 Transition

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

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

District wide, all elementary schools invite Pre-K students to a Kindergarten Round-Up in the Spring. This event is well advertised and well attended. Additional information is sent through Child Find, so that parents of non-school age children can better prepare students, and any special needs can be identified and addressed prior to starting school. We also have Pre-K and Pre K ESE classes at our school. There is also outreach to the community to VPK providers via invitation to trainings and informational meetings at the district level. These initiatives are overseen by a District Pre-K Coordinator. The Pre-K Coordinator will ensure close articulation between Pre-K and Kindergarten. In the spring of each year, 5th. grade students take a trip to the 6th. grade center with the guidance

counselor and 5th. grade teachers to see what the transitions will be like for the students going to the 6th. grade center. After the visit, counselors from the center meet with the students and teachers to help them plan their schedules.

College and Career Readiness

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

NA

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

NA

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

NA

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

NA

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.** In 2014-2015 school year, Mellon will maintain or increase their proficiency in math from the 2013-1-2014 school year.
- G2.** The number of fifth grade students who score proficiency or higher on the FCAT Science Assessment will increase from 2013-2014 scores.
- G3.** We would like to have 95% of all parents to be involved in some capacity in their child's education at Mellon. This involvement will contain 2-way communication as well as other participation by parents/guardians in events at school.
- G4.** In 2014-2015 school year, Mellon will maintain or increase their proficiency in reading from the 2013-1-2014 school year

Strategic Goals Detail

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

G1. In 2014-2015 school year, Mellon will maintain or increase their proficiency in math from the 2013-1-2014 school year. 1a

G056655

Targets Supported 1b

Indicator	Annual Target
FSA - Mathematics - Proficiency Rate	23.0

Resources Available to Support the Goal 2

- *Math Coach & Math Cadre at school level (one teacher per grade) *ICC Team at district level (to deliver PD and support to the math cadre at each school) *Engage NY online resources
- *MFAS Tasks *Manipulative kits from previous math series

Targeted Barriers to Achieving the Goal 3

1. Teacher lack of knowledge regarding manipulative use
2. Teacher inexperience with Florida Standards (how to unpack them, how to teach them, and how to assess them)
3. Lack of parent involvement and understanding of how to assist with math

Plan to Monitor Progress Toward G1. 8

Quarterly Review Meetings will take place where we will meet as a lead team with individual teachers to determine if we are progressing adequately toward our goal in math.

Person Responsible

Tammie Driggers

Schedule

Quarterly, from 8/19/2014 to 6/5/2015

Evidence of Completion

Quarterly review data

G2. The number of fifth grade students who score proficiency or higher on the FCAT Science Assessment will increase from 2013-2014 scores. 1a

G056656

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	32.0

Resources Available to Support the Goal 2

- Discovery Education, Time For Kids in grade 3-5, 5th grade departmentalization for Reading, Math and Science (Science teacher reinforces reading strategies during science lesson and conducts hands on experiments). It was decided to purchase to "Picture Perfect Science" for teachers to use to help science become alive for students and to help close skill gaps. The district also purchased Gizmos for all 4th. and 5th. grade teachers to use with their students.

Targeted Barriers to Achieving the Goal 3

- Lack of Science equipment and lab materials
- Lack of background knowledge for students in science

Plan to Monitor Progress Toward G2. 8

Data scores from benchmark assessments and exit tickets used in the classroom.

Person Responsible

Tiffany Scranton

Schedule

Biweekly, from 8/19/2014 to 6/5/2015

Evidence of Completion

The evidence that we will look at includes the data from their benchmark assessments and exit tickets.

G3. We would like to have 95% of all parents to be involved in some capacity in their child's education at Mellon. This involvement will contain 2-way communication as well as other participation by parents/guardians in events at school. **1a**

G056657

Targets Supported **1b**

Indicator	Annual Target
	0.0

Resources Available to Support the Goal **2**

- 1. Read and Respond/Read and Write logs at every grade level (2 way) 2. Parent Portal (2 way) 3. Connect 5 for call-outs (1 way) 4. Planners for students (2 way) 5. Email (teacher to parent and vice versa) 6. Student/Parent/Teacher Compacts 7. Positive Phone Logs 8. Parent Nights which include resources, incentives, etc.: Open House/Book Fair, Annual Title I Meeting, SAC/PTO Meetings, "Falling into Math" Carnival, 3rd Grade Science Night, 4th Grade Writing Workshop, "Spring Fling Math Thing", and maybe others 9. Parent Involvement Monthly Newsletters with tips and helpful information

Targeted Barriers to Achieving the Goal **3**

- 1. Parent lack of understanding of homework assignments
- 2. Non-working/disconnected phone lines and parent contact information
- 3. Lack of transportation to and from school

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

Teachers will provide explicate lesson plans and homework examples for parents. Also, teachers will include homework assignments in their lesson plans. Each quarter new pupil information sheets will go home for parents to fill out. Parent Nights will be provided each semester on a needs as basis.

Person Responsible

Tammie Driggers

Schedule

Monthly, from 8/19/2014 to 6/5/2015

Evidence of Completion

Lesson plans, directions and homework examples, pupil information sheets, parent invitations, and Parent Night sign in sheets

G4. In 2014-2015 school year, Mellon will maintain or increase their proficiency in reading from the 2013-1-2014 school year **1a**

G056658

Targets Supported **1b**

Indicator	Annual Target
FSA - English Language Arts - Proficiency Rate	15.0

Resources Available to Support the Goal **2**

-

Targeted Barriers to Achieving the Goal **3**

- Little teacher professional development in grades K-5 for truly teaching with Florida State Standards
- Lack of teacher professional development over the past 4-5 years and high teacher turnover
- Teachers are insecure and unsure in the implementation of a new reading series.
- Lack of integration of reading and writing

Plan to Monitor Progress Toward G4. **8**

Teachers will collect exit tickets and assessments from class to monitor the whether or not students are showing grow. Also, iReady diagnostic tests will be used three times a year to monitor students.

Person Responsible

Tracy Taylor

Schedule

Every 6 Weeks, from 8/19/2014 to 6/5/2015

Evidence of Completion

Exit ticket, assessments, and iReady

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. In 2014-2015 school year, Mellon will maintain or increase their proficiency in math from the 2013-1-2014 school year. **1**

 G056655

G1.B1 1. Teacher lack of knowledge regarding manipulative use **2**

 B143251

G1.B1.S1 Math Coach will conduct professional development with teachers on how to intergrate math manipulatives within his/her math lesson to increase students' understanding of math standards (Lessons should move from concrete, pictoral, abstract.) **4**

 S155334

Strategy Rationale

To give teachers a better understanding of how to integrate math manipulatives into math lessons.

Action Step 1 **5**

Conduct professional development with teachers on how to intergrate math manipulatives within his/her math lesson to increase students' understanding of math standards

Person Responsible

Tiffany Scranton

Schedule

Daily, from 8/19/2014 to 6/5/2015

Evidence of Completion

Lesson plans with noted use of manipulatives and classroom observations (Math Coach and Administration)

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

Math Coach and Administration will conduct classroom observations to monitor if teachers are incorporating math manipulatives into his/her math lessons and provide feedback to teachers. A portion of the Math PLC will be devoted to planning which manipulatives will be used for the lesson and how to use them.

Person Responsible

Tammie Driggers

Schedule

Daily, from 8/19/2014 to 6/5/2015

Evidence of Completion

iObservation and observation checklist form

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

Data from iObservations and notes from classroom observations will be used to determine effectiveness of Implementation. Also, student scores from unit lessons.

Person Responsible

Tammie Driggers

Schedule

Weekly, from 8/19/2014 to 6/5/2015

Evidence of Completion

If lessons move from concrete, pictorial, to abstract there will be a reduction of students needing to be remediated for unit test.

G1.B1.S2 Math Coach and Teacher Math Leader will visit classrooms during math in order to provide "on the spot" coaching regarding math manipulative use and create Greater Coaching plans for individual teachers as needed. 4

 S155335

Strategy Rationale

The rationale is to provide feed back to teachers and provide "on the spot" coaching for teachers.

Action Step 1 5

Math Coach will visit classrooms during math to provide "on the spot coaching" regarding manipulative use and mentor certain teachers as needed.

Person Responsible

Tiffany Scranton

Schedule

Weekly, from 8/19/2014 to 6/5/2015

Evidence of Completion

Coach's Log(s) and coaching plans for various teachers

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

Administrators will meet with CRT and math lead teacher biweekly to discuss the progress of math coaching/plans relative to manipulative use in classrooms.

Person Responsible

Tammie Driggers

Schedule

Weekly, from 8/19/2014 to 6/5/2015

Evidence of Completion

CRT and Lead Math Teacher observations conducted by administration regarding their data collection and meeting notes with teachers

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

The administration will document the usage of manipulatives in all classes. The percentage of proper use of math manipulatives will show at least a 50% increase.

Person Responsible

Tiffany Scranton


Schedule

Quarterly, from 8/19/2014 to 6/5/2015

Evidence of Completion

Observation data and lesson plans documenting manipulative use

G1.B2 2. Teacher inexperience with Florida Standards (how to unpack them, how to teach them, and how to assess them) 2

 B143252

G1.B2.S1 The Math Coach and the ICC team at the district level will train and support teachers at Mellon (one from each grade) who are serving as the school's Math Cadre. The Math Cadre will then, in turn, train the teachers in their individual grade levels. 4

 S155336

Strategy Rationale

By having District-based training and support, teachers will have the best opportunity to receive the most recent resources and information regarding their instruction and intervention strategies.

Action Step 1 5

Train and support teachers at Mellon (one from each grade) who are serving as the school's Math Cadre. The Math Cadre will then, in turn, train the teachers in their individual grade levels

Person Responsible

Tiffany Scranton

Schedule

Monthly, from 8/25/2014 to 6/5/2015

Evidence of Completion

Math Cadre sign in sheet, PLC meeting sign in sheets, and students' scores

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Administration and Math Coach will meet with teachers in their grade level PLCs to ensure the Cadre leaders are sharing the math information and strategies with their teams.

Person Responsible

Tiffany Scranton

Schedule

Weekly, from 8/19/2014 to 6/5/2015

Evidence of Completion

PLC meeting agendas and sign in sheets

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Administrators and Math Coach will meet with grade levels in their PLCs following math Cadre meetings to ensure the effectiveness of the training given by Cadre teacher leaders is adequate.

Person Responsible

Tiffany Scranton

Schedule

Weekly, from 8/19/2014 to 6/5/2015

Evidence of Completion

PLC agendas and sign in sheets

G1.B2.S2 Bi-weekly Math PLCs by grade level will be held in order for teachers to have that time to plan lessons together where Common Core Math Standards will drive the lessons. Teachers will collectively select and plan for specific manipulative use and design assessments to evaluate student performance/mastery. **4**

 S155337

Strategy Rationale

Using the data collected in these meetings, data can be continually analyzed and used to direct the future instruction and interventions used in every classroom.

Action Step 1 **5**

Weekly Math PLCs by grade level will be held in order for teachers to have that time to plan lessons together where Florida Math Standards will drive the lessons. Teachers will collectively select and plan for specific manipulative use and design assessments to evaluate student performance/mastery.

Person Responsible

Tiffany Scranton

Schedule

Biweekly, from 8/19/2014 to 6/5/2015

Evidence of Completion

PLC sign-in sheets; lesson plans and assessments

Plan to Monitor Fidelity of Implementation of G1.B2.S2 **6**

Administrators will require grade chairs to turn in PLC sign in sheets and agendas to ensure fidelity to the planning process for math. (Lead team members will partake in those planning sessions when possible.) Likewise, administration will complete lesson plan checks monthly where feedback will be given regarding lessons written by teachers.

Person Responsible

Tracy Taylor

Schedule

Weekly, from 8/19/2014 to 6/5/2015

Evidence of Completion

PLC artifacts and lesson plan checks

Plan to Monitor Effectiveness of Implementation of G1.B2.S2 7

Administration will review lesson plans monthly to monitor for effectiveness of the strategy.

Person Responsible

Tracy Taylor


Schedule

Monthly, from 8/19/2014 to 6/5/2015

Evidence of Completion

Lesson Plans

G1.B2.S3 Teachers will implement math interventions for select students as needed in a designated 30 minute math intervention block which is incorporated into their current schedules. 4

 S155339

Strategy Rationale

The resources given by the District allow for 60 minutes of instruction and practice, while we at Mellon have allotted 90 minutes into the Math block, so that intervention can be directly continued from the instructional time on.

Action Step 1 5

Teachers will implement math interventions for select students as needed in a designated 30 minute math intervention block.

Person Responsible

Tracy Taylor

Schedule

Monthly, from 8/19/2014 to 6/5/2015

Evidence of Completion

Interventions documented in lesson plans

Plan to Monitor Fidelity of Implementation of G1.B2.S3 6

Administration will monitor for fidelity by conducting observations during the intervention block for math and by checking lesson plans for preplanned math interventions.

Person Responsible

Tammie Driggers

Schedule

Monthly, from 8/19/2014 to 6/5/2015

Evidence of Completion

Lesson plan checklist results and teacher observation data

Plan to Monitor Effectiveness of Implementation of G1.B2.S3 7

Administration will monitor for effectiveness of the 30 minute block by assessing progress of those students pulled for interventions in each grade level quarterly.

Person Responsible

Tammie Driggers


Schedule

Quarterly, from 8/19/2014 to 6/5/2015


Evidence of Completion

Data collected during quarterly reviews using formative assessments following interventions

G1.B3 3. Lack of parent involvement and understanding of how to assist with math **2**

 B143253

G1.B3.S1 Host a Family Math Night where new standards will be reviewed and distributed; this will be followed by activities that utilize manipulatives for math showing parents not only what manipulatives are available, but how to assist their children in using them to develop conceptual understanding of math concepts. **4**

 S162740

Strategy Rationale

Parents will have a greater understanding of the new math standards and will feel more confident in helping their children at home.

Action Step 1 **5**

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B3.S1 **6**

Person Responsible

Schedule

Evidence of Completion


Plan to Monitor Effectiveness of Implementation of G1.B3.S1 **7**

Person Responsible


Schedule

Evidence of Completion


G2. The number of fifth grade students who score proficiency or higher on the FCAT Science Assessment will increase from 2013-2014 scores. **1**

 G056656

G2.B1 Lack of Science equipment and lab materials **2**

 B143254

G2.B1.S1 5th grade teachers will have top prior in the use of the mac lab for additional technology resources. **4**

 S155341

Strategy Rationale

By allowing the fifth grade students online and individual access to the Discovery Education and other available resources, students will have a higher likelihood of increasing their knowledge of the content areas taught in the Science Curriculum.

Action Step 1 **5**

5th. grade teachers will have top priority in the use of the mac lab for additional technology resources. Likewise, PTO/SAC will hopefully grant a proposal to purchase addition science lab materials.

Person Responsible

Tracy Taylor

Schedule

Daily, from 8/19/2014 to 6/5/2015

Evidence of Completion

Mac lab sign out sheet and classroom observations (Coaches and Administration)

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

5th grade teachers will sign out mac lab and create lessons using Discovery Ed. In conjunctions, Instuctional Coaches with the 5th grade teachers will create a proposal for materials to be summated for possible purchase.

Person Responsible

Schedule

Monthly, from 8/19/2014 to 6/5/2015

Evidence of Completion

Lesson plans will be checked monthly

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

Students will show an increase in Standards based Science unit assessments.

Person Responsible

Tiffany Scranton


Schedule

Monthly, from 8/19/2014 to 6/5/2015

Evidence of Completion

Standards based Science unit assessments

G2.B1.S2 Grade Chairs will send home a materials list asking for supplies for science. 4

 S155342

Strategy Rationale

By asking for parental support with various materials, our students will have the opportunity to engage in more hands-on activities and experiments.

Action Step 1 5

Grade Chairs will send home a materials list asking for supplies for science.

Person Responsible

Tiffany Scranton

Schedule

Quarterly, from 8/19/2014 to 6/5/2015

Evidence of Completion

Materials list

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Person Responsible

Schedule

Evidence of Completion


Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

Person Responsible

Schedule

Evidence of Completion

G2.B2 Lack of background knowledge for students in science 2

 B143255

G2.B2.S1 K-5 teachers will implement Science Sunshine State Standards in weekly lessons (lessons will include Discovery Education). CRT and Administration will monitor through observations, lesson plan checks, and coaching. 4

 S155343

Strategy Rationale

Students will have regular exposure to science content and vocabulary through these lessons in each grade level.

Action Step 1 5

Will implement Science Sunshine State Standards in weekly lessons (lessons will include Discovery Education, Picture Picture).

Person Responsible

Tiffany Scranton

Schedule

Biweekly, from 8/19/2014 to 6/5/2015

Evidence of Completion

CRT and Administration will monitor through observations, lesson plan checks, and coaching.

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

K-5 teachers will conduct Standards based Science assessment test to determine if student are understanding concepts taught.

Person Responsible

Tiffany Scranton

Schedule

Monthly, from 8/19/2014 to 6/5/2015

Evidence of Completion

Standards based Science assessment

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

The Science Performance Matters assessment will be administered to student.

Person Responsible

Tiffany Scranton

Schedule

Quarterly, from 8/19/2014 to 6/5/2015

Evidence of Completion

Science Performance Matters

G3. We would like to have 95% of all parents to be involved in some capacity in their child's education at Mellon. This involvement will contain 2-way communication as well as other participation by parents/guardians in events at school. 1

G056657

G3.B1 1. Parent lack of understanding of homework assignments 2

B143256

G3.B1.S1 Teachers will provide explicit directions and examples to accompany all homework assignments. Teachers will be selective of what type of homework they are assigning; they will assure the homework is "practice" of skills previously taught in class and will also be accommodating if students do not have it completed but DO have a parent note regarding why it was not completed. 4

S155344

Strategy Rationale

By providing explicit directions and examples with homework assignments, parent will know exactly what is expected of their child. Parents will have a better understanding of how they can help assist in their child's learning.

Action Step 1 5

Provide explicit directions and examples to accompany all homework assignments. Be selective of what type of homework they are assigning; they will assure the homework is "practice" of skills previously taught in class and will also be accommodating if students do not have it completed but DO have a parent note regarding why it was not completed.

Person Responsible

Barbara Dunham

Schedule

Daily, from 8/19/2014 to 6/5/2015

Evidence of Completion

Documented homework in lesson plans or planners with samples of the HW assignments

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

Teachers will document homework assignment in their lesson plans and send home explicit directions and examples to accompany all homework assignment.

Person Responsible

Tracy Taylor

Schedule

Monthly, from 8/19/2014 to 6/5/2015

Evidence of Completion

Teacher lesson plans, sample of explicit directions, and student artifacts

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

The receptionist can chart the number of calls that are regarding the lack of understanding of homework assigned.

Person Responsible

Tracy Taylor


Schedule

Daily, from 8/19/2014 to 6/5/2015


Evidence of Completion

Homework Chart

G3.B2 2. Non-working/disconnected phone lines and parent contact information 2

 B143257

G3.B2.S1 Each quarter, teachers will send home new pupil information sheets to gather updated/current contact information for parents. Teachers will offer incentives for those who bring them back in a timely manner. 4

 S155345

Strategy Rationale

By sending home new pupil information sheets, teachers will have current contact numbers for parents in which there will be 2-way communication between the teachers and parents.

Action Step 1 5

Send home new pupil information sheets to gather updated/current contact information for parents. Offer incentives for those who bring them back in a timely manner.

Person Responsible

Tracy Taylor

Schedule

Quarterly, from 8/19/2014 to 6/5/2015

Evidence of Completion

Updated pupil information sheets

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

Teachers will send home new pupil information sheets to gather updated/current contact information for parents.

Person Responsible

Tracy Taylor

Schedule

Quarterly, from 8/19/2014 to 6/5/2015

Evidence of Completion

Pupil information sheets

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

Receptionist will collect all returned Pupil Information Sheets and replace the old Pupil Information Sheet

Person Responsible


Schedule

Quarterly, from 8/19/2014 to 6/5/2015

Evidence of Completion

Pupil Information Sheets

G3.B3 3. Lack of transportation to and from school 2

 B143258

G3.B3.S1 Send RSVPs with all Parent Night invitations. Once a semester, the Coaches and administrators will offer to hold the Parent Night in a church or community center with in walking distance for parents and students who do not have transportation. 4

 S155346

Strategy Rationale

By offering another place each semester to hold Parent Night, it will increase the amount of parent involvement within our school.

Action Step 1 5

Send RSVPs with all Parent Night invitations. Once a semester, the Coaches and administrators will offer to hold the Parent Night in a church or community center with in walking distance for parents and students who do not have transportation.

Person Responsible

Tammie Driggers

Schedule

Semiannually, from 8/19/2014 to 6/5/2015

Evidence of Completion

Parent Transportation Lists

Plan to Monitor Fidelity of Implementation of G3.B3.S1 6

We will assess the number of parents requesting an alternative location for Parent Nights and then offer a place to hold the workshop with in walking distance and compare this number to the number of parents that actually attend the workshop.

Person Responsible

Tammie Driggers

Schedule

Semiannually, from 8/19/2014 to 6/5/2015

Evidence of Completion

Invitation and sign in sheets

Plan to Monitor Effectiveness of Implementation of G3.B3.S1 7

Receptionist will collect the request for an alternative location and administration will determine whether or not another location for the parent night/workshop is needed.

Person Responsible

Tammie Driggers

Schedule

Semiannually, from 8/19/2014 to 6/5/2015


Evidence of Completion

Request for alternative location for parent night/workshop


G4. In 2014-2015 school year, Mellon will maintain or increase their proficiency in reading from the 2013-1-2014 school year **1**

 G056658

G4.B1 Little teacher professional development in grades K-5 for truly teaching with Florida State Standards **2**

 B143260

G4.B1.S1 Teachers have or will be trained in our new reading series "Journeys". PLC meetings to discuss student data and to share strategies on how the differentiation of the Journeys curriculum can be used to meet the needs of individual students. **4**

 S155349

Strategy Rationale

By having the training with the Journeys reading curriculum, teachers will have a better understanding of the common core standards and how they are integrated into the Journeys reading curriculum. By analyzing student data, teachers will be able to use Journeys curriculum to meet the needs of individual students.

Action Step 1 **5**

Teachers have or will be trained on the Reading Journeys, have weekly PLC meetings to discuss data and share strategies on how the differentiation of the Journeys curriculum can be used to meet the needs of individual students.

Person Responsible

Tammie Driggers

Schedule

Weekly, from 8/19/2014 to 6/5/2015

Evidence of Completion

Student data and artifacts from Journeys and PLC sign in sheets

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

Lesson plans will be checked. Lesson plans will reflect planning that uses the Journeys curriculum , reflecting differentiated groups and activities as well as interventions. Lesson implementation and interventions will reflect the same and will be observed for such.

Person Responsible

Tammie Driggers

Schedule

Daily, from 8/19/2014 to 6/5/2015

Evidence of Completion

Observations; lesson plan check sheets and PLC sign in sheets and meeting notes

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

Lesson plan check feedback forms will be given to teachers to ensure they have something to use in order to continue improving their current planning. Observation feedback will be given through iObservation to ensure teachers have ample support in improving their instructional craft.

Person Responsible

Tammie Driggers

Schedule

Monthly, from 8/19/2014 to 6/5/2015

Evidence of Completion

lesson plan feedback forms and iObservation feedback

G4.B1.S2 Teachers will integrate the Journeys curriculum into the reading block and bring back artifacts/ student samples of implementation to the next Reading PLC meeting. Artifacts will be shared and feedback will be given regarding artifacts/student samples. This will be the process for each weekly Reading PLC meeting. 4

 S155350

Strategy Rationale

By integrating the Journey curriculum into the reading block and sharing success on how the Journeys implementation teachers will gain more confidence with teaching the Florida standards using the Journeys curriculum.

Action Step 1 5

Integrate Journeys Curriculum into the reading block with their students and bring back artifacts/ student samples of implementation to the next Reading PLC meetings. Artifacts will be shared and feedback will be given regarding artifacts/student samples.

Person Responsible

Barbara Dunham

Schedule

Biweekly, from 8/19/2014 to 6/5/2015

Evidence of Completion

Student artifacts/samples, PLC sign in sheet and PLC meeting notes

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

Teachers will create lesson plans using the Journeys curriculum, collect student samples and share implementation of the Journey curriculum at weekly PLC meetings. Coaches and Administrators will conduct observations to monitor the implantation.

Person Responsible

Barbara Dunham

Schedule

Daily, from 8/19/2014 to 6/5/2015

Evidence of Completion

Lesson plans, student samples, PLC sign in sheets, PLC meeting notes and observations

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

By teaching the Journey's curriculum to fidelity, students will show growth on their iReady Reading Diagnostic Assessment.

Person Responsible

Barbara Dunham


Schedule

Quarterly, from 8/19/2014 to 6/5/2015

Evidence of Completion

iReady Reading Diagnostic

G4.B1.S3 Administration and Reading Coach will monitor/coach implementation of Journeys curriculum through classroom observations and lesson plans. 4

 S155351

Strategy Rationale

By monitor/coach implementation of the Journeys curriculum Administrators and Reading Coach can help teachers enhance lessons and do hands on training with teachers.

Action Step 1 5

Will monitor/coach implementation of Journeys through classroom observations and lesson plans.

Person Responsible

Barbara Dunham

Schedule

Daily, from 8/19/2014 to 6/5/2015

Evidence of Completion

Reading coaching plan notes and observation data (administration)

Plan to Monitor Fidelity of Implementation of G4.B1.S3 6

Administration and Reading coach will monitor/coach implementation of Journeys curriculum through classroom observations and lesson plans.

Person Responsible

Tracy Taylor

Schedule

Monthly, from 8/19/2014 to 6/5/2015

Evidence of Completion

monthly lesson plan checks; weekly coaching plans for select individuals

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

Administration and Reading coach will monitor/coach implementation of Journeys curriculum through classroom observations and lesson plans. Reading coach will coach heavily on the planning process with individuals who need intensive support following a lesson plan check by administration. This will ensure the planning and implementation are highly effective.

Person Responsible

Tammie Driggers

Schedule

Monthly, from 8/19/2014 to 6/5/2015

Evidence of Completion

Lesson plan checklists and coaching plans for select individuals

G4.B2 Lack of teacher professional development over the past 4-5 years and high teacher turnover 2

B143261

G4.B2.S1 Teacher will or have had training with the new Journeys Reading Curriculum. 4

S155352

Strategy Rationale

Journeys is aligned with common core standards and teachers will receive professional development which will help increase student proficiency.

Action Step 1 5

Reading Coach will conduct classroom observations to monitor fidelity of the Journeys Reading Curriculum and coach will provide support to teachers

Person Responsible

Barbara Dunham

Schedule

Daily, from 8/19/2014 to 6/5/2015

Evidence of Completion

Reading Coach's observation notes

Plan to Monitor Fidelity of Implementation of G4.B2.S1 6

Teachers will conduct weekly assessment and progress monitor iReading Reading Student Lesson. Also, students will take the iReady Reading Diagnostic 3 times a year to determine

Person Responsible

Barbara Dunham

Schedule

Monthly, from 8/19/2014 to 6/5/2015

Evidence of Completion

weekly assessments, iReady Reading Lessons, and iReading Reading Diagnostic Test


Plan to Monitor Effectiveness of Implementation of G4.B2.S1 7

Person Responsible

Schedule

Evidence of Completion

G4.B2.S2 New teachers will have teacher mentors to help monitor their progress and observation to provide feed back on lessons taught. 4

 S155353

Strategy Rationale

By having teacher mentors, new teachers will have access to an experience teachers who can help assist them in any way possible.

Action Step 1 5

Teacher mentors new teachers to with their progress and observe new teachers to provide feed back on lessons taught.

Person Responsible

Barbara Dunham

Schedule

Daily, from 8/19/2014 to 6/5/2015

Evidence of Completion

Observation notes

Plan to Monitor Fidelity of Implementation of G4.B2.S2 6

Teacher mentors will conference with new teachers weekly to discuss classroom observations and any concerns.

Person Responsible

Barbara Dunham

Schedule

Weekly, from 8/19/2014 to 6/5/2015

Evidence of Completion

Weekly Conference Notes with teachers

Plan to Monitor Effectiveness of Implementation of G4.B2.S2 7

New teacher iObservation scores in Effective Educators should move from beginning to effective or higher.

Person Responsible

Tammie Driggers

Schedule

Quarterly, from 8/19/2014 to 6/5/2015

Evidence of Completion

iObservation

G4.B2.S3 Reading Coach will create coaching plan with teachers that will be monitored and updated regularly. In addition coaching will focus on best practices, data analysis, centers vs. learning labs and creating differentiation within small group instruction. 4

 S155354

Strategy Rationale

By having Reading Coach create coaching plans with teachers, teachers will be required to follow and maintain the coaching plan.

Action Step 1 5

Will create coaching plans with the teachers that will be monitored and updated regularly.

Person Responsible

Barbara Dunham

Schedule

Biweekly, from 8/19/2014 to 6/5/2015

Evidence of Completion

Coaching Plans and classroom observations (by CRT and Administration)

Plan to Monitor Fidelity of Implementation of G4.B2.S3 6

Coaching plans will focus on best practices, data analysis, center vs. learning labs and creating differentiation within small group instruction.

Person Responsible

Tammie Driggers

Schedule

Daily, from 8/19/2014 to 6/5/2015

Evidence of Completion

Coaching plans, lesson plans, data from classroom (exit tickets and assessments), iReady data

Plan to Monitor Effectiveness of Implementation of G4.B2.S3 7

New teacher iObservation score in Effective Educator will move from beginning to effective or higher

Person Responsible

Tammie Driggers


Schedule

Weekly, from 8/19/2014 to 6/5/2015

Evidence of Completion

iObservation

G4.B3 Teachers are insecure and unsure in the implementation of a new reading series. 2

 B143262

G4.B3.S1 Teachers will implement the Journeys curriculum into the reading block and maintain lesson plans that reflect that the use of the curriculum. 4

 S155355

Strategy Rationale

Teachers will become familiar with the Journeys curriculum and all the tools that it has to help meet the needs of every student in class.

Action Step 1 5

Teachers will implement Journeys curriculum and maintain lesson plans.

Person Responsible

Tammie Driggers

Schedule

Daily, from 8/19/2014 to 6/5/2015

Evidence of Completion

lesson plans

Plan to Monitor Fidelity of Implementation of G4.B3.S1 6

Reading Coach and administration will conduct classroom observations to monitor fidelity of implementation of the Journeys Reading curriculum.

Person Responsible

Barbara Dunham

Schedule

Weekly, from 8/19/2014 to 6/5/2015

Evidence of Completion

Classroom observation notes and iObservation

Plan to Monitor Effectiveness of Implementation of G4.B3.S1 7

Weekly Journeys assessment, iReady Reading lessons and iReady Reading Diagnostic will be used to monitor effectiveness of teacher implementation of the Journeys curriculum.

Person Responsible

Barbara Dunham

Schedule

Monthly, from 8/19/2014 to 6/5/2015

Evidence of Completion

Journeys Weekly Assessment, iReady Reading lessons and iReady Reading Diagnostic

G4.B3.S2 Teachers will meet weekly in PLC meetings to discuss strengths and weakness that have occurred while teaching the Journeys curriculum. 4

 S155356

Strategy Rationale

Teachers will become secure in implementing the Journeys curriculum.

Action Step 1 5

Teachers will meet weekly in PLC meetings, bring student artifacts and discuss strengths and weaknesses.

Person Responsible

Schedule

Weekly, from 8/19/2014 to 6/5/2015

Evidence of Completion

Lesson plans, PLC meeting notes, PLC sign in sheet and student artifacts

Plan to Monitor Fidelity of Implementation of G4.B3.S2 6

Reading Coach will observe teacher during reading block to monitor implementation of Journeys curriculum and coach and assist teachers as needed.

Person Responsible

Schedule

Daily, from 8/19/2014 to 6/5/2015

Evidence of Completion

Observation notes


Plan to Monitor Effectiveness of Implementation of G4.B3.S2 7

Person Responsible

Schedule

Evidence of Completion

G4.B3.S3 Administration and Reading Coach will conduct observations and give feedback to teachers regarding implementation of the Journeys curriculum. 4

 S155357

Strategy Rationale

Administrators and the Reading Coach can determine which teachers who may need additional help with the implementation of the reading curriculum.

Action Step 1 5

Administration and Reading Coach will conduct Observation and give feedback.

Person Responsible

Tammie Driggers

Schedule

Biweekly, from 8/19/2014 to 6/5/2015

Evidence of Completion

Coaches observation notes and iObservation feedback

Plan to Monitor Fidelity of Implementation of G4.B3.S3 6

Reading Coach will use observation notes to help teachers with implantation of the Journeys curriculum as needed.

Person Responsible

Barbara Dunham

Schedule

Daily, from 8/19/2014 to 6/5/2015

Evidence of Completion

Reading Coach observation notes

Plan to Monitor Effectiveness of Implementation of G4.B3.S3 7

Administrators will do observations using iObservation and conference teachers as needed.

Person Responsible

Tammie Driggers


Schedule

Daily, from 8/19/2014 to 6/5/2015

Evidence of Completion

iObservation and conference notes

G4.B10 Lack of integration of reading and writing 2

 B143269

G4.B10.S1 Teachers will integrate writing into the Literacy, Math, Science, and Social Studies blocks.

4

 S155359

Strategy Rationale

By integrating writing into all blocks, students will have the opportunity to write for a variety of purposes and increase their writing skills.

Action Step 1 5

Integrate writing into the Literacy, Math, Science, and Social Studies blocks.

Person Responsible

Tammie Driggers

Schedule

Daily, from 8/19/2014 to 6/5/2015

Evidence of Completion

Lesson plans and classroom observations (CRT and Administration)

Plan to Monitor Fidelity of Implementation of G4.B10.S1 6

To monitor fidelity of implementation teachers will create lesson plans that incorporate writing into each block and reading coach will conduct classroom observations to monitor implementation.

Person Responsible

Tammie Driggers

Schedule

Daily, from 8/19/2014 to 6/5/2015

Evidence of Completion

lesson plans, classroom observation notes

Plan to Monitor Effectiveness of Implementation of G4.B10.S1 7

To monitor effectiveness of teacher implementation of the Journeys Reading Curriculum, administration will contact classroom observations using iObservation and give teachers feedback. Teachers should move from beginning to effective or higher.

Person Responsible

Tammie Driggers

Schedule

Monthly, from 8/19/2014 to 6/5/2015

Evidence of Completion

i Observation

Appendix 1: Implementation Timeline

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A1	Conduct professional development with teachers on how to intergrate math manipulatives within his/her math lesson to increase students' understanding of math standards	Scranton, Tiffany	8/19/2014	Lesson plans with noted use of manipulatives and classroom observations (Math Coach and Administration)	6/5/2015 daily
G1.B1.S2.A1	Math Coach will visit classrooms during math to provide "on the spot coaching" regarding manipulative use and mentor certain teachers as needed.	Scranton, Tiffany	8/19/2014	Coach's Log(s) and coaching plans for various teachers	6/5/2015 weekly
G1.B2.S1.A1	Train and support teachers at Mellon (one from each grade) who are serving as the school's Math Cadre. The Math	Scranton, Tiffany	8/25/2014	Math Cadre sign in sheet, PLC meeting sign in sheets, and students' scores	6/5/2015 monthly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	Cadre will then, in turn, train the teachers in their individual grade levels				
G1.B2.S2.A1	Weekly Math PLCs by grade level will be held in order for teachers to have that time to plan lessons together where Florida Math Standards will drive the lessons. Teachers will collectively select and plan for specific manipulative use and design assessments to evaluate student performance/mastery.	Scranton, Tiffany	8/19/2014	PLC sign-in sheets; lesson plans and assessments	6/5/2015 biweekly
G1.B2.S3.A1	Teachers will implement math interventions for select students as needed in a designated 30 minute math intervention block.	Taylor, Tracy	8/19/2014	Interventions documented in lesson plans	6/5/2015 monthly
G2.B1.S1.A1	5th. grade teachers will have top priority in the use of the mac lab for additional technology resources. Likewise, PTO/SAC will hopefully grant a proposal to purchase addition science lab materials.	Taylor, Tracy	8/19/2014	Mac lab sign out sheet and classroom observations (Coaches and Administration)	6/5/2015 daily
G2.B1.S2.A1	Grade Chairs will send home a materials list asking for supplies for science.	Scranton, Tiffany	8/19/2014	Materials list	6/5/2015 quarterly
G2.B2.S1.A1	Will implement Science Sunshine State Standards in weekly lessons (lessons will include Discovery Education, Picture Picture).	Scranton, Tiffany	8/19/2014	CRT and Administration will monitor through observations, lesson plan checks, and coaching.	6/5/2015 biweekly
G3.B1.S1.A1	Provide explicit directions and examples to accompany all homework assignments. Be selective of what type of homework they are assigning; they will assure the homework is "practice" of skills previously taught in class and will also be accommodating if students do not have it completed but DO have a parent note regarding why it was not completed.	Dunham, Barbara	8/19/2014	Documented homework in lesson plans or planners with samples of the HW assignments	6/5/2015 daily
G3.B2.S1.A1	Send home new pupil information sheets to gather updated/current contact information for parents. Offer incentives for those who bring them back in a timely manner.	Taylor, Tracy	8/19/2014	Updated pupil information sheets	6/5/2015 quarterly
G3.B3.S1.A1	Send RSVPs with all Parent Night invitations. Once a semester, the Coaches and administrators will offer to hold the Parent Night in a church or community center with in walking distance for parents and students who do not have transportation.	Driggers, Tammie	8/19/2014	Parent Transportation Lists	6/5/2015 semiannually
G4.B1.S1.A1	Teachers have or will be trained on the Reading Journeys, have weekly PLC meetings to discuss data and share strategies on how the differentiation of the Journeys curriculum can be used to meet the needs of individual students.	Driggers, Tammie	8/19/2014	Student data and artifacts from Journeys and PLC sign in sheets	6/5/2015 weekly
G4.B1.S2.A1	Integrate Journeys Curriculum into the reading block with their students and bring back artifacts/student samples of implementation to the next Reading PLC meetings. Artifacts will be shared and feedback will be given regarding artifacts/student samples.	Dunham, Barbara	8/19/2014	Student artifacts/samples, PLC sign in sheet and PLC meeting notes	6/5/2015 biweekly

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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
G4.B1.S3.A1	Will monitor/coach implementation of Journeys through classroom observations and lesson plans.	Dunham, Barbara	8/19/2014	Reading coaching plan notes and observation data (administration)	6/5/2015 daily
G4.B2.S1.A1	Reading Coach will conduct classroom observations to monitor fidelity of the Journeys Reading Curriculum and coach will provide support to teachers	Dunham, Barbara	8/19/2014	Reading Coach's observation notes	6/5/2015 daily
G4.B2.S2.A1	Teacher mentors new teachers to with their progress and observe new teachers to provide feed back on lessons taught.	Dunham, Barbara	8/19/2014	Observation notes	6/5/2015 daily
G4.B2.S3.A1	Will create coaching plans with the teachers that will be monitored and updated regularly.	Dunham, Barbara	8/19/2014	Coaching Plans and classroom observations (by CRT and Administration)	6/5/2015 biweekly
G4.B3.S1.A1	Teachers will implement Journeys curriculum and maintain lesson plans.	Driggers, Tammie	8/19/2014	lesson plans	6/5/2015 daily
G4.B3.S2.A1	Teachers will meet weekly in PLC meetings, bring student artifacts and discuss strengths and weaknesses.		8/19/2014	Lesson plans, PLC meeting notes, PLC sign in sheet and student artifacts	6/5/2015 weekly
G4.B3.S3.A1	Administration and Reading Coach will conduct Observation and give feedback.	Driggers, Tammie	8/19/2014	Coaches observation notes and iObservation feedback	6/5/2015 biweekly
G4.B10.S1.A1	Integrate writing into the Literacy, Math, Science, and Social Studies blocks.	Driggers, Tammie	8/19/2014	Lesson plans and classroom observations (CRT and Administration)	6/5/2015 daily
G1.B3.S1.A1	[no content entered]			one-time	
G1.MA1	Quarterly Review Meetings will take place where we will meet as a lead team with individual teachers to determine if we are progressing adequately toward our goal in math.	Driggers, Tammie	8/19/2014	Quarterly review data	6/5/2015 quarterly
G1.B1.S1.MA1	Data from iObservations and notes from classroom observations will be used determine effectiveness of Implementation. Also, student scores from unit lessons.	Driggers, Tammie	8/19/2014	If lessons move from concrete, pictorial, to abstract there will be a reductions of students needing to be remediated for unit test.	6/5/2015 weekly
G1.B1.S1.MA1	Math Coach and Administration will conduct classroom observations to monitor if teachers are in cooperating math manipulatives into his/her math lessons and provide feed back to teachers. A portion of the Math PLC will be devoted to planning which manipulatives will be used for the lesson and how to use them.	Driggers, Tammie	8/19/2014	iObservation and observation checklist form	6/5/2015 daily
G1.B2.S1.MA1	Administrators and Math Coach will meet with grade levels in their PLCs following math Cadre meetings to ensure the effectiveness of the training given by Cadre teacher leaders is adequate.	Scranton, Tiffany	8/19/2014	PLC agendas and sign in sheets	6/5/2015 weekly
G1.B2.S1.MA1	Administration and Math Coach will meet with teachers in their grade level PLCs to ensure the Cadre leaders are sharing the math information and strategies with their teams.	Scranton, Tiffany	8/19/2014	PLC meeting agendas and sign in sheets	6/5/2015 weekly
G1.B3.S1.MA1	[no content entered]			one-time	
G1.B3.S1.MA1	[no content entered]			one-time	
G1.B1.S2.MA1	The administration will document the usage of manipulatives in all classes. The percentage of proper use of math	Scranton, Tiffany	8/19/2014	Observation data and lesson plans documenting manipulative use	6/5/2015 quarterly

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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
	manipulatives will show at least a 50% increase.				
G1.B1.S2.MA1	Administrators will meet with CRT and math lead teacher biweekly to discuss the progress of math coaching/plans relative to manipulative use in classrooms.	Driggers, Tammie	8/19/2014	CRT and Lead Math Teacher observations conducted by administration regarding their data collection and meeting notes with teachers	6/5/2015 weekly
G1.B2.S2.MA1	Administration will review lesson plans monthly to monitor for effectiveness of the strategy.	Taylor, Tracy	8/19/2014	Lesson Plans	6/5/2015 monthly
G1.B2.S2.MA1	Administrators will require grade chairs to turn in PLC sign in sheets and agendas to ensure fidelity to the planning process for math. (Lead team members will partake in those planning sessions when possible.) Likewise, administration will complete lesson plan checks monthly where feedback will be given regarding lessons written by teachers.	Taylor, Tracy	8/19/2014	PLC artifacts and lesson plan checks	6/5/2015 weekly
G1.B2.S3.MA1	Administration will monitor for effectiveness of the 30 minute block by assessing progress of those students pulled for interventions in each grade level quarterly.	Driggers, Tammie	8/19/2014	Data collected during quarterly reviews using formative assessments following interventions	6/5/2015 quarterly
G1.B2.S3.MA1	Administration will monitor for fidelity by conducting observations during the intervention block for math and by checking lesson plans for preplanned math interventions.	Driggers, Tammie	8/19/2014	Lesson plan checklist results and teacher observation data	6/5/2015 monthly
G2.MA1	Data scores from benchmark assessments and exit tickets used in the classroom.	Scranton, Tiffany	8/19/2014	The evidence that we will look at includes the data from their benchmark assessments and exit tickets.	6/5/2015 biweekly
G2.B1.S1.MA1	Students will show an increase in Standards based Science unit assessments.	Scranton, Tiffany	8/19/2014	Standards based Science unit assessments	6/5/2015 monthly
G2.B1.S1.MA1	5th grade teachers will sign out mac lab and create lessons using Discovery Ed. In conjunctions, Instructional Coaches with the 5th grade teachers will create a proposal for materials to be summated for possible purchase.		8/19/2014	Lesson plans will be checked monthly	6/5/2015 monthly
G2.B2.S1.MA1	The Science Performance Matters assessment will be administered to student.	Scranton, Tiffany	8/19/2014	Science Performance Matters	6/5/2015 quarterly
G2.B2.S1.MA1	K-5 teachers will conduct Standards based Science assessment test to determine if student are understanding concepts taught.	Scranton, Tiffany	8/19/2014	Standards based Science assessment	6/5/2015 monthly
G2.B1.S2.MA1	[no content entered]			once	
G2.B1.S2.MA1	[no content entered]			one-time	
G3.MA1	Teachers will provide explicate lesson plans and homework examples for parents. Also, teachers will include homework assignments in their lesson plans. Each quarter new pupil information sheets will go home for parents to fill out. Parent Nights will be provided each semester on a needs as basis.	Driggers, Tammie	8/19/2014	Lesson plans, directions and homework examples, pupil information sheets, parent invitations, and Parent Night sign in sheets	6/5/2015 monthly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G3.B1.S1.MA1	The receptionist can chart the number of calls that are regarding the lack of understanding of homework assigned.	Taylor, Tracy	8/19/2014	Homework Chart	6/5/2015 daily
G3.B1.S1.MA1	Teachers will document homework assignment in their lesson plans and send home explicit directions and examples to accompany all homework assignment.	Taylor, Tracy	8/19/2014	Teacher lesson plans, sample of explicit directions, and student artifacts	6/5/2015 monthly
G3.B2.S1.MA1	Receptionist will collect all returned Pupil Information Sheets and replace the old Pupil Information Sheet		8/19/2014	Pupil Information Sheets	6/5/2015 quarterly
G3.B2.S1.MA1	Teachers will send home new pupil information sheets to gather updated/ current contact information for parents.	Taylor, Tracy	8/19/2014	Pupil information sheets	6/5/2015 quarterly
G3.B3.S1.MA1	Receptionist will collect the request for an alternative location and administration will determine whether or not another location for the parent night/workshop is needed.	Driggers, Tammie	8/19/2014	Request for alternative location for parent night/workshop	6/5/2015 semiannually
G3.B3.S1.MA1	We will assess the number of parents requesting an alternative location for Parent Nights and then offer a place to hold the workshop with in walking distance and compare this number to the number of parents that actually attend the workshop.	Driggers, Tammie	8/19/2014	Invitation and sign in sheets	6/5/2015 semiannually
G4.MA1	Teachers will collect exit tickets and assessments from class to monitor the whether or not students are showing grow. Also, iReady diagnostic tests will be used three times a year to monitor students.	Taylor, Tracy	8/19/2014	Exit ticket, assessments, and iReady	6/5/2015 every-6-weeks
G4.B1.S1.MA1	Lesson plan check feedback forms will be given to teachers to ensure they have something to use in order to continue improving their current planning. Observation feedback will be given through iObservation to ensure teachers have ample support in improving their instructional craft.	Driggers, Tammie	8/19/2014	lesson plan feedback forms and iObservation feedback	6/5/2015 monthly
G4.B1.S1.MA1	Lesson plans will be checked. Lesson plans will reflect planning that uses the Journeys curriculum , reflecting differentiated groups and activities as well as interventions. Lesson implementation and interventions will reflect the same and will be observed for such.	Driggers, Tammie	8/19/2014	Observations; lesson plan check sheets and PLC sign in sheets and meeting notes	6/5/2015 daily
G4.B2.S1.MA1	[no content entered]			once	
G4.B2.S1.MA1	Teachers will conduct weekly assessment and progress monitor iReading Reading Student Lesson. Also, students will take the iReady Reading Diagnostic 3 times a year to determine	Dunham, Barbara	8/19/2014	weekly assessments, iReady Reading Lessons, and iReading Reading Diagnostic Test	6/5/2015 monthly
G4.B3.S1.MA1	Weekly Journeys assessment, iReady Reading lessons and iReady Reading Diagnostic will be used to monitor effectiveness of teacher implementation of the Journeys curriculum.	Dunham, Barbara	8/19/2014	Journeys Weekly Assessment, iReady Reading lessons and iReady Reading Diagnostic	6/5/2015 monthly
G4.B3.S1.MA1	Reading Coach and administration will conduct classroom observations to	Dunham, Barbara	8/19/2014	Classroom observation notes and iObservation	6/5/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	monitor fidelity of implementation of the Journeys Reading curriculum.				
G4.B10.S1.MA1	To monitor effectiveness of teacher implementation of the Journeys Reading Curriculum, administration will contact classroom observations using iObservation and give teachers feedback. Teachers should move from beginning to effective or higher.	Driggers, Tammie	8/19/2014	i Observation	6/5/2015 monthly
G4.B10.S1.MA1	To monitor fidelity of implementation teachers will create lesson plans that incorporate writing into each block and reading coach will conduct classroom observations to monitor implementation.	Driggers, Tammie	8/19/2014	lesson plans, classroom observation notes	6/5/2015 daily
G4.B1.S2.MA1	By teaching the Journey's curriculum to fidelity, students will show growth on their iReady Reading Diagnostic Assessment.	Dunham, Barbara	8/19/2014	iReady Reading Diagnostic	6/5/2015 quarterly
G4.B1.S2.MA1	Teachers will create lesson plans using the Journeys curriculum, collect student samples and share implementation of the Journey curriculum at weekly PLC meetings. Coaches and Administrators will conduct observations to monitor the implantation.	Dunham, Barbara	8/19/2014	Lesson plans, student samples, PLC sign in sheets, PLC meeting notes and observations	6/5/2015 daily
G4.B2.S2.MA1	New teacher iObservation scores in Effective Educators should move from beginning to effective or higher.	Driggers, Tammie	8/19/2014	iObservation	6/5/2015 quarterly
G4.B2.S2.MA1	Teacher mentors will conference with new teachers weekly to discuss classroom observations and any concerns.	Dunham, Barbara	8/19/2014	Weekly Conference Notes with teachers	6/5/2015 weekly
G4.B3.S2.MA1	[no content entered]			one-time	
G4.B3.S2.MA1	Reading Coach will observe teacher during reading block to monitor implementation of Journeys curriculum and coach and assist teachers as needed.		8/19/2014	Observation notes	6/5/2015 daily
G4.B1.S3.MA1	Adminstration and Reading coach will monitor/coach implementation of Journeys curriculum through classroom observations and lesson plans. Reading coach will coach heavily on the planning process with individuals who need intensive support following a lesson plan check by administration. This will ensure the planning and implementation are highly effective.	Driggers, Tammie	8/19/2014	Lesson plan checklists and coaching plans for select individuals	6/5/2015 monthly
G4.B1.S3.MA1	Administration and Reading coach will monitor/coach implementation of Journeys curriculum through classroom observations and lesson plans.	Taylor, Tracy	8/19/2014	monthly lesson plan checks; weekly coaching plans for select individuals	6/5/2015 monthly
G4.B2.S3.MA1	New teacher iObservation score in Effective Educator will move from beginning to effective or higher	Driggers, Tammie	8/19/2014	iObservation	6/5/2015 weekly
G4.B2.S3.MA1	Coaching plans will focus on best practices, data analysis, center vs. learning labs and creating differentiation within small group instruction.	Driggers, Tammie	8/19/2014	Coaching plans, lesson plans, data from classroom (exit tickets and assessments), iReady data	6/5/2015 daily

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G4.B3.S3.MA1	Administrators will do observations using iObservation and conference teachers as needed.	Driggers, Tammie	8/19/2014	iObservation and conference notes	6/5/2015 daily
G4.B3.S3.MA1	Reading Coach will use observation notes to help teachers with implantation of the Journeys curriculum as needed.	Dunham, Barbara	8/19/2014	Reading Coach observation notes	6/5/2015 daily

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. In 2014-2015 school year, Mellon will maintain or increase their proficiency in math from the 2013-1-2014 school year.

G1.B1 1. Teacher lack of knowledge regarding manipulative use

G1.B1.S1 Math Coach will conduct professional development with teachers on how to intergrate math manipulatives within his/her math lesson to increase students' understanding of math standards (Lessons should move from concrete, pictoral, abstract.)

PD Opportunity 1

Conduct professional development with teachers on how to intergrate math manipulatives within his/her math lesson to increase students' understanding of math standards

Facilitator

Math Coach

Participants

Select teachers who in the second semester are still struggling with successfully using manipulative in the classroom

Schedule

Daily, from 8/19/2014 to 6/5/2015

G1.B1.S2 Math Coach and Teacher Math Leader will visit classrooms during math in order to provide "on the spot" coaching regarding math manipulative use and create Greater Coaching plans for individual teachers as needed.

PD Opportunity 1

Math Coach will visit classrooms during math to provide "on the spot coaching" regarding manipulative use and mentor certain teachers as needed.

Facilitator

Tiffany Scranton

Participants

Grades 3-5 teachers as needed.

Schedule

Weekly, from 8/19/2014 to 6/5/2015

G1.B2 2. Teacher inexperience with Florida Standards (how to unpack them, how to teach them, and how to assess them)

G1.B2.S1 The Math Coach and the ICC team at the district level will train and support teachers at Mellon (one from each grade) who are serving as the school's Math Cadre. The Math Cadre will then, in turn, train the teachers in their individual grade levels.

PD Opportunity 1

Train and support teachers at Mellon (one from each grade) who are serving as the school's Math Cadre. The Math Cadre will then, in turn, train the teachers in their individual grade levels

Facilitator

Math Cadre teacher leaders

Participants

Grade level teachers

Schedule

Monthly, from 8/25/2014 to 6/5/2015

Technical Assistance Items

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

Budget Rollup

Summary

Description	Total
Grand Total	0