

Putnam County School District

Mellon Elementary School



2015-16 School Improvement Plan

Mellon Elementary School

301 MELLON RD, Palatka, FL 32177

mellon.putnamschools.org

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	100%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	67%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	F*	D	C	B

*Preliminary Informational Baseline School Grade

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

School Board Approval

This plan was approved by the Putnam County School Board on 12/8/2015.

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, B or C with at least one F in the prior three years
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

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

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

2015-16 DA Category and Statuses

DA Category	Region	RED
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:
Mellon Elementary is committed to fostering a community of learners through Positive Leadership, Ownership, and High Expectations.

Provide the school's vision statement

Mellon will become a place where learning and achievement change the expectations of our community. Through highly effective instructional practices we will negate the effects of generational poverty and create a new beginning for Palatka's west side.

School Environment

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

Teachers utilize a social skills teaching time and Character Counts 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 ensuring a learning environment that maximizes instructional time for all students. This system is designed to reward good behavior through quarterly, monthly and weekly reward activities and daily recognition of outstanding acts of kindness.

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 school 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 there is a LMHT on staff, paid for through the superintendent's office.

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	16	12	5	4	10	7	54
One or more suspensions	1	4	30	13	16	10	74
Course failure in ELA or Math	0	0	0	0	0	0	
Level 1 on statewide assessment	12	24	28	14	10	16	104

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	8	6	5	4	8	7	38

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 work 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 RtI. He monitors their behavior and conferences with students in order to help students with behavior issues and social skills. Our school also uses the RtI process for behavior and academics. RtI helps progress monitor students and moves students into different tiers depending on their specific needs. By meeting with the RtI groups, teachers, school counselor, behavior specialist, and RtI coordinator are able to develop a plan of action to help students in need.

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 instituted a school support network which includes local churches, businesses, dignitaries, and the high school across the street to help in supporting and encouraging high standards. These people will be a part of an on-going effort to revitalize and raise expectations for the students at Mellon.

Effective Leadership

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

School Leadership Team

Membership:

Name	Title
Theobold, Joe	Principal
Oliver, Linda	Assistant Principal
Scranton, Tiffany	Administrative Support
Gollnick, Vanessa	Instructional Coach
Wilburn, Tisha	Instructional Coach
Hodges, Karri	Guidance Counselor

Duties

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

Joe Theobold, principal, will accept responsibility for the instructional vision and management of all school functions by delegating, observing, follow through, and coaching of the employees. He will evaluate all employees and keep the leadership team focused on the mission of leadership, ownership, and high expectations.

Linda Oliver, assistant principal, will take on the supporting role for the above as well as focusing on non-instructional personnel and parent involvement. She will participate in all areas and advise on ways to further the mission.

Tiffany Scranton will take on the role of a Teacher on Special Assignment, or TOSA. Her jobs will include maintaining discipline and aiding in the coaching of classroom management and student engagement. She will also share in most of the responsibilities of administration and will lead the MTSS/Rtl team.

Vanessa Gollnick and LaTisha Wilburn, our math and reading coaches respectively, will support highly effective classroom practices in their areas of expertise as well as assisting in the development of other school-wide initiatives for the furthering of our mission.

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 Curriculum/Instruction/Assessment department at the district level and include the Assistant Superintendent and personnel from ESE, MTSS, ESOL, PBS and School Improvement (Federal Programs). This team meets monthly (at a minimum) and establishes and monitors program evaluation for all schools to ensure entitlement programs' resources are available and fully implemented at each school site and that all funds are used effectively and efficiently as possible. School sites have the responsibility of keeping an inventory of resources purchased with Title I. Communication throughout the year is ongoing with the building level administrators regarding progress toward the goals and objectives as stated in the grants.

Coordination of these services is done in the following ways:

- (1) Principal and Assistant Principal meetings are scheduled monthly;
- (2) Progress monitoring assessments are completed during the year, with the results reported to each participating school for review. Revisions in objectives or instructional strategies are addressed and implemented to meet the needs of all students;
- (3) Email dissemination regarding school improvement, technical assistance, and data guidance are made available to school leaders;
- (4) All schools participate in an Instructional Review to identify individual school needs and desired support;
- (5) Support for schools is differentiated based on each school's current academic performance, teacher quality, leadership experience, and supportive environment;

(6) Collaborative assistance is provided by consultants hired to address specific deficiencies demonstrated by participating schools through assessment analysis;

(7) Professional development and support is coordinated with school leaders and provided by School Improvement Specialists and the Curriculum/Instruction/Assessment department on topics including lesson planning, instructional practices, resources, and problem solving.

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

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

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

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

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

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

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

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

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

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

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Leah Hines	Teacher
Marty McCullough	Business/Community
Robin Tripp	Business/Community
Ha'shunda McClendon	Parent
Lacheryl Davis	Parent
Christine Evans	Parent
Kimberly Rosemond	Parent
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:

Name	Title
Theobold, Joe	Principal
Scranton, Tiffany	Instructional Coach
Oliver, Linda	Assistant Principal
Wilburn, Tisha	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 State Standards. In grades K-2, this will specifically include reading comprehension and intervention work to ensure that comprehension goals and standards are taught and learned. 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 intervention and small groups which will take place throughout the day.

***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.

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 will have weekly PLC meetings on Mondays and Tuesdays as well as weekly half-day PLC institute days which will offer teachers time out of the classroom for planning and curriculum alignment. Teachers will respond to data and share planning and intervention responsibilities during this time and will offer each other supports in expertise and intervention strategies.

These will be lead by the leadership team and will be focus on creating better teaching practices.

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 team of 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 small group instruction, this will allow us to fine tune remediation to help intervene in areas 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: 6,300

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)

- Core Academic Instruction
- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

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

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.

Strategy: Summer Program

Minutes added to school year: 1,350

The district provided all teachers with three days of summer professional development and planning using the Learning Focused Framework. Teachers were provided guidance on the components of the framework and then had time to collaborate and plan lessons aligned to Florida Standards.

Strategy Rationale

In an effort to strengthen core instruction, the district has adopted the research based Learning Focused Framework to guide teachers in planning standards-based instruction.

Strategy Purpose(s)

- Core Academic Instruction
- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Theobold, Joe, j2theobold@my.putnamschools.org

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

School administrators will monitor the implementation of the Learning Focused Framework using walkthroughs, lesson plan review, and teacher observations. This data will be collected in iObservation. School administrators will also engage in analysis of student achievement data with the school-based leadership team and teachers.

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

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

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

Data Uploads

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

The following documents were submitted as evidence for this section:

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Problem Identification Summary

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

Problem Analysis Summary

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

We have chosen to focus on differentiation of instruction for three clear reasons. First, student achievement data shows that our students are, on average, well below grade level and need intervention and scaffolding in classroom instruction. Second, our teachers are generally inexperienced and need help learning some of the strategies that will be most effective with the students. Finally, with a clear focus on differentiation moving forward, we will be creating an atmosphere and culture that will pay off in the future.

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.** Mellon Elementary will use highly effective teaching strategies to differentiate instruction. These will include small group and centers as well as a gradual release model to ensure that our students achieve grade-level performance.

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. Mellon Elementary will use highly effective teaching strategies to differentiate instruction. These will include small group and centers as well as a gradual release model to ensure that our students achieve grade-level performance. 1a

G072573

Targets Supported 1b

Indicator	Annual Target
ELA Achievement District Assessment	38.0
Math Achievement District Assessment	38.0
Math Gains District Assessment	100.0
ELA/Reading Gains District Assessment	100.0
FCAT 2.0 Science Proficiency	40.0
FSA English Language Arts - Achievement	11.0
FSA Mathematics - Achievement	21.0

Resources Available to Support the Goal 2

- Instructional Coaches
- Money for PLC institute days where PD can occur.
- Materials for tier 1 and intervention.

Targeted Barriers to Achieving the Goal 3

- Teacher knowledge of differentiation strategies.

Plan to Monitor Progress Toward G1. 8

IReady data will reflect our achievement gains.

Person Responsible

Joe Theobald

Schedule

On 5/27/2016

Evidence of Completion

Iready Data, FSA, Science FCAT.

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. Mellon Elementary will use highly effective teaching strategies to differentiate instruction. These will include small group and centers as well as a gradual release model to ensure that our students achieve grade-level performance. **1**

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G1.B1 Teacher knowledge of differentiation strategies. **2**

 B189320

G1.B1.S1 We will use the PLC days to give teachers time with the coaches. The coaches will teach the strategies and make goals for achieving the desired outcomes. **4**

 S200673

Strategy Rationale

Teachers lack time to develop and much PD is wasted because of lack of follow up. By creating a time for the PD to take place and an environment which allows for follow up to occur immediately we will gain the most from the strategy and truly change instruction in the classroom.

Action Step 1 **5**

Schedule PLC days

Person Responsible

Joe Theobold

Schedule

Weekly, from 9/1/2015 to 12/17/2015

Evidence of Completion

We will have subs for half days in all the grade levels to ensure teachers and coaches have the time needed to make the changes.

Action Step 2 5

Coaches will meet with teachers to unpack standards, plan for instruction, and create common formative assessments.

Person Responsible

Tisha Wilburn

Schedule

Weekly, from 9/1/2015 to 12/10/2015

Evidence of Completion

Teachers will create lesson plans which include differentiation, standards-based practice and assessment, and plans for small groups and centers. They will learn strategies for differentiation in the classroom.

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

We will monitor the implementation of the strategies through walk-through observations, lesson plan checks, and i-ready data which will prove that the strategies are having the desired effect on student outcomes.

Person Responsible

Joe Theobald

Schedule

Daily, from 9/8/2015 to 5/27/2016

Evidence of Completion

Evidence will be gathered through the Marzano elements 1-3, 10-12, 17-19, and 22.

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

We will see the number of highly effective strategies in differentiated instruction increase and be evident in all classes.

Person Responsible

Joe Theobald


Schedule

On 5/27/2016

Evidence of Completion

Walk Through Data

G1.B1.S2 Coaches will follow up with teachers after the PLCs and ensure effective implementation of standards-based, differentiated instruction in whole group, small group, and standards practice in centers. 4

 S200674

Strategy Rationale

Action Step 1 5

Coaches will meet with agreed upon tools for follow up walk throughs and leave immediate feedback.

Person Responsible

Tisha Wilburn

Schedule

Weekly, from 9/9/2015 to 5/12/2016

Evidence of Completion

Coaches will collect evidence through informal note taking and Marzano tools.

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

Coaches will report the effectiveness of the implementation along with next steps to admin.

Person Responsible

Tisha Wilburn

Schedule

Weekly, from 9/9/2015 to 5/19/2016

Evidence of Completion

Reports will be verbal and will be reflected in next steps through leadership team meeting notes and PLC agendas.

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

Effectiveness will be monitored through administrative walk throughs looking for specific achievement in strategies that will make for more effective teaching.

Person Responsible

Joe Theobold

Schedule

Daily, from 9/2/2015 to 5/18/2016

Evidence of Completion

Evidence will include walk through data.

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	Schedule PLC days	Theobold, Joe	9/1/2015	We will have subs for half days in all the grade levels to ensure teachers and coaches have the time needed to make the changes.	12/17/2015 weekly
G1.B1.S2.A1	Coaches will meet with agreed upon tools for follow up walk throughs and leave immediate feedback.	Wilburn, Tisha	9/9/2015	Coaches will collect evidence through informal note taking and Marzano tools.	5/12/2016 weekly
G1.B1.S1.A2	Coaches will meet with teachers to unpack standards, plan for instruction, and create common formative assessments.	Wilburn, Tisha	9/1/2015	Teachers will create lesson plans which include differentiation, standards-based practice and assessment, and plans for small groups and centers. They will learn strategies for differentiation in the classroom.	12/10/2015 weekly
G1.MA1	IReady data will reflect our achievement gains.	Theobold, Joe	5/27/2016	Iready Data, FSA, Science FCAT.	5/27/2016 one-time
G1.B1.S1.MA1	We will see the number of highly effective strategies in differentiated instruction increase and be evident in all classes.	Theobold, Joe	5/27/2016	Walk Through Data	5/27/2016 one-time
G1.B1.S1.MA1	We will monitor the implementation of the strategies through walk-through observations, lesson plan checks, and i-ready data which will prove that the strategies are having the desired effect on student outcomes.	Theobold, Joe	9/8/2015	Evidence will be gathered through the Marzano elements 1-3, 10-12, 17-19, and 22.	5/27/2016 daily
G1.B1.S2.MA1	Effectiveness will be monitored through administrative walk throughs looking for specific achievement in strategies that will make for more effective teaching.	Theobold, Joe	9/2/2015	Evidence will include walk through data.	5/18/2016 daily
G1.B1.S2.MA1	Coaches will report the effectiveness of the implementation along with next steps to admin.	Wilburn, Tisha	9/9/2015	Reports will be verbal and will be reflected in next steps through leadership team meeting notes and PLC agendas.	5/19/2016 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. Mellon Elementary will use highly effective teaching strategies to differentiate instruction. These will include small group and centers as well as a gradual release model to ensure that our students achieve grade-level performance.

G1.B1 Teacher knowledge of differentiation strategies.

G1.B1.S1 We will use the PLC days to give teachers time with the coaches. The coaches will teach the strategies and make goals for achieving the desired outcomes.

PD Opportunity 1

Coaches will meet with teachers to unpack standards, plan for instruction, and create common formative assessments.

Facilitator

Tisha Wilburn and Vanessa Gollnick

Participants

Grade level teachers

Schedule

Weekly, from 9/1/2015 to 12/10/2015

Technical Assistance Items

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