

Melrose Elementary School



2014-15 School Improvement Plan

Melrose Elementary School

401 STATE ROAD 26, Melrose, FL 32666

mes.putnamschools.org

School Demographics

School Type
Elementary

Title I
Yes

Free/Reduced Price Lunch
69%

Alternative/ESE Center
No

Charter School
No

Minority
26%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	A	B	A	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
Not In DA	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

Every Melrose Elementary Student will be challenged to achieve academic growth to his or her potential.

Provide the school's vision statement

Today a reader, tomorrow a leader

School Environment

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

Our Pupil Information Sheet which is filled out by the parent or guardian asks questions pertaining to the student's place of birth as well as race. We also have the parent/guardian fill out an LEP survey. This survey obtains information about a student's first language, language used in the home, and national origin.

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

Melrose Elementary has created a set of behavioral expectations for all areas of the school at all times. Each class reviews these expectations with students and monitors the degree to which they are followed. Classes that have 100% compliance to expectations are rewarded with a "Caught 'Ya" from staff members who witness the compliance. These rewards can be used for more tangible rewards.

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

The schoolwide behavioral system consists of a clear set of rules for students to follow in all areas of the school. Rules are reviewed by all faculty and staff members with an expectation that all students will follow them. There is a schoolwide Positive Behavior Support system that rewards classes that are successful when all students are following the prescribed rules created by the staff. Classes can earn "Caught 'Ya" tickets. Rewards are earned when a specific amount of "Caught 'Ya's" are earned. Teachers have also created classroom behavior systems that reward positive behavior on an individual basis.

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

Our guidance counselor has created a "Guidance Referral". This form is used by staff members when they feel a student could benefit from speaking with the guidance counselor. This occurs when a child is exhibiting emotions that interfere with his or her learning. This may also occur when family events may create stress on the child's social or emotional well being.

Our guidance counselor, Sarah Wylie, also creates groups based on the needs of the students. Attendance, anger issues, etc. are some of the groups Mrs. Wylie works with on a consistent basis.

Early Warning Systems

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

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

All absences are followed up with an Alert Now phone call home. Students with five days of absences within a 30 day period or ten days of absences within a ninety day period will be referred to the RTI Team upon principal's discretion. The team along with the parent/guardian will discuss a resolution to the attendance problem.

Students with behavior problems that require suspension are referred to the RTI Team for behavior. Interventions are instituted to target the negative behavior. Follow up meetings are scheduled to determine if interventions are successful.

Students failing Language Arts and/or math are referred to the RTI Team to discuss interventions and placement in Tier Two. Follow up meetings are scheduled to review data to determine if the student needs to be placed in Tier Three or if the interventions are successful. A PMP is created to monitor the student's progress.

A student earning a Level 1 on a standardized assessment will be referred to the RTI Team where interventions will be determined.

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	14	7	4	7	10	0	42
One or more suspensions	1	2	1	1	0	0	5
Course failure in ELA or Math	0	0	0	3	12	0	15
Level 1 on statewide assessment	0	0	0	12	2	5	19
Below grade level in grades K-3	5	15	17	15	0	0	52
	0	0	0	0	0	0	

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

Indicator	Grade Level					Total
	1	2	3	4	5	
Students exhibiting two or more indicators	1	2	1	5	1	10

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

1. Students who are performing below grade level are brought up to the SBT team to discuss interventions. The student data is reviewed monthly to determine if the interventions are effective.
2. Students with unexcused absences receive home contact from the school. After a specific amount of absences the family is brought in for an RTI meeting to discuss ways to increase attendance.
3. Individual behavior plans are created for students that are having difficulty following school rules. These students are also brought to the SBT team for a behavior based meeting and intervention.

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/172030>.

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

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
Reeves, Jason	Principal
Haengel, Ted	Assistant Principal

Duties

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

The reading coach, guidance counselor, and teachers review the data that has been collected from week to week as well as the quarterly assessment data. Reviewing the data enables us to identify those students in need of intensive intervention. Interventions are then put in place and monitored for effectiveness. If the interventions are not working, other team members such as the principal, assistant principal, school psychologist, or speech therapist, along with the student's parent will meet to determine the next steps to ensure academic success of the student.

Our guidance counselor is primarily responsible for the scheduling meetings of our Tier Two and Tier Three students. She is also responsible for monitoring the implementation of strategies prescribed on the students Rtl form.

Our reading coach is primarily responsible for scheduling on-line assessments and reviewing the data to establish a student's Rtl classification. She also explains the results of specific tests to the parent at Rtl meetings.

Our administration is responsible for monitoring the fidelity of the implementation of our MTSS process.

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 quarterly meetings to assess the effectiveness of both our core instruction and our remediation of struggling students. Our leadership team meets with each teacher individually. We review all formative and summative assessments. Each teacher creates a goal based on the data that is reviewed. The goal targets either the entire class or a group of students that are having difficulty mastering a specific standard. Formative assessments are designed to monitor and track the progress of the students targeted. The teacher meets with members of the leadership team if the data shows there is no improvement in student achievement after implementing the accommodations after a few weeks. We will reconvene at the end of the quarter to analyze all of the available data and determine how effective our core instruction and remediation has been. We decide where the area of focus will be for the forthcoming nine weeks.

Title I Part A

Title I, Part A, purpose is to help ensure that all children have the opportunity to obtain a high-quality education and reach proficiency on challenging state academic standards and assessments. As the largest federal program supporting elementary and secondary education, Title I targets these resources to the districts and schools where the needs are greatest. We use resources provided by Title One funds to remediate all students in Tier One and Tier Two as well as students with an active IEP.

Title I Part A: Public School Options (PSO)

The mission of this office is to lead statewide efforts to close the achievement gaps affecting students whose educational opportunities are limited by low-performing schools, to increase awareness among parents and other community members about public school options in Florida and to ensure all students are well-served and No Student Is Left Behind. We use resources provided by Title One funds to remediate all students in Tier One and Tier Two as well as students with an active IEP.

Title I Part C: Migrant Education Program (MEP)

The purpose of this program is to ensure that the special educational needs of migrant children are identified and addressed. This program supports high-quality and comprehensive educational programs for migrant children in order to help reduce the educational disruptions and other education related problems that result from frequent moves.

Title I Part D: Neglected, Delinquent, and At-Risk Education Program (N&D)

The purpose of Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent, or At-Risk is to improve educational services for children and youth in local and State institutions for neglected or delinquent children and youth so that such children and youth have the opportunity to meet the same challenging State academic content standards and challenging State student academic achievement standards that all children in the State are expected to meet.

Title VI: Rural & Low Income Schools Program (RLIS)

The purpose of this program is to address the unique needs of rural local educational agencies (LEAs). RLIS provides additional resources to assist rural LEAs in increasing student achievement and meet the goals of Title VI.

Title X: Homeless Education Program (HEP)

The McKinney-Vento Education for Homeless Children and Youth Program is designed to address the problems that homeless children and youth have faced in enrolling, attending, and succeeding in school. Under this program, state educational agencies must ensure that each homeless child and youth has equal access to the same free, appropriate public education, including a public preschool education, as other children and youth.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Jason Reeves	Principal
Sherri Siebert	Teacher
Sarah Wylie	Teacher
Barbara Warren	Teacher
Laurie Alsobrook	Teacher
Maureen Coates	Teacher
Windy Wood	Teacher
Pam Pease	Teacher
Laura Kwaak	Education Support Employee
Pam Lay	Education Support Employee
Mary McKibben	Education Support Employee
Lisa Crouse	Parent
Tara Johnson	Parent
Danielle Jolley	Parent
Aimee Olmsted	Parent
Mr. Siebert	Business/Community
Zane Greathouse	Business/Community
Jamie Crouse	Student
Logan Coates	Student
Eric Olmsted	Student
	Student

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

The SAC reviewed the goals on the school improvement plan. Due to the scores not being readily available in May, members of the SAC could not evaluate successful implementation of the plan. Discussion of the new school improvement plan 8 step problem solving procedure was discussed. Parents also reviewed our goal of "differentiated instruction" for the 2014-2015 school year. Parents also learned that 85% of our students made their Accelerated Reader goal.

Development of this school improvement plan

The SAC will review the preliminary School Improvement Plan. Members will have input into the final draft of the plan through questions, clarification, and suggestions. Our SAC will have a vote of approval on the final plan.

Preparation of the school's annual budget and plan

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

No funds were given for the 2014/15 school year.

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

Yes

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

Literacy Leadership Team (LLT)

Membership

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

Name	Title
Reeves, Jason	Principal
Haengel, Ted	Assistant Principal

Duties

Describe how the LLT promotes literacy within the school

The major initiatives of the LLT this year will be to train teachers to become familiar with the Common Core Standards, familiarize teachers with the different Marzano Domains and Elements, and use district pacing guides and formative assessments to adjust instruction.

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

The master schedule was created to allow teachers forty-five minutes of common planning time every day. Teachers are encouraged to use this time to collaborate. Teachers will set aside one day each week to review data and discuss their successes and challenges regarding student achievement. Teachers will also participate in a book study focusing on the Common Core Standards and teaching with a new reading curriculum.

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

Our principal, Jason Reeves, recruits qualified teachers by advertising position with requirements listed in the advertisement. Applicants also are interviewed with references verified. Highly qualified teachers are retained by using an integrated management system. Teachers are included in school based decisions. Mr. Reeves also has an "open door" policy in regards to any concerns teachers may have.

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

Currently all of our teachers have 3 or more years of experience. We do not have a need for a 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

Teachers include the standards in their plan books when teaching all core subjects. Teachers also were trained on teaching the Florida Standards in language arts, math, and science. Walkthrough, informal, and formal observations are conducted throughout the year. These observations focus on the teaching of Florida Standards.

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

Our Literacy Team reviews data each nine weeks to determine which students are our Tier One, Tier Two, and Tier Three students. All students receiving interventions through RTI Tier Two and Tier Three will be monitored closely to evaluate the effectiveness of the interventions implemented.

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:

Strategy Rationale

Strategy Purpose(s)

""

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

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

Ms. Brown, our Pre-K teacher prepares the students for Kindergarten with an age appropriate school based environment instead of a day care setting. We teach the SRA Imagine It! curriculum that introduces the students to language, phonemic awareness, alphabet knowledge, reading and responding, sight words, math and science and social studies so the children can easily transition into Kindergarten. She also follows the school schedules so that when entering Kindergarten the routines for the children basically stay the same and they are able to go into Kindergarten and are ready to learn.

College and Career Readiness

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

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

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

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

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.** Teachers will improve their practice which will affect student achievement in a positive way.
- G2.** Teachers will use resources from EngageNY and standards based curriculums to teach students with rigor relative to the Florida State Standards.
- G3.** Teachers will use differentiated instruction during the reading block and intervention time to target deficiencies in students in Tier Two and Three. Students in Tier Two and Three will show progress towards their goals stated on their PMP's.

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. Teachers will improve their practice which will affect student achievement in a positive way. 1a

G058733

Targets Supported 1b

Indicator	Annual Target
Effective+ Teachers (Performance Rating)	100.0

Resources Available to Support the Goal 2

- Teachers will participate in book studies that focus on research based teaching practices. Mrs. Mckinney, our CRT, will conduct the book studies.
- Teachers will be given common planning time in order to have grade level meetings to plan, disaggregate data, and share ideas.
- Mrs. McKinney, our CRT, will conduct monthly PLC's with each grade level. These meetings will focus on teaching strategies that are research based and address student data.
- The district will establish and clearly communicate expectations for planning, preparing, performing, reflecting on performance, and establishing collegiality and professionalism throughout the 2014-2015 school year.
- Each core class will have a district developed curriculum map. Sessions have been set aside to allow coaches and teachers to unpack the Florida Standards and develop curriculum and pacing guides for each grade level. These guides will serve as the guiding document for PLCs throughout the year. Curriculum guides will be shared with teachers and administrators. During preplanning the site based administrators will walk the teachers through the process of using curriculum maps to guide instruction.
- Training for teachers will be differentiated by school-based coaches to provide on-demand, jobembedded professional development based on identified needs throughout the year.

Targeted Barriers to Achieving the Goal 3

- New reading and math curriculum.

Plan to Monitor Progress Toward G1. 8

Data from Marzano walkthroughs, informal, and formal observations will be collected and analyzed.

Person Responsible

Jason Reeves

Schedule

Weekly, from 8/29/2014 to 6/5/2015

Evidence of Completion

Teacher observational data will be used to determine how effectively teachers are implementing the standards based curriculum and using best practices to promote student learning.

G2. Teachers will use resources from EngageNY and standards based curriculums to teach students with rigor relative to the Florida State Standards. 1a

G058734

Targets Supported 1b

Indicator	Annual Target
FSA - Mathematics - Proficiency Rate	82.0

Resources Available to Support the Goal 2

- Engage NY book with lessons and standards based assessments
- District training on how to use Engage NY effectively
- The district will establish and clearly communicate expectations for planning, preparing, performing, reflecting on performance, and establishing collegiality and professionalism throughout the 2014-2015 school year.
- A comprehensive math system (formative assessments, PLCs, lesson plans, rubrics for each standard) developed by the FL DOE, Mathematics Formative Assessment System (MFAS), was adopted by the district.

Targeted Barriers to Achieving the Goal 3

- Previously the district did not have a quality common curriculum that addressed the Florida Standards in reading and math. (Standards Based Instruction)

Plan to Monitor Progress Toward G2. 8

Quarterly data from standards based assessments will be monitored to determine how successful students are performing.

Person Responsible

Jason Reeves

Schedule

Quarterly, from 10/15/2014 to 6/1/2015

Evidence of Completion

Student scores on standards based assessments and the FSA will be evidence of how well our math curriculum was implemented.

G3. Teachers will use differentiated instruction during the reading block and intervention time to target deficiencies in students in Tier Two and Three. Students in Tier Two and Three will show progress towards their goals stated on their PMP's. 1a

G058735

Targets Supported 1b

Indicator	Annual Target
FSA - English Language Arts - Proficiency Rate	88.0

Resources Available to Support the Goal 2

- Common planning time.
- Computerized program to provide individual targeted remediation to students at all levels.
- Teacher's assistants assigned to each classroom during intervention time to assist in group instruction.
- Three custom professional development days have been reserved with HMH for need-based training during the school year.
- Teachers of ELA will attend regular PLCs; however, to address individual needs and provide multiple opportunities for need based professional development the district felt compelled to purchase digital resources to build teacher capacity. Increased learning time for teachers will be facilitated through self-paced ongoing professional development through HMH Common Core Curriculum Suite and custom webinars. Additionally, each school based coach will be provided with access to Heinemann's Digital Campus (available 24/7)

Targeted Barriers to Achieving the Goal 3

- New reading program that is unfamiliar to teachers. .

Plan to Monitor Progress Toward G3. 8

Data from formative assessments being given to students with PMP's will be collected by our guidance counselor on a monthly basis.

Person Responsible

Jason Reeves

Schedule

Monthly, from 9/8/2014 to 4/30/2015

Evidence of Completion

Graphs will be created showing the results of formative assessments being given to all students with PMP's.

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

G3. Teachers will use differentiated instruction during the reading block and intervention time to target deficiencies in students in Tier Two and Three. Students in Tier Two and Three will show progress towards their goals stated on their PMP's. **1**

 G058735

G3.B1 New reading program that is unfamiliar to teachers. . **2**

 B149505

G3.B1.S1 Preplanning training on the implementation of new Journeys reading curriculum. **4**

 S161365

Strategy Rationale

By giving teachers time to work as a group to understand the new curriculum, we can expect teachers to feel more comfortable using this new resource.

Action Step 1 **5**

This professional development opportunity will train teachers on the specifics of the new Journeys reading program to give teachers background knowledge on the curriculum they will be teaching.

Person Responsible

Jason Reeves

Schedule

Daily, from 8/11/2014 to 8/13/2014

Evidence of Completion

Teachers will turn in four weeks of lesson plans using the Journeys curriculum. Teachers will also sign in showing attendance evidence.

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

Lesson plans will be collected to check for understanding of the implementation of the new reading curriculum.

Person Responsible

Jason Reeves

Schedule

On 8/15/2014

Evidence of Completion

Lesson plans

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

Teachers will be given time during pre-planning to use the Journeys reading curriculum to plan for the first four weeks of school. Walkthrough observational data will show how well the implementation of the Journeys curriculum is going.

Person Responsible

Jason Reeves

Schedule

Weekly, from 8/29/2014 to 6/1/2015

Evidence of Completion

Marzano data, plan books, and student data will determine how successful teachers are when teaching the Journeys curriculum.

G3.B1.S2 Train teachers to use resources within the new reading curriculum, Journeys, to target their below grade level students. 4

 S161366

Strategy Rationale

Using resources provided by the Journeys curriculum gives teachers a ready-made resource to use with their students.

Action Step 1 5

Teachers will use the Write In Readers to remediate students that are below grade level, have a PMP, and are not performing successfully in Tier One instruction.

Person Responsible

Jason Reeves

Schedule

Evidence of Completion

Teachers will show how they use the Write-In Readers in their lesson plans. Student data will show an increase due to the use of Write-In Reader.

Action Step 2 5

Embedded professional development will be provided by site based CRTs. This will be in the form of coach led PD sessions and grade level PLCs utilizing online professional development through HMH Journeys and Collections Common Core Curriculum Suite and custom designed webinars.

Person Responsible

Jason Reeves

Schedule

Monthly, from 8/29/2014 to 6/1/2015

Evidence of Completion

Mrs. McKinney will keep minutes from the PLC meetings and trainings she is conducting with each team.

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

Our SBT team will monitor implementation of interventions as well as data from students receiving interventions.

Person Responsible

Jason Reeves

Schedule

Daily, from 9/8/2014 to 4/30/2015

Evidence of Completion

MTSS meeting notes. Data from formative and summative assessments.

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

Weekly assessments will be given to monitor the effectiveness of the interventions being implemented.

Person Responsible

Jason Reeves

Schedule

Weekly, from 9/8/2014 to 4/30/2015

Evidence of Completion

Lesson plans showing the implementation of interventions will be turned in. Assessment results will be collected by the SBT to determine effectiveness of implemented interventions.

G3.B1.S3 Our CRT, Mrs. McKinney, will conduct a book study, Making the Most of Your Core Reading Program, that teaches how to use a basal reading series effectively. 4

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Strategy Rationale

Since many teachers have not taught using a basal, this book will help guide them through the process of using a basal effectively.

Action Step 1 5

The teachers will participate in a book study that will show them how to use a core reading program to benefit students.

Person Responsible

Jason Reeves

Schedule

Biweekly, from 9/8/2014 to 12/2/2014

Evidence of Completion

Sign in sheets, assignments, and lesson plans will be used to determine how the information from the book study was implemented.

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

Mrs. McKinney has been through a training involving the preparation of this book study. Teachers will sign in to each meeting. Assignments related to learning will be monitored.

Person Responsible

Jason Reeves

Schedule

Biweekly, from 9/8/2014 to 12/2/2014

Evidence of Completion

Sign in sheets as well as the completion of assignments directly related to learning goals in the book will be collected.

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

Completion of assignments and lesson plans will be collected to determine the effectiveness of the book study.

Person Responsible

Jason Reeves

Schedule

Biweekly, from 9/8/2014 to 12/2/2014

Evidence of Completion

Implementation of the Journeys reading program and data from student achievement in reading will be monitored to effectiveness of implementation.

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
G3.B1.S1.A1	This professional development opportunity will train teachers on the specifics of the new Journeys reading program to give teachers background knowledge on the curriculum they will be teaching.	Reeves, Jason	8/11/2014	Teachers will turn in four weeks of lesson plans using the Journeys curriculum. Teachers will also sign in showing attendance evidence.	8/13/2014 daily
G3.B1.S2.A1	Teachers will use the Write In Readers to remediate students that are below grade level, have a PMP, and are not performing successfully in Tier One instruction.	Reeves, Jason	9/8/2014	Teachers will show how they use the Write-In Readers in their lesson plans. Student data will show an increase due to the use of Write-In Reader.	one-time
G3.B1.S3.A1	The teachers will participate in a book study that will show them how to use a core reading program to benefit students.	Reeves, Jason	9/8/2014	Sign in sheets, assignments, and lesson plans will be used to determine how the information from the book study was implemented.	12/2/2014 biweekly
G3.B1.S2.A2	Embedded professional development will be provided by site based CRTs. This will be in the form of coach led PD sessions and grade level PLCs utilizing online professional development through HMH Journeys and Collections Common Core Curriculum Suite and custom designed webinars.	Reeves, Jason	8/29/2014	Mrs. McKinney will keep minutes from the PLC meetings and trainings she is conducting with each team.	6/1/2015 monthly
G1.MA1	Data from Marzano walkthroughs, informal, and formal observations will be collected and analyzed.	Reeves, Jason	8/29/2014	Teacher observational data will be used to determine how effectively teachers are implementing the standards based curriculum and using best practices to promote student learning.	6/5/2015 weekly
G2.MA1	Quarterly data from standards based assessments will be monitored to determine how successful students are performing.	Reeves, Jason	10/15/2014	Student scores on standards based assessments and the FSA will be evidence of how well our math curriculum was implemented.	6/1/2015 quarterly
G3.MA1	Data from formative assessments being given to students with PMP's will be	Reeves, Jason	9/8/2014	Graphs will be created showing the results of formative assessments being given to all students with PMP's.	4/30/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	collected by our guidance counselor on a monthly basis.				
G3.B1.S1.MA1	Teachers will be given time during pre-planning to use the Journeys reading curriculum to plan for the first four weeks of school. Walkthrough observational data will show how well the implementation of the Journeys curriculum is going.	Reeves, Jason	8/29/2014	Marzano data, plan books, and student data will determine how successful teachers are when teaching the Journeys curriculum.	6/1/2015 weekly
G3.B1.S1.MA1	Lesson plans will be collected to check for understanding of the implementation of the new reading curriculum.	Reeves, Jason	8/15/2014	Lesson plans	8/15/2014 one-time
G3.B1.S2.MA1	Weekly assessments will be given to monitor the effectiveness of the interventions being implemented.	Reeves, Jason	9/8/2014	Lesson plans showing the implementation of interventions will be turned in. Assessment results will be collected by the SBT to determine effectiveness of implemented interventions.	4/30/2015 weekly
G3.B1.S2.MA1	Our SBT team will monitor implementation of interventions as well as data from students receiving interventions.	Reeves, Jason	9/8/2014	MTSS meeting notes. Data from formative and summative assessments.	4/30/2015 daily
G3.B1.S3.MA1	Completion of assignments and lesson plans will be collected to determine the effectiveness of the book study.	Reeves, Jason	9/8/2014	Implementation of the Journeys reading program and data from student achievement in reading will be monitored to effectiveness of implementation.	12/2/2014 biweekly
G3.B1.S3.MA1	Mrs. McKinney has been through a training involving the preparation of this book study. Teachers will sign in to each meeting. Assignments related to learning will be monitored.	Reeves, Jason	9/8/2014	Sign in sheets as well as the completion of assignments directly related to learning goals in the book will be collected.	12/2/2014 biweekly

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.

G3. Teachers will use differentiated instruction during the reading block and intervention time to target deficiencies in students in Tier Two and Three. Students in Tier Two and Three will show progress towards their goals stated on their PMP's.

G3.B1 New reading program that is unfamiliar to teachers. .

G3.B1.S1 Preplanning training on the implementation of new Journeys reading curriculum.

PD Opportunity 1

This professional development opportunity will train teachers on the specifics of the new Journeys reading program to give teachers background knowledge on the curriculum they will be teaching.

Facilitator

Carmen McKinney

Participants

Classroom teachers and administrators

Schedule

Daily, from 8/11/2014 to 8/13/2014

G3.B1.S2 Train teachers to use resources within the new reading curriculum, Journeys, to target their below grade level students.

PD Opportunity 1

Teachers will use the Write In Readers to remediate students that are below grade level, have a PMP, and are not performing successfully in Tier One instruction.

Facilitator

Carmen McKinney

Participants

Reading teachers

Schedule

G3.B1.S3 Our CRT, Mrs. McKinney, will conduct a book study, Making the Most of Your Core Reading Program, that teaches how to use a basal reading series effectively.

PD Opportunity 1

The teachers will participate in a book study that will show them how to use a core reading program to benefit students.

Facilitator

Mrs. McKinney

Participants

Reading teachers

Schedule

Biweekly, from 9/8/2014 to 12/2/2014

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