

# Melrose Elementary School



2014-15 School Improvement Plan

## Melrose Elementary School

1752 13TH AVE S, St Petersburg, FL 33712

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

### School Demographics

**School Type**

Elementary

**Title I**

Yes

**Free/Reduced Price Lunch**

83%

**Alternative/ESE Center**

No

**Charter School**

No

**Minority**

92%

### School Grades History

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

### School Board Approval

This plan was approved by the Pinellas County School Board on 9/23/2014.

### 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>.

---

## Table of Contents

---

|   |           |
|---|-----------|
| <b>Purpose and Outline of the SIP</b>   | <b>4</b>  |
| <b>Differentiated Accountability</b>  | <b>5</b>  |
| <b>Current School Status</b>  | <b>8</b>  |
| <b>8-Step Planning and Problem Solving Implementation</b>                     | <b>19</b> |
| Goals Summary   | 19        |
| Goals Detail  | 19        |
| Action Plan for Improvement   | 23        |
| <b>Appendix 1: Implementation Timeline</b>                                    | <b>47</b> |
| <b>Appendix 2: Professional Development and Technical Assistance Outlines</b> | <b>51</b> |
| Professional Development Opportunities  | 52        |
| Technical Assistance Items  | 56        |
| <b>Appendix 3: Budget to Support Goals</b>                                    | <b>57</b> |

## 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                         |
|-------------|-------------------|-----------------------------|
| Priority    | 4                 | <a href="#">Jim Browder</a> |
| Former F    | Turnaround Status |                             |
| No          |                   |                             |





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### **Provide the school's mission statement**

The mission for the Melrose Center for Journalism and Multimedia is to educate and prepare each student for college, career and life by teaching them to be safe, respectful, and responsible learners.

##### **Provide the school's vision statement**

Unite with parents and community to ensure 100% success for all students.

#### School Environment

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

Melrose will be giving each student a reinforcement survey at the beginning of the year by their individual teachers. Data will be collected by the Behavior Specialist. The purpose is exclusively to learn what each student is willing to work for and create/provide those incentives. Students will acknowledge staff taking an active interest in what they are interested in and as a result, will not only build report but increase academic/behavior motivation.

The Melrose staff is also participating in various Diversity Training in order to be more sensitive to student needs.

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

Students at Melrose will see a familiar face throughout the school day during both the mornings and afternoons. Staff will have assigned duty posts and will be available for students during these times. During the school day, students will have the opportunity to reach out to office staff personnel (i.e. Behavior specialists/coach, guidance counselor, etc.) by appropriately asking their teacher to fill out a counseling referral or an SBLT form requesting such services. These avenues will ensure students feeling safe and supported by school staff at all times throughout the day.

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

- A. Modify the classroom learning environment to decrease students leaving the classroom and increase student engagement:
- a. Increase professional development opportunities in classroom management strategies. Reinforcing classroom behavior expectations. Rearranging the classroom environment.
- Routines for:
- Establishing arrival and dismissal
  - Distributing materials and turning in assignments
  - Requesting help from teacher
  - Transitioning to new activities or settings
  - Unexpected interruptions and emergency situations
  - Independent and group work
  - Returning to class



Data folders for math and reading related to standards

Professional development

b. Physical Space requirements for the classroom

Peace nook- area where a student can “self-impose” for cool down.

Time out desk- preferred next to door.

Student of the week desk- Decorated.

c. Posted in the classroom

Guidelines for success (R,R,&S)

Classroom Rules (tangible)

d. Buddy teacher

When sending a student to timeout, it is preferred that the t/o teacher is located across the hall from your

classroom. (some classrooms and portables will not apply)

10 point scale for behavior management. The system is designed to catch students doing well during academic times. System provides an opportunity for the teacher to provide encouragement to the students. Students have the ability to directly monitor their behavior and are immediately rewarded for meeting expectations. They gain an understanding of consequences when the expectations are not met.

Procedures

10 point system is used throughout the day (10 point daily max.)

Points earned are related to instructional blocks (flow of the day)

1 point for on time arrival

1 Social Studies

1 LA Core

1 L 100

1 Math Int.

1 Math Core

1 LA Int.

1 Specials

1 Science

1 Teacher Discretion focused on a specific behavior for improvement

10 points possible

Points are earned only/ NO POINTS are to be taken from student. The point is either earned or not earned for the instructional block. Once the block is over the student is immediately eligible for the next block to earn a point.

Students have to be present for the block of time to earn the point. The student is not eligible to earn the point if they are: absent, in-school suspension, alternate placement. If a student receives a referral 10 points will be deducted as payment in the form of a fine.

Students and teacher are provided with data collection sheets. This will create an opportunity to analyze any patterns of behavior that may need to be address with the behavior team.

Students will track the total number of points earned and then be able to shop at the Manatee Mall. (Times TBD)

Items at the mall start at 25 points.

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

Melrose Elementary will foster the social-emotional needs of its students through individual counseling, group counseling and classroom guidance activities. Lessons on problem solving, anger management, self esteem, listening , empathy and other social skills will be taught in the various mentioned setting, ie: groups, individual counseling and classroom. In addition we hope to establish during the course of the year a peer mediation program where the students will take ownership for

helping to secure a positive school climate. A peer mentoring program called PAL as well as a student council are also being contemplated as part of the SIP.

### Early Warning Systems

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

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

Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension  
 Students with one or more suspensions, whether in school or out of school  
 Course failure in English Language Arts or mathematics  
 A Level 1 score on the statewide, standardized assessments in English Language Arts or Mathematics

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

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

| Indicator                       | Grade Level |    |    |    |    |    | Total |
|---------------------------------|-------------|----|----|----|----|----|-------|
|                                 | K           | 1  | 2  | 3  | 4  | 5  |       |
| Attendance below 90 percent     | 37          | 16 | 17 | 17 | 8  | 11 | 106   |
| One or more suspensions         | 19          | 14 | 23 | 24 | 22 | 22 | 124   |
| Course failure in ELA or Math   | 0           | 0  | 0  | 0  | 0  | 0  |       |
| Level 1 on statewide assessment | 0           | 0  | 0  | 46 | 24 | 36 | 106   |
|                                 | 0           | 0  | 0  | 0  | 0  | 0  |       |

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

| Indicator                                  | Grade Level |   |   |    |    |    | Total |
|--|-------------|---|---|----|----|----|-------|
|  | K           | 1 | 2 | 3  | 4  | 5  |       |
| Students exhibiting two or more indicators | 12          | 5 | 8 | 22 | 20 | 17 | 84    |

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

To increase attendance: attendance specialist, full-time student services staff, positive phone calls home to each student by classroom teacher and various staff members  
 To decrease suspensions: Melrose has implemented a 10-Point Behavior Plan tied to earning points during each subject area, we have a full-time new teacher mentor to support new teachers, full time behavior coach and behavior specialist, SBLT Behavior meetings are scheduled to discuss specific students' response to interventions, and full-time student services team to meet the needs of individual students.  
 Level 1 on statewide assessment: schedule reflects dedicated L300 hour to reading intervention, 2 certified teachers working with students in each classroom during the L300 hour, additional 30 minutes added to the school day dedicated to reading intervention, after-school extended learning opportunities are available to all students K-5  
 Inform teachers/SBLT/Student Services of the names of students who exhibit two or more early warning indicators

## Family and Community Involvement

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

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

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

### Will the school use its PIP to satisfy this question?

Yes

#### **PIP Link**

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

#### **Description**

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

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

Neighborhood and community partnerships are a key to our school's success. Melrose is a proud partner in the Executive PASS Partnerships. This partnership has paired our school with several businesses throughout Pinellas County such as Bay/Tech Label (sponsors our Citizen of the Month T-Shirts), Boys and Girls Club (sponsors back to school uniforms for our students, our Principal's List Field Trips, various field trip transportation).

Members of the Executive PASS Partnerships are invited to attend our annual "Meet the Teacher", Honor Roll and Principal's List Assemblies/Field Trips, and monthly meetings to school progress and needs.

In addition to our Executive PASS Partners, Melrose shares a unique partnership with the Tampa Bay Times which supports our Journalism Magnet. They also provided us with 8 mentors/volunteers last year to work with select kindergartners. These volunteers will be looping up to first grade with their paired students and a new group of Tampa Bay Times volunteers will be paired with select incoming kindergartners for the 2014-15 SY.

Melrose Elementary is also very fortunate to have Mr. Oliver, former educator and community member, support us with mentors for our 4th and 5th grade males. These mentors come to Melrose every week to eat lunch with their Mentee. They are also invited to attend our academic celebrations for our students throughout the year.

Melrose also is partnered with Edible Peace Patch which has worked with our students to grow a hydroponic above ground garden. Once a week a team from the Edible Peace Patch comes out to Melrose and works with classes teaching them about what is growing in our garden.

## 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               |
|---------------------------|---------------------|
| Grasso, Nanette           | Principal           |
| Bockover Goldstein, Heidi | Assistant Principal |

## Duties

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

Nanette Grasso, Principal  
Heidi Bockover Goldstein, Asst. Principal  
Beth Abbott, MTSS Coach  
Barry Levine, Guidance Counselor  
Jessica Garcia, Social Worker  
Anna Annarelli, Educational Diagnostician  
Leslie Croissant, Psychologists  
Gema Matanle, Behavior Coach  
Ben Williams, Behavior Specialist

The Principal and Assistant Principal provide a common vision for the use of data-based decision making, ensuring that the school-based intervention team is implementing the MTSS, conducts assessments of MTSS skills of staff through surveys, ensures adequate professional development to support MTSS implementation to its fullest, and communicates with parents regarding school-based plans and activities.

The MTSS Coach and Educational Diagnostician will tandem to make data-based decisions which ensure that the school-based intervention team and teachers are implementing the MTSS with fidelity, progress monitoring tiered students, provide adequate professional development as needed to support MTSS implementation and to communicate with teachers regarding student progress.

School Psychologist: Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based making activities.

Guidance Counselor: Participates in collection, interpretation, and analysis of school-wide data; provides support for intervention fidelity participates in the planning and provision of social emotional interventions for classroom and small group.

Behavior Specialist and Behavior Coach: will work in tandem with the MTSS to provide behavior coaching for classroom teachers to increase Tier I behaviors in the classroom. Participates in the collection, interpretation and analysis of school-wide discipline data; provide assistance for problem solving activities.

School Social Worker: Provides services ranging from program design to assessment and intervention with individual students. In addition to providing interventions, school social worker continues to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

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

Weekly SBLT meetings

Week 1:

Guidance: SWBP, Student Activities

Week 2:

Academics: Fidelity checks (data folders, flow of the day, pacing), Lesson Studies, SIP, Data Folders

Week 3:

Behavior: Out of area 3+, Referrals 5+, Trends, Teacher, Hot Spots

Week 4:

Interventions: Fidelity/Use, Specific Students, Trends, SBLT referrals

Staff Curriculum Development/Leadership

Mondays: Coaches Debrief with administration

Tuesdays: Grade Level PLCs

Wednesdays: SBLT

Thursdays: Curriculum Development with academic coaches, Just in Time Training

Friday: Team Leader Meetings and PBS Meetings

Title I, Part A funds are utilized, in conjunction with various other federal, state, and local funds, to support high quality instruction, parental engagement, and professional development for highest student achievement. Title I services are coordinated and integrated with other resources through collaboration of staff in various offices and departments, including: School and Community Support, Teaching and Learning, Assessment, Accountability, and Research, Professional Development, Strategic Communications, Strategic Partnerships, Human Resources, and Transportation. Title I staff monitor expenditures of Title I, Part A funds to ensure that they supplement rather than supplant other funds available to schools.

Melrose has also partnered with the Boys and Girls Club to support our learning community.

**School Advisory Council (SAC)**

**Membership**

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

| Name               | Stakeholder Group          |
|--------------------|----------------------------|
| Nanette Grasso     | Principal                  |
| Reenita Crandle    | Business/Community         |
| Lisa Brown-Wheeler | Parent                     |
| Davonte Dawson     | Parent                     |
| Joan Broughton     | Parent                     |
| Daphney Hubbard    | Parent                     |
| Katisha Powell     | Parent                     |
| Kimberly Hubbard   | Parent                     |
| Denia Wise         | Education Support Employee |
| Rokeem Pough       | 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*

Goal 1: Goal 1 was successful due to the fact that we were able to reduce the number of referrals by more than half from the previous year. We will continue the initiatives which were successful.

Goal 2: In the area of writing, Melrose celebrated double digit increases over the 2012-13 SY. In Reading, Math and Science, we saw decreases in student performance over the previous year's scores.

*Development of this school improvement plan*

During the summer of 2014, the 2013-14 FCAT scores were shared with the SAC. The draft of the 2014 SIP was shared with members and all questions and concerns were addressed at that time. The completed and approved SIP for the 2014-15 school year will be shared at our September SAC Meeting.

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

This year's school needs were determined by analysis of the 2013-14 FCAT scores, parent surveys and input, and staff surveys and input. Based on the various needs assessments the following decisions were made in regard to SIP/Title I Budgets: three Hourly Teachers in grades K-3, two Paraprofessionals in VE and grades 4 and 5, one Tech-Tech, Diversity Professional Development, 1/2 Math Coach to make a full unit.

The leadership team participated in a week long DA Institute designed to support the roll out of the 2014-15 SIP.

The SIP draft for this year, will be shared with the staff during August. Questions, concerns, additions and deletions will be made prior to the final draft being submitted.

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

Total: \$1,869.25

\$500.00 to support the Media Center Reading Initiative

\$500.00 to support our Positive Behavior Plan

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

Yes

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

**Literacy Leadership Team (LLT)**

**Membership**

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

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

**Duties**

***Describe how the LLT promotes literacy within the school***

The major initiatives of the LLT this year will be to help support the implementation of Florida State Standards, provide support to improve reading fluency and comprehension, through participation in facilitated collaborative planning with coaches and teachers on a weekly basis, monitoring the fidelity of the L300 hour, through data share meetings in which the MTSS process is discussed with administration and various coaches, and discussions and work done within weekly PLCs.

**Public and Collaborative Teaching**

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

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

1. A pre-pre school team-building workshop was planned so that all 2014-15 staff members could get to know each other in a fun and non-threatening environment. The activities presented were also easily transferable to the classroom.
2. Cultural Diversity training was presented during pre-pre school to help shed light on the types of obstacles our teachers and students may face within the school year.



3. Culture Diversity training will continue throughout the school year in the form of various presenters and book studies.
4. Block scheduling for all grade levels will support collaboration between teachers and coaches for planning and data review.
5. A Curriculum Development/Leadership Calendar and an SBLT Meeting Calendar has been created to support awareness on daily/weekly meetings.

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

1. Every teacher at Melrose was hand-picked to join our staff, are all considered effective or highly effective, and the majority of the teachers have been teaching for several years. In order to maintain highly qualified teachers regular and consistent communication with the principal is critical. Data meetings and input is/will be our way of work. When hiring is necessary, the principal along with a team of teachers and other staff members carefully select candidates for the interview process.
2. All instructional staff will receive a \$3000.00 signing bonus to work at Melrose Elementary.
3. All new teachers to Melrose will be paired with a veteran teacher for mentoring purposes.
4. An on-site new teacher mentor will be paired with new teachers to support classroom processes and procedures.
5. Embedded academic coaches will provide just in time training to support Florida State Standards.
6. The principal/assistant principal also meets with new teachers/staff members a minimum of three times a year or as needed to review observations, provide feedback and address any developing concerns.

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

Our new teachers to Melrose will be paired with veteran teacher at the same grade level or at adjacent grade levels with same grade level pairings are not possible. This will allow for:

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

New teachers will be paired with our on-site new teacher mentor. This will allow for:

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

All new teachers will also work closely with our Math, Science and Literacy coaches throughout the school year.

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

## **Ambitious Instruction and Learning**

### **Instructional Programs and Strategies**

#### **Instructional Programs**

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

1. Melrose teachers work with the embedded academic coaches on a weekly basis to unpack standards and plan instruction based on student data.
2. Teachers collaborate with colleagues and coaches to plan using the Florida Standards.
3. Coaches model for and co-teach with classroom teachers on a weekly basis. Follow-up and debrief sessions guide next steps.
4. Administration meets with the academic coaches on a weekly basis to debrief and discuss next steps.
5. Weekly/Daily Administration walk-throughs and observations

### **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***

Fair data, Running records, Common assessments, and Data folders are used to determine the level of the support the students and faculty needs. Student data is reviewed every 4-6 weeks during a data chat meeting that includes: Administrators, MTSS Coach, Behavior Coach, and Support Services. During the meetings, Fair data is reviewed with the focus on the students at the 0%-15% (SD) in PLS. Running record data is reviewed on the student meeting the grade level expectation set forth by the district. Common assessment data is determined with the student performing with less than 70% proficiency. Data folders are aligned with the standards and goals of each lesson, data folders are reviewed for mastery and areas of struggle. PLC meetings are used to discuss areas of professional development (Differentiated Instruction, Reading, Math or Science) and student needs reviewing the data on a weekly basis.

Instruction is modified or supplemented by cooperative grouping of students based on ability levels. Standards are the focus for the data folders and students self-reflect on their ability proven with the classwork or assessment tied to the standard.

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



**Strategy:** Extended School Day

**Minutes added to school year:** 5,400

30 minutes added to each school day

The first hour of the school day is dedicated to reading intervention

2 teachers in a classroom for 30 minutes per day

Kindergarten will use Nemours - a small group foundational program

First, Second and Third Grade will use Level Literacy Instruction (LLI)

Fourth and Fifth Grade will use Repeated Reading and Fluency Routine Using Grade Level

Complex Text utilizing a blended model of Rasinski and Walpole

In addition to the Extended School Day:

Use literature to build classroom learning communities

Conduct running record assessments on all students to find instructional levels, beginning with Tier 2 and Tier 3 students

Implement Jan Richardson Guided Reading

Implement rigorous literacy stations

Conduct and participate in just in time training: Jan Richardson Guided Reading, literacy stations, running records

**Strategy Rationale**

The extended school day is being designed to provide students with an "all hands on deck" approach which has proven effective in other districts in making a difference in the lives of students.

**Strategy Purpose(s)**

- Core Academic Instruction

**Person(s) responsible for monitoring implementation of the strategy**

Grasso, Nanette, [grasson@pcsb.org](mailto:grasson@pcsb.org)

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

FAIR and Running Record data will be collected 3 times a year.

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

**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**

At the end of the school year, our VPK students and our incoming kindergarteners not already enrolled in our VPK program are invited to attend our "Transition to Kindergarten", the community Head Start program leaders go out into the community and locate and enroll pre-school aged children to attend our summer school VPK, and all of our students, grades PreK-5 are invited to our annual "Meet the Teacher" day which is held the last school day before the school year begins. This year it will be held on August 15th.

Feeder Middle School visits are arranged for our 5th graders.

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

## College and Career Readiness

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

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

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

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

## 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

 = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** To provide a focus on individual school wellness improvement for the year by earning Bronze in 4 out of 6 of the Healthy School Assessment Modules or 66% of Healthy School Program Assessment Modules
- G2.** If all teachers develop and sustain a healthy, respectful, caring and safe learning environment for students, staff and community resulting in individual employee learning, student achievement and overall school improvement.
- G3.** By providing rigorous grade level standards based instruction along with differentiated support and scaffolding, all students will increase proficiency as measured by FSA, FCAT 2.0 and other aligned summative assessments.

## 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.** To provide a focus on individual school wellness improvement for the year by earning Bronze in 4 out of 6 of the Healthy School Assessment Modules or 66% of Healthy School Program Assessment Modules 1a

 G059819

**Targets Supported** 1b

| Indicator | Annual Target |
|-----------|---------------|
|           | 66.0          |

**Resources Available to Support the Goal** 2

- Professional Development
- eLearning Modules

**Targeted Barriers to Achieving the Goal** 3

- Nutrition Assessment Module

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

**Person Responsible**

Heidi Bockover Goldstein

**Schedule**

On 6/3/2016

***Evidence of Completion***

**G2.** If all teachers develop and sustain a healthy, respectful, caring and safe learning environment for students, staff and community resulting in individual employee learning, student achievement and overall school improvement. 1a

G059219

**Targets Supported** 1b

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

**Resources Available to Support the Goal** 2

- Staff Members
- Title I
- District
- Coaches: local and state

**Targeted Barriers to Achieving the Goal** 3

- Collaboration between parents and school

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

Healthy, respectful, caring and safe learning environment

**Person Responsible**

Nanette Grasso

**Schedule**

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

**Evidence of Completion**

decreased number of level 3 calls and office referrals climate survey results: students, teachers, parents increased number of parents attending workshops/trainings SBLT-Behavior Meeting Minutes

**G3.** By providing rigorous grade level standards based instruction along with differentiated support and scaffolding, all students will increase proficiency as measured by FSA, FCAT 2.0 and other aligned summative assessments. **1a**

G059220

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

| Indicator                    | Annual Target |
|------------------------------|---------------|
| AMO Math - All Students      | 48.0          |
| AMO Reading - All Students   | 50.0          |
| FCAT 2.0 Science Proficiency | 20.0          |

**Resources Available to Support the Goal** **2**

- Reading Florida Standards Jan Richardson Guided Reading LLI (Grades 1-3) Nemours (Kindergarten) Cranium CoRE in grades 3-5 Coaches: local and state Pinellas County Schools Curriculum Framework FAIR data Common Assessment Data Facilitated Guided Planning with Coaches on a rotating weekly basis Student Data Folders Module Assessments Math CPALMS Florida Standards Formative Assessments Computer Based Testing (CBT) Coaches: State and Local New Curriculum STMath Facilitated Guided Planning with Coaches on a rotating weekly basis Math Talks Math Reads Science Science Lab for grades 3-5 Coaches: local and state Facilitated Guided Planning with Coaches on a monthly basis

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

- Due to the new Florida Standards, staff needs collaborative support to plan and implement rigorous lessons aligned with the standards across content areas.

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

Increase in student achievement.

**Person Responsible**

Nanette Grasso

**Schedule**

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

**Evidence of Completion**

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

## 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.** To provide a focus on individual school wellness improvement for the year by earning Bronze in 4 out of 6 of the Healthy School Assessment Modules or 66% of Healthy School Program Assessment Modules **1**

 G059819

**G1.B1** Nutrition Assessment Module **2**

 B152613

**G1.B1.S1** Review and monitor the healthy school foods initiative with all stakeholders (parents, students, staff). **4**

 S164387

### Strategy Rationale

In too many instances, unhealthy foods are being used as rewards and incentives for behavior and academic purposes.

### Action Step 1 **5**

Healthy School Food Initiative will be shared at faculty meetings, PTA meetings, newsletter articles and on the morning news to create a greater awareness of good food choices.

### Person Responsible

Heidi Bockover Goldstein

### Schedule

Monthly, from 8/13/2015 to 6/3/2016

### Evidence of Completion

Faculty Meeting and PTA Agenda and Minutes; Scheduled monthly news broadcasts; monthly newsletter

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

Monthly Wellness Committee meetings will take place to monitor the fidelity and implementation of the action plan.

**Person Responsible**

Heidi Bockover Goldstein

**Schedule**

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

***Evidence of Completion***

Wellness Committee minutes

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

Decrease in the number of teachers offering non-nutritional incentives for behavior and academic purposes.

**Person Responsible**

**Schedule**

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

***Evidence of Completion***

Teacher surveys identifying the incentives used within the class for academic and behavior purposes; teacher developed surveys given to students identifying the non-nutritional incentives students will work towards.



**G1.B1.S2 Complete the Smart Snacks in Schools Monitoring Chart** 4

S164388

**Strategy Rationale**

It is a requirement of the Healthy School's Action Plan

**Action Step 1** 5

The Wellness Committee will assign on member to complete the Smart Snack in School Monitoring Chart.

**Person Responsible**

Heidi Bockover Goldstein

**Schedule**

On 10/30/2015

***Evidence of Completion***

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

Complete the Healthy School Assessment

**Person Responsible**

Heidi Bockover Goldstein

**Schedule**

***Evidence of Completion***

Completed Healthy School Assessment

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

Monthly Wellness Committee Meetings

**Person Responsible**

Heidi Bockover Goldstein

**Schedule**

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

***Evidence of Completion***

Monthly Wellness Committee Meeting Minutes

**G2.** If all teachers develop and sustain a healthy, respectful, caring and safe learning environment for students, staff and community resulting in individual employee learning, student achievement and overall school improvement. **1**

 G059219

**G2.B1** Collaboration between parents and school **2**

 B150723

**G2.B1.S1** Provide professional development to staff members to promote a healthy learning environment. **4**

 S162556

### **Strategy Rationale**

Professional development will promote an awareness, understanding, and respect for the types of home life and trauma many of our students experience on a daily basis.

### **Action Step 1** **5**

Provide on-going professional development to the staff which supports a healthy respect and understanding our students and their community.

#### **Person Responsible**

Nanette Grasso

#### **Schedule**

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

#### **Evidence of Completion**

Diversity Training Pathfinders: Team Building Training Book Study: Black Students, Middle Class Teachers Sign-in sheets for Book Study and other professional development Journaling

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

Attendance and participation in professional development

#### **Person Responsible**

Heidi Bockover Goldstein

#### **Schedule**

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

#### **Evidence of Completion**

LMS course evaluations Sign-in Sheets

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

Increased collaboration between parents, students and school staff.

**Person Responsible**

Heidi Bockover Goldstein

**Schedule**

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

**Evidence of Completion**

Parent sign in sheets for monthly Title I events, SAC and PTA Meetings FOCUS parent communication logs Signed PMPs Parent/Teacher Conference Forms Title I Compacts

**G2.B1.S2** Families will participate in the Scale Up for Success Initiative which in part provides comprehensive mental and social counseling, enhanced family engagement opportunities and comprehensive wraparound services. 4

 S162557

**Strategy Rationale**

Providing high-interest workshops and activities which support parents in their ability to provide for their children will entice parents to participate at a higher level.

**Action Step 1 5**

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

**Person Responsible**

Heidi Bockover Goldstein

**Schedule**

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

**Evidence of Completion**

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

**Action Step 2** 5

Support Comprehensive wraparound services referrals where all community agencies such as the Family Services Initiative, Access to Mental Health Services and the Sanderlin Neighborhood Family Center will provide additional family support

**Person Responsible**

Heidi Bockover Goldstein

**Schedule**

Monthly, from 8/25/2014 to 6/1/2015

**Evidence of Completion**

Community wraparound service referrals

**Action Step 3** 5

Parents will sign the parent contract form

**Person Responsible**

Nanette Grasso

**Schedule**

Daily, from 8/25/2014 to 6/3/2015

**Evidence of Completion**

Signed parent contracts

**Action Step 4** 5

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

**Person Responsible**

Heidi Bockover Goldstein

**Schedule**

Daily, from 8/25/2014 to 6/3/2015

**Evidence of Completion**

agendas

**Action Step 5** 5

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

**Person Responsible**

Heidi Bockover Goldstein

**Schedule**

Quarterly, from 8/25/2014 to 6/3/2015

**Evidence of Completion**

Sign in Sheets, Completed Conference Forms

**Action Step 6** 5

Parents participate in the quarterly home visits

**Person Responsible**

Nanette Grasso

**Schedule**

Quarterly, from 8/25/2014 to 6/3/2015

**Evidence of Completion**

Home Visit Logs

**Action Step 7** 5

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

**Person Responsible**

Nanette Grasso

**Schedule**

Monthly, from 8/25/2014 to 6/3/2015

**Evidence of Completion**

Sign In Sheets

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

Parent involvement activities

**Person Responsible**

Heidi Bockover Goldstein

**Schedule**

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

**Evidence of Completion**

Title I sign in sheets, PTA/SAC Sign-In Sheets, Parent/Teacher Conference Forms

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

Increased collaboration between parents and school

**Person Responsible**

Heidi Bockover Goldstein

**Schedule**

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

**Evidence of Completion**

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

**G3.** By providing rigorous grade level standards based instruction along with differentiated support and scaffolding, all students will increase proficiency as measured by FSA, FCAT 2.0 and other aligned summative assessments. 1

G059220

**G3.B2** Due to the new Florida Standards, staff needs collaborative support to plan and implement rigorous lessons aligned with the standards across content areas. 2

B150725

**G3.B2.S2** Core instructional staff will participate in Facilitated Guided Planning on a weekly rotation with the Literacy, Math and Science Coaches in order to be able to plan and deliver effective, rigorous lessons with support as needed. 4

S162559

### Strategy Rationale

Providing guided planning with the academic coaches will support teacher in unpacking standards, planning and delivering effective, rigorous lessons with the end in mind. Following planning, coaches will be able to model, co-teach and observe the planned lessons to support fidelity as needed.

### Action Step 1 5

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

#### Person Responsible

Heidi Bockover Goldstein

#### Schedule

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

#### Evidence of Completion

Coaches Logs Lesson Plans uploaded to Moodle

### Action Step 2 5

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

#### Person Responsible

Nanette Grasso

#### Schedule

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

#### Evidence of Completion

Coaches logs

**Action Step 3** 5

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

**Person Responsible**

Nanette Grasso

**Schedule**

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

**Evidence of Completion**

Walk-through Data, Lesson Plans and Student Artifacts

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

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

**Person Responsible**

Nanette Grasso

**Schedule**

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

**Evidence of Completion**

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

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

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

**Person Responsible**

Nanette Grasso

**Schedule**

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

**Evidence of Completion**

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



**G3.B2.S3** Academic coaches and interventionists (VE, Paraprofessionals and Title I Hourly) will collaborate with classroom teachers to plan for and provide tiered instruction aligned to student needs.

4

 S162560

### Strategy Rationale

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

### Action Step 1 5

Identify Tier 2 students through running record and previous year's achievement data.

#### **Person Responsible**

Heidi Bockover Goldstein

#### **Schedule**

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

#### **Evidence of Completion**

Running Record Data and List of Tier 2 students

### Action Step 2 5

Group students by grade level/teacher and running record level and create intervention schedule.

#### **Person Responsible**

Heidi Bockover Goldstein

#### **Schedule**

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

#### **Evidence of Completion**

Tier 2 Intervention Groups

**Action Step 3** 5

Implement intervention schedule

**Person Responsible**

Heidi Bockover Goldstein

**Schedule**

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

***Evidence of Completion***

Intervention Attendance Data

**Plan to Monitor Fidelity of Implementation of G3.B2.S3** 6

Tiered instruction aligned to student needs and implemented daily

**Person Responsible**

Heidi Bockover Goldstein

**Schedule**

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

***Evidence of Completion***

Fidelity Checks

**Plan to Monitor Effectiveness of Implementation of G3.B2.S3** 7

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

**Person Responsible**

Heidi Bockover Goldstein

**Schedule**

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

***Evidence of Completion***

Progress Monitoring Data and Running Record Data

**G3.B2.S5** Academic and Behavior Coaches will work with teachers to implement a positive behavior system and effective classroom management. 4

S162562

### Strategy Rationale

Providing opportunities for classroom teachers to work with both academic and behavior coaches to develop clear and consistent procedures and processes while building their culture within the first month of school will decrease out of area calls.

### Action Step 1 5

Academic Coaches and Behavior Coaches will work with teachers to develop/model/implement/monitor a positive behavior system through classroom processes and procedures.

#### Person Responsible

Nanette Grasso

#### Schedule

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

#### Evidence of Completion

Walk-through data

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

Teachers will implement a positive behavior system

#### Person Responsible

Nanette Grasso

#### Schedule

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

#### Evidence of Completion

Data collected using the classroom Observation Tool: Routines and Procedures

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

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

**Person Responsible**

Nanette Grasso


**Schedule**

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

**Evidence of Completion**

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

**G3.B2.S6** Develop and adhere to a Science Lab routine schedule of 3rd, 4th and 5th grade students attending and completing the identified progress monitoring assessments, science lab investigations and Citizen Scientist research and data collection. 4

 S162563

**Strategy Rationale**

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

**Action Step 1** 5

A master schedule will be built to reflect grade level science blocks for classes in grades 3-5 rotate into the Science Lab for a week at a time.

**Person Responsible**

Heidi Bockover Goldstein

**Schedule**

On 8/15/2014

**Evidence of Completion**

Master Schedule

### Action Step 2 5

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

**Person Responsible**

Heidi Bockover Goldstein

**Schedule**

On 8/15/2014

**Evidence of Completion**

Science Lab manager names submitted to the Elementary Science Department.

### Action Step 3 5

Science Lab Managers and the site-based Science Coach will attend "Just in Time" science training provided by the district in order to provide Science Lab support/training to teachers in grades 3-5 and proper lab set up on a daily/weekly basis.

**Person Responsible**

Heidi Bockover Goldstein

**Schedule**

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

**Evidence of Completion**

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

### Action Step 4 5

Teachers in grades 3-5 will participate in site-based "Just in Time" training provided by Lab managers and the Science Coach in order to facilitate science lab investigations with their students.

**Person Responsible**

Heidi Bockover Goldstein

**Schedule**

Weekly, from 8/15/2014 to 6/1/2015

**Evidence of Completion**

Site-based "Just in Time" training sign-in sheets, lesson plans reflecting training on science lab investigations, students participating in science lab investigations, and common assessment data.

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

Teachers in grades 3-5 will implement rigorous lessons as a result of participating in the participating in the "just in time" science lab training.

**Person Responsible**

Heidi Bockover Goldstein

**Schedule**

Weekly, from 9/8/2014 to 6/1/2015

**Evidence of Completion**

Classroom observations, lesson plans, walk-throughs, Pinellas Instructional Support Model (ISM), data from the ISM

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

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

**Person Responsible**

Heidi Bockover Goldstein

**Schedule**

Weekly, from 9/8/2014 to 6/1/2015

**Evidence of Completion**

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

**G3.B2.S7** Participate in the Scale Up for Success Initiative which is a comprehensive reform plan which in part will focus on providing additional classroom assistance and ongoing professional development, and enhanced extended learning opportunities for students **4**

 S162564

### **Strategy Rationale**

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

### **Action Step 1** **5**

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

#### **Person Responsible**

Nanette Grasso

#### **Schedule**

Daily, from 8/25/2014 to 8/25/2014

#### **Evidence of Completion**

Complete staff roster showing established teaching partnerships.

### **Action Step 2** **5**

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

#### **Person Responsible**

Heidi Bockover Goldstein

#### **Schedule**

Monthly, from 8/25/2014 to 6/3/2015

#### **Evidence of Completion**

Master Calendar, Training agendas, sign in sheets

### Action Step 3 5

Based on the monthly professional development, teaching partners will provide daily rigorous grade level instruction along with differentiated support, scaffolding and feedback which will lead to student ownership of learning.

#### **Person Responsible**

Heidi Bockover Goldstein

#### **Schedule**

Daily, from 8/25/2014 to 6/3/2015

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

walk-through data, lesson plans, academic coaches logs

### Action Step 4 5

Frequent district monitoring - Instructional Support Model (ISM) visits every 6 weeks to review goals and strategies of the SIP, visit classrooms to provide school with feed back on strengths and areas for instructional improvement, review data, and identify further professional development needs.

#### **Person Responsible**

Nanette Grasso

#### **Schedule**

Every 6 Weeks, from 8/25/2014 to 6/3/2015

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

Master calendar, ISM visit feedback



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

Teaching partners will implement rigorous lessons as a result of participation in the monthly ongoing professionals development tailored to support co-teaching processes and routines, culturally sensitive and responsive teaching, content and methods development, and small group instruction.

**Person Responsible**

Heidi Bockover Goldstein

**Schedule**

Weekly, from 8/25/2014 to 6/3/2015

**Evidence of Completion**

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

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

Increase in the number of teacher that implement daily rigorous lessons

**Person Responsible**

Nanette Grasso

**Schedule**

Weekly, from 8/25/2014 to 6/3/2015

**Evidence of Completion**

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

**G3.B2.S8** Participate in the The New Teacher Project (TNTP) which is a comprehensive reform plan which in part will focus on providing additional classroom assistance and ongoing professional development for both teachers and the leadership team. 4

 S164384

### Strategy Rationale

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

### Action Step 1 5

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

#### Person Responsible

Nanette Grasso

#### Schedule

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

#### Evidence of Completion

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

### Action Step 2 5

Teachers will administer 3 week progress check points for reading, math and science.

#### Person Responsible

Heidi Bockover Goldstein

#### Schedule

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

#### Evidence of Completion

Data from the 3 week progress check points for reading, math and science.

**Action Step 3** 5

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

**Person Responsible**

Nanette Grasso

**Schedule**

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

**Evidence of Completion**

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

**Plan to Monitor Fidelity of Implementation of G3.B2.S8** 6

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

**Person Responsible**

Nanette Grasso

**Schedule**

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

**Evidence of Completion**

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

**Plan to Monitor Effectiveness of Implementation of G3.B2.S8** 7

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

**Person Responsible**

Nanette Grasso

**Schedule**

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

**Evidence of Completion**

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

**G3.B2.S9** Departmentalization in grades 3, 4, and 5 **4**

 S164385

**Strategy Rationale**

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

**Action Step 1** **5**

Identify teachers who will specialize in each subject area.

**Person Responsible**

Nanette Grasso

**Schedule**

On 8/24/2015

***Evidence of Completion***

Master Schedule identifying specialized team teachers.

**Action Step 2** **5**

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

**Person Responsible**

Heidi Bockover Goldstein

**Schedule**

On 8/24/2015

***Evidence of Completion***

Master Schedule

**Plan to Monitor Fidelity of Implementation of G3.B2.S9** 6

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

**Person Responsible**

Heidi Bockover Goldstein

**Schedule**

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

**Evidence of Completion**

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

**Plan to Monitor Effectiveness of Implementation of G3.B2.S9** 7

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

**Person Responsible**

Nanette Grasso

**Schedule**

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

**Evidence of Completion**

Coaches logs; walk-through observation forms; lesson plans

**G3.B2.S10** Two full time literacy coaches will concentrate their support in assigned grade levels. 4

S164386

### Strategy Rationale

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

### Action Step 1 5

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

#### Person Responsible

Nanette Grasso

#### Schedule

On 6/7/2016

#### Evidence of Completion

Interview input; certification

### Action Step 2 5

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

#### Person Responsible

Heidi Bockover Goldstein

#### Schedule

On 6/7/2016

#### Evidence of Completion

coaching schedule calendar

**Action Step 3** 5

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

**Person Responsible**

Nanette Grasso

**Schedule**

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

**Evidence of Completion**

Lesson plans; walk-through data; coaches logs

**Plan to Monitor Fidelity of Implementation of G3.B2.S10** 6

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

**Person Responsible**

Nanette Grasso

**Schedule**

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

**Evidence of Completion**

Lesson Plans; Coaches Logs; Walk-through observations

**Plan to Monitor Effectiveness of Implementation of G3.B2.S10** 7

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

**Person Responsible**

**Schedule**

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

**Evidence of Completion**

ISM and TNTIP insight data; walk-through data

**Appendix 1: Implementation Timeline**

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

**Pinellas - 2371 - Melrose Elementary School - 2014-15 SIP**  
*Melrose Elementary School*

| Source       | Task, Action Step or Monitoring Activity  | Who                       | Start Date (where applicable) | Deliverable or Evidence of Completion  | Due Date/End Date      |
|--------------|---|---------------------------|-------------------------------|--|------------------------|
| G2.B1.S1.A1  | Provide on-going professional development to the staff which supports a healthy respect and understanding our students and their community.   | Grasso, Nanette           | 8/8/2014                      | Diversity Training Pathfinders: Team Building Training Book Study: Black Students, Middle Class Teachers Sign-in sheets for Book Study and other professional development Journaling | 6/1/2015 monthly       |
| G2.B1.S2.A1  | Facilitate family engagement activities at the school by providing monthly Parent/Family meetings and workshops which support parent involvement  | Bockover Goldstein, Heidi | 8/8/2014                      | Master calendar, agenda of events, parent invitations, Title I sign in sheets, signed parent compacts  | 6/1/2015 monthly       |
| G3.B2.S2.A1  | Teachers will participate in Facilitated Guided Planning in order to unpack standards, increase content knowledge and develop rigorous lessons.   | Bockover Goldstein, Heidi | 8/8/2014                      | Coaches Logs Lesson Plans uploaded to Moodle   | 6/1/2015 weekly        |
| G3.B2.S3.A1  | Identify Tier 2 students through running record and previous year's achievement data.   | Bockover Goldstein, Heidi | 8/8/2014                      | Running Record Data and List of Tier 2 students  | 6/1/2015 every-6-weeks |
| G3.B2.S5.A1  | Academic Coaches and Behavior Coaches will work with teachers to develop/model/implement/monitor a positive behavior system through classroom processes and procedures.   | Grasso, Nanette           | 8/8/2014                      | Walk-through data  | 6/1/2015 weekly        |
| G3.B2.S6.A1  | A master schedule will built to reflect grade level science blocks for classes in grades 3-5 rotate into the Science Lab for a week at a time.  | Bockover Goldstein, Heidi | 8/8/2014                      | Master Schedule  | 8/15/2014 one-time     |
| G3.B2.S7.A1  | Each classroom teacher, K-5, will have a full time paraprofessional as a teaching partner.  | Grasso, Nanette           | 8/25/2014                     | Complete staff roster showing established teaching partnerships.   | 8/25/2014 daily        |
| G3.B2.S8.A1  | Teachers and Leadership Team will participate in year long Professional Development designed to increase student engagement and close the achievement gap.  | Grasso, Nanette           | 6/22/2015                     | Professional Development sign-in sheets; walk-through data; behavior data; student achievement data  | 6/7/2016 biweekly      |
| G3.B2.S9.A1  | Identify teachers who will specialize in each subject area.   | Grasso, Nanette           | 6/22/2015                     | Master Schedule identifying specialized team teachers.   | 8/24/2015 one-time     |
| G3.B2.S10.A1 | Assign grade levels to the literacy coaches based on certification and years of experience.   | Grasso, Nanette           | 8/24/2015                     | Interview input; certification   | 6/7/2016 one-time      |
| G1.B1.S1.A1  | Healthy School Food Initiative will be shared at faculty meetings, PTA meetings, newsletter articles and on the morning news to create a greater awareness of good food choices.  | Bockover Goldstein, Heidi | 8/13/2015                     | Faculty Meeting and PTA Agenda and Minutes; Scheduled monthly news broadcasts; monthly newsletter  | 6/3/2016 monthly       |
| G1.B1.S2.A1  | The Wellness Committee will assign on member to complete the Smart Snack in School Monitoring Chart.  | Bockover Goldstein, Heidi | 8/24/2015                     |  | 10/30/2015 one-time    |
| G2.B1.S2.A2  | Support Comprehensive wraparound services referrals where all community agencies such as the Family Services Initiative, Access to Mental Health Services and the Sanderlin Neighborhood Family Center will provide additional family support | Bockover Goldstein, Heidi | 8/25/2014                     | Community wraparound service referrals   | 6/1/2015 monthly       |
| G3.B2.S2.A2  | Instructional coaches will support teachers identified through data in implementation of rigorous lessons.  | Grasso, Nanette           | 8/8/2014                      | Coaches logs   | 6/1/2015 weekly        |
| G3.B2.S3.A2  | Group students by grade level/teacher and running record level and create intervention schedule.  | Bockover Goldstein, Heidi | 8/8/2014                      | Tier 2 Intervention Groups   | 6/1/2015 every-6-weeks |
| G3.B2.S6.A2  | Science Lab managers will be selected to be the point person for each grade   | Bockover Goldstein, Heidi | 8/8/2014                      | Science Lab manager names submitted to the Elementary Science Department.  | 8/15/2014 one-time     |



**Pinellas - 2371 - Melrose Elementary School - 2014-15 SIP**  
*Melrose Elementary School*

| Source       | Task, Action Step or Monitoring Activity   | Who                       | Start Date (where applicable) | Deliverable or Evidence of Completion  | Due Date/End Date      |
|--------------|--|---------------------------|-------------------------------|--|------------------------|
|              | level in regards to managing materials and training.   |                           |                               |  |                        |
| G3.B2.S7.A2  | Ongoing professional development will occur on a monthly basis after school for content along with embedded implementation with monitoring and additional support.   | Bockover Goldstein, Heidi | 8/25/2014                     | Master Calendar, Training agendas, sign in sheets  | 6/3/2015 monthly       |
| G3.B2.S8.A2  | Teachers will administer 3 week progress check points for reading, math and science.   | Bockover Goldstein, Heidi | 8/24/2015                     | Data from the 3 week progress check points for reading, math and science.  | 6/7/2016 monthly       |
| G3.B2.S9.A2  | Create a master schedule with team teaching which reflects the team teaching model for grades 3-5.   | Bockover Goldstein, Heidi | 6/22/2015                     | Master Schedule  | 8/24/2015 one-time     |
| G3.B2.S10.A2 | A coaching schedule will be created to support the needs of the assigned grade levels and teachers within that grade level.  | Bockover Goldstein, Heidi | 8/24/2015                     | coaching schedule calendar   | 6/7/2016 one-time      |
| G2.B1.S2.A3  | Parents will sign the parent contract form   | Grasso, Nanette           | 8/25/2014                     | Signed parent contracts  | 6/3/2015 daily         |
| G3.B2.S2.A3  | Teachers will plan and implement effective, rigorous lessons using differentiated instruction and scaffolding aligned to the Florida Standards and current standards   | Grasso, Nanette           | 8/8/2014                      | Walk-through Data, Lesson Plans and Student Artifacts  | 6/1/2015 weekly        |
| G3.B2.S3.A3  | Implement intervention schedule  | Bockover Goldstein, Heidi | 8/8/2014                      | Intervention Attendance Data   | 6/1/2015 every-6-weeks |
| G3.B2.S6.A3  | Science Lab Managers and the site-based Science Coach will attend "Just in Time" science training provided by the district in order to provide Science Lab support/training to teachers in grades 3-5 and proper lab set up on a daily/weekly basis. | Bockover Goldstein, Heidi | 8/8/2014                      | Lab manager component points, labs being properly set up, and grade level investigations   | 6/1/2015 monthly       |
| G3.B2.S7.A3  | Based on the monthly professional development, teaching partners will provide daily rigorous grade level instruction along with differentiated support, scaffolding and feedback which will lead to student ownership of learning.                   | Bockover Goldstein, Heidi | 8/25/2014                     | walk-through data, lesson plans, academic coaches logs   | 6/3/2015 daily         |
| G3.B2.S8.A3  | Weekly walk-throughs for all instructional staff will be completed by the leadership team with a minimum of 2 walk-throughs per teacher. Immediate feedback will be provided.  | Grasso, Nanette           | 8/24/2015                     | Weekly Walk-through schedule; Walk-through observation feedback form   | 6/7/2016 daily         |
| G3.B2.S10.A3 | Facilitated Guided Planning will support lesson development, dissemination and implementation.   | Grasso, Nanette           | 8/24/2015                     | Lesson plans; walk-through data; coaches logs  | 6/7/2016 weekly        |
| G2.B1.S2.A4  | Parents will be expected to participate in the school-wide agenda program  | Bockover Goldstein, Heidi | 8/25/2014                     | agendas  | 6/3/2015 daily         |
| G3.B2.S6.A4  | Teachers in grades 3-5 will participate in site-based "Just in Time" training provided by Lab managers and the Science Coach in order to facilitate science lab investigations with their students.  | Bockover Goldstein, Heidi | 8/15/2014                     | Site-based "Just in Time" training sign-in sheets, lesson plans reflecting training on science lab investigations, students participating in science lab investigations, and common assessment data. | 6/1/2015 weekly        |
| G3.B2.S7.A4  | Frequent district monitoring - Instructional Support Model (ISM) visits every 6 weeks to review goals and strategies of the SIP, visit classrooms to provide school with feed back on strengths and areas for instructional                          | Grasso, Nanette           | 8/25/2014                     | Master calendar, ISM visit feedback  | 6/3/2015 every-6-weeks |

**Pinellas - 2371 - Melrose Elementary School - 2014-15 SIP**  
*Melrose Elementary School*

| Source       | Task, Action Step or Monitoring Activity   | Who                       | Start Date (where applicable) | Deliverable or Evidence of Completion   | Due Date/End Date  |
|--------------|--|---------------------------|-------------------------------|---|--------------------|
|              | improvement, review data, and identify further professional development needs.                                     |                           |                               |   |                    |
| G2.B1.S2.A5  | Parents will be expected to participate in the Parent/Teacher Conference Day each semester                         | Bockover Goldstein, Heidi | 8/25/2014                     | Sign in Sheets, Completed Conference Forms  | 6/3/2015 quarterly |
| G2.B1.S2.A6  | Parents participate in the quarterly home visits   | Grasso, Nanette           | 8/25/2014                     | Home Visit Logs   | 6/3/2015 quarterly |
| G2.B1.S2.A7  | Parents participate in the Parent/Family training offered via JWB/PCS  | Grasso, Nanette           | 8/25/2014                     | Sign In Sheets  | 6/3/2015 monthly   |
| G1.MA1       | [no content entered]   | Bockover Goldstein, Heidi | 8/24/2015                     |   | 6/3/2016 one-time  |
| G1.B1.S1.MA1 | Decrease in the number of teachers offering non-nutritional incentives for behavior and academic purposes.         |                           | 8/24/2015                     | Teacher surveys identifying the incentives used within the class for academic and behavior purposes; teacher developed surveys given to students identifying the non-nutritional incentives students will work towards. | 6/7/2016 monthly   |
| G1.B1.S1.MA1 | Monthly Wellness Committee meetings will take place to monitor the fidelity and implementation of the action plan. | Bockover Goldstein, Heidi | 8/24/2015                     | Wellness Committee minutes  | 6/7/2016 monthly   |
| G1.B1.S2.MA1 | Monthly Wellness Committee Meetings  | Bockover Goldstein, Heidi | 8/24/2015                     | Monthly Wellness Committee Meeting Minutes  | 6/7/2016 monthly   |
| G1.B1.S2.MA1 | Complete the Healthy School Assessment   | Bockover Goldstein, Heidi | 10/30/2015                    | Completed Healthy School Assessment   | one-time           |
| G2.MA1       | Healthy, respectful, caring and safe learning environment  | Grasso, Nanette           | 8/8/2014                      | decreased number of level 3 calls and office referrals climate survey results: students, teachers, parents increased number of parents attending workshops/trainings SBLT-Behavior Meeting Minutes                      | 6/1/2015 monthly   |
| G2.B1.S1.MA1 | Increased collaboration between parents, students and school staff.  | Bockover Goldstein, Heidi | 8/8/2014                      | Parent sign in sheets for monthly Title I events, SAC and PTA Meetings FOCUS parent communication logs Signed PMPs Parent/Teacher Conference Forms Title I Compacts   | 6/1/2015 monthly   |
| G2.B1.S1.MA1 | Attendance and participation in professional development   | Bockover Goldstein, Heidi | 8/8/2014                      | LMS course evaluations Sign-in Sheets   | 6/1/2015 monthly   |
| G2.B1.S2.MA1 | Increased collaboration between parents and school   | Bockover Goldstein, Heidi | 8/8/2014                      | Title I sign in sheets, signed PMPs, signed conference forms, signed agendas, parent volunteer sign in sheet  | 6/1/2015 monthly   |
| G2.B1.S2.MA1 | Parent involvement activities  | Bockover Goldstein, Heidi | 8/1/2014                      | Title I sign in sheets, PTA/SAC Sign-In Sheets, Parent/Teacher Conference Forms   | 6/1/2015 monthly   |
| G3.MA1       | Increase in student achievement.   | Grasso, Nanette           | 8/8/2014                      | Common Assessment Data (Math, Science, Modules), FAIR, Running Record and Progress Monitoring Data, Florida Standards Assessment (FSA)  | 6/8/2015 weekly    |
| G3.B2.S2.MA1 | Increase in the number of teachers that implement daily rigorous lessons.  | Grasso, Nanette           | 8/8/2014                      | ISM Data, walk-through and observation feedback, lesson debrief with academic coaches   | 6/1/2015 weekly    |
| G3.B2.S2.MA1 | Teachers will implement rigorous lessons as a result of Facilitated Guided Planning.                               | Grasso, Nanette           | 8/8/2014                      | Classroom observations, lesson plans, walk-through logs, Pinellas Instructional Support Model (ISM) tool, data from ISM tool  | 6/1/2015 weekly    |
| G3.B2.S3.MA1 | Interventionists and Teachers plan and implement differentiated lessons for tiered instruction.                    | Bockover Goldstein, Heidi | 8/8/2014                      | Progress Monitoring Data and Running Record Data  | 6/1/2015 weekly    |

**Pinellas - 2371 - Melrose Elementary School - 2014-15 SIP**  
*Melrose Elementary School*

| Source        | Task, Action Step or Monitoring Activity  | Who                       | Start Date (where applicable) | Deliverable or Evidence of Completion  | Due Date/End Date      |
|---------------|---|---------------------------|-------------------------------|--|------------------------|
| G3.B2.S3.MA1  | Tiered instruction aligned to student needs and implemented daily   | Bockover Goldstein, Heidi | 8/8/2014                      | Fidelity Checks  | 6/1/2015 every-6-weeks |
| G3.B2.S5.MA1  | Identified teachers using a positive behavior system and effective classroom processes and procedures.  | Grasso, Nanette           | 8/8/2014                      | ISM Tool, walk-through data, anecdotal notes, office call logs, office referrals, teacher feedback                               | 6/1/2015 weekly        |
| G3.B2.S5.MA1  | Teachers will implement a positive behavior system  | Grasso, Nanette           | 8/8/2014                      | Data collected using the classroom Observation Tool: Routines and Procedures   | 6/1/2015 weekly        |
| G3.B2.S6.MA1  | Increase in the number of teachers that implement weekly rigorous science lab lessons.  | Bockover Goldstein, Heidi | 9/8/2014                      | ISM data, walk-through and observation feedback, lesson debrief with science coach   | 6/1/2015 weekly        |
| G3.B2.S6.MA1  | Teachers in grades 3-5 will implement rigorous lessons as a result of participating in the participating in the "just in time" science lab training.  | Bockover Goldstein, Heidi | 9/8/2014                      | Classroom observations, lesson plans, walk-throughs, Pinellas Instructional Support Model (ISM), data from the ISM               | 6/1/2015 weekly        |
| G3.B2.S7.MA1  | Increase in the number of teacher that implement daily rigorous lessons   | Grasso, Nanette           | 8/25/2014                     | ISM data, walk-through and observation feedback, lesson debrief with academic coaches and formative assessment results.          | 6/3/2015 weekly        |
| G3.B2.S7.MA1  | Teaching partners will implement rigorous lessons as a result of participation in the monthly ongoing professionals development tailored to support co-teaching processes and routines, culturally sensitive and responsive teaching, content and methods development, and small group instruction. | Bockover Goldstein, Heidi | 8/25/2014                     | classroom observations, lesson plans, walk-through logs, Pinellas Instructional Support Model (ISM) tool, data from the ISM tool | 6/3/2015 weekly        |
| G3.B2.S8.MA1  | Increase in the number of teachers that implement daily rigorous lessons.   | Grasso, Nanette           | 6/7/2016                      | TNTP and ISM walk-through data; Lesson Plans, Weekly Coaches Debriefs  | 6/7/2016 weekly        |
| G3.B2.S8.MA1  | Teachers in grades K-5 will implement rigorous lessons as a result of participating in The New Teacher Project throughout the school year.  | Grasso, Nanette           | 6/7/2016                      | Lesson plans; walk-through data and feedback; student achievement data; behavior data.   | 6/7/2016 daily         |
| G3.B2.S9.MA1  | Weekly Coaching Debriefs of lesson plans and walk-through data will guide coaching support  | Grasso, Nanette           | 8/24/2015                     | Coaches logs; walk-through observation forms; lesson plans   | 6/7/2016 weekly        |
| G3.B2.S9.MA1  | Weekly Review of Lesson Plans and Student Schedules reflecting the team teaching model.   | Bockover Goldstein, Heidi | 8/24/2015                     | Student Schedules; uploaded Lesson Plans; weekly walk-throughs; student data   | 6/7/2016 weekly        |
| G3.B2.S10.MA1 | Increase in the number of teachers that implement daily rigorous lessons.   |                           | 7/27/2015                     | ISM and TNTP insight data; walk-through data   | 6/7/2016 weekly        |
| G3.B2.S10.MA1 | Teachers will implement rigorous lessons as a result of Facilitated Guided Planning by specialized literacy coaches.  | Grasso, Nanette           | 8/24/2015                     | Lesson Plans; Coaches Logs; Walk-through observations  | 6/7/2016 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.*

**G2.** If all teachers develop and sustain a healthy, respectful, caring and safe learning environment for students, staff and community resulting in individual employee learning, student achievement and overall school improvement.

### **G2.B1** Collaboration between parents and school

**G2.B1.S1** Provide professional development to staff members to promote a healthy learning environment.

#### **PD Opportunity 1**

Provide on-going professional development to the staff which supports a healthy respect and understanding our students and their community.

##### **Facilitator**

Administration Arcilous Mincey Gema Matanle

##### **Participants**

Melrose Faculty and Staff

##### **Schedule**

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

**G3.** By providing rigorous grade level standards based instruction along with differentiated support and scaffolding, all students will increase proficiency as measured by FSA, FCAT 2.0 and other aligned summative assessments.

**G3.B2** Due to the new Florida Standards, staff needs collaborative support to plan and implement rigorous lessons aligned with the standards across content areas.

**G3.B2.S2** Core instructional staff will participate in Facilitated Guided Planning on a weekly rotation with the Literacy, Math and Science Coaches in order to be able to plan and deliver effective, rigorous lessons with support as needed.

### **PD Opportunity 1**

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

#### **Facilitator**

Katie Gualtieri Brandi Williams Kathleen Rankin

#### **Participants**

classroom teachers and coaches

#### **Schedule**

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

**G3.B2.S3** Academic coaches and interventionists (VE, Paraprofessionals and Title I Hourly) will collaborate with classroom teachers to plan for and provide tiered instruction aligned to student needs.

### **PD Opportunity 1**

Identify Tier 2 students through running record and previous year's achievement data.

#### **Facilitator**

Rtl Coach

#### **Participants**

Interventionists, Rtl Coach and Literacy Coach, and SBLT

#### **Schedule**

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

**G3.B2.S5** Academic and Behavior Coaches will work with teachers to implement a positive behavior system and effective classroom management.

**PD Opportunity 1**

Academic Coaches and Behavior Coaches will work with teachers to develop/model/implement/monitor a positive behavior system through classroom processes and procedures.

**Facilitator**

Academic Coaches; Brandi Williams, Katie Gualtieri, Kathleen Rankin Behavior Coaches: Ben Williams and Gema Matanle

**Participants**

Identified classroom teachers

**Schedule**

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

**G3.B2.S6** Develop and adhere to a Science Lab routine schedule of 3rd, 4th and 5th grade students attending and completing the identified progress monitoring assessments, science lab investigations and Citizen Scientist research and data collection.

**PD Opportunity 1**

Science Lab Managers and the site-based Science Coach will attend "Just in Time" science training provided by the district in order to provide Science Lab support/training to teachers in grades 3-5 and proper lab set up on a daily/weekly basis.

**Facilitator**

Grade Level Science Lab Managers and Science Coach

**Participants**

Teachers in grades 3-5

**Schedule**

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

**G3.B2.S7** Participate in the Scale Up for Success Initiative which is a comprehensive reform plan which in part will focus on providing additional classroom assistance and ongoing professional development, and enhanced extended learning opportunities for students

**PD Opportunity 1**

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

**Facilitator**

various

**Participants**

K-5 teaching partners

**Schedule**

Monthly, from 8/25/2014 to 6/3/2015

## Technical Assistance Items

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



## Budget Rollup

### Summary

| Description   | Total          |
|---|----------------|
| <b>Goal 2:</b> If all teachers develop and sustain a healthy, respectful, caring and safe learning environment for students, staff and community resulting in individual employee learning, student achievement and overall school improvement. | 12,806         |
| <b>Goal 3:</b> By providing rigorous grade level standards based instruction along with differentiated support and scaffolding, all students will increase proficiency as measured by FSA, FCAT 2.0 and other aligned summative assessments.    | 182,039        |
| <b>Grand Total</b>  | <b>194,845</b> |

**Goal 2: If all teachers develop and sustain a healthy, respectful, caring and safe learning environment for students, staff and community resulting in individual employee learning, student achievement and overall school improvement.**

| Description   | Source            | Total         |
|---|-------------------|---------------|
| <b>B1.S1.A1</b> - Pathfinders Training Book Study   | Title I<br>Part A | 1,300         |
| <b>B1.S2.A1</b> - Student led conferences with teacher/parents to set goals and inform parents on ways they can support student achievement. Parent University Workshop | Title I<br>Part A | 11,506        |
| <b>Total Goal 2</b>   |                   | <b>12,806</b> |

**Goal 3: By providing rigorous grade level standards based instruction along with differentiated support and scaffolding, all students will increase proficiency as measured by FSA, FCAT 2.0 and other aligned summative assessments.**

| Description                                     | Source         | Total          |
|---|----------------|----------------|
| <b>B2.S2.A1</b> - .5 Math Coach                 | Title I Part A | 34,028         |
| <b>B2.S3.A3</b> - 3 Title I Hourly Teachers     | Title I Part A | 63,513         |
| <b>B2.S3.A3</b> - 2 Paraprofessionals           | Title I Part A | 56,396         |
| <b>B2.S3.A3</b> - Interventionist (VE Resource) | Title I Part A | 28,102         |
| <b>Total Goal 3</b>                             |                | <b>182,039</b> |