Putnam County School District

Mellon Elementary School

2016-17 Schoolwide Improvement Plan

Mellon Elementary School

301 MELLON RD, Palatka, FL 32177

www.putnamschools.org/o/mellon

School Demographics

School Type and Grades Served (per MSID File)	**2015-16 Title I School**	**2015-16 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	100%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	73%

School Grades History

Year	**2017-18**	**2014-15**	**2013-14**	**2012-13**
Grade	C	F*	D	C

**Informational Baseline School Grade*

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

School Board Approval

This plan is pending approval by the Putnam County School Board.

SIP Authority and Template

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

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 a monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Mellon Elementary School

DA Region and RED	DA Category and Turnaround Status
Northeast - Cassandra Brusca	Comprehensive Support & Improvement - Implementing Cycle 1 Dmt

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Mellon Elementary School's mission statement is the following:

Mellon Elementary will ensure student success by fostering a community of kind learners through Positive Leadership, Ownership, and High Expectations.

b. Provide the school's vision statement.

We will create a school that is recognized as a safe, caring place where teachers use their autonomy, trust, and collegiality to engage students in research-based learning opportunities that leave them ready to be successful academically, socially, and emotionally.

2. School Environment

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

Teachers and staff have spent the summer visiting neighborhoods and homes bringing books, snacks, and registration packets for families to complete while building relationships with all stakeholders.
During registration we held three orientations for parents and they were allowed to meet with teachers individually all during that day. We changed the school hours to 12:00-7:30 that day in an effort to meet the needs of working families.
For the first three weeks of school teachers will spend time in class teaching procedures and getting to know students' backgrounds and interests through class councils and sharing time.
We have begun our Families First initiative in which we hold parent nights in the housing communities around the school once a month, on the first Thursday of each month. These will be used to build trust, establish common expectations, and lead families to support of their students.

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

The faculty and staff supervise students before and after school to ensure a safe environment for students. Faculty and staff work to establish relationships in which students feel safe to discuss any safety issues with any faculty and staff member. Routines and procedures for critical incidents are established and practiced routinely. Class councils offer a time for students to share about specific instances where culture can be improved. On the daily announcements students are encouraged to repeat the school pledge and are reminded of the expectations often. Trauma Informed teachers and staff seek out opportunities to build candor and respect for all through modeling communication skills and de-escalating situations, turning them into learning experiences. The new Raptor system that tracks student attendance, visitors and volunteers
helps ensure that visitors and volunteers to the school have been appropriately screened to interact with students. The physical safety of students is maintained through the use of security cameras, a school-wide safety plan and adult supervision during arrival, dismissal and during the school day. Teachers and support staff have been trained in safety procedures for different situations. A schoolwide
discipline plan based on established rituals and routines and positive behavioral support
provides the foundation for students to learn and exhibit respect. School rules are posted in each

classroom and expectations for behavior are taught to students. Staff are provided training in positive behavioral support strategies to help maintain a safe, nurturing, and respectful school environment for students.

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

Mellon has established a PBS system in which student behavior is clearly identified and expectations are set to help students achieve our goal of ensuring a learning environment that maximizes instructional time for all students. This system is designed to reward good behavior through quarterly, monthly and weekly reward activities and daily recognition of outstanding acts of kindness through shout outs on the announcements. Each quarter students earn points in class and around campus through attendance, engagement, and positive behavior and at the end of the quarter students who achieve 70% of their points receive incentive activities like field trips, parties, and reward activities at the school. Weekly class councils offer a time for recognition and monthly Terrific Kid ceremonies add specific recognition to individuals who best represent the school expectations of responsible, respectful, safe, caring learners.

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

Mellon has a full time school counselor who works with teachers and students to ensure the social emotional needs of all students are met. When applicable, the counselor forms individual or small groups for sessions addressing specific areas. For students requiring more intensive intervention there is a LMHT on staff, paid for through the superintendent's office. These two counselors create small groups, give whole group lessons, and individually intervene for students who have shown, through externalized or internalized behaviors, that they need more support.

3. Early Warning Systems

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

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

Mellon is a PreK to 5th grade elementary school. For early warning systems, we monitor students' attendance that is below 90%, suspensions, students failing in ELA and math, and students scoring level 1 on standardized assessments through quarterly data reviews. We have school wide intervention time for reading deficiencies, counseling support for behavior issues, Parent conferences and close work with the truancy officer for students whose attendance falls short of the expectation, and a working MTSS system for students who do not respond to the interventions in place. This system includes further classroom or external support with positive behavior manipulation and ESE services when required.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	14	8	5	6	10	0	0	0	0	0	0	0	43
One or more suspensions	1	1	4	12	9	12	0	0	0	0	0	0	0	39
Course failure in ELA or Math	10	15	17	4	0	0	0	0	0	0	0	0	0	46
Level 1 on statewide assessment	0	0	0	4	20	18	0	0	0	0	0	0	0	42

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	1	8	3	3	8	10	0	0	0	0	0	0	0	33

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

For academics in reading and math, small group instruction and centers for appropriate student practice in the focus in the instruction block. Teachers put students into small groups based on the level in which students are working. Then the students move to other centers to work on additional skills; including the current standard being taught and the most recent standard taught. One of these centers is technology in which student are using iReady for reading and math. Also, there is an additional 80 minutes of reading intervention in which students walk to success and go to reading intervention groups basic on their performance in the classroom and iReady data. These intervention groups are working on SRA, Comprehension Tool Kit, iReady Reading, and LLI. For Behavior, LMH April Young or Karri Hodges does a check in and check out with some of students who are struggling with behavior that are currently in Tier 3 for Behavior RtI. They monitor their behavior and conferences with students in order to help students with behavior issues and social skills. Our school also uses the MTSS process for behavior and academics. MTSS helps progress monitor students and moves students into different tiers depending on their specific needs. By meeting with the MTSS groups, teachers, school counselor, behavior specialist, and MTSS coordinators are able to develop a plan of action to help students in need.

B. Family and Community Engagement

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

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

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

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

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

2. Description

We would like to have 95% of all parents to be involved in some capacity in their child's education at Mellon. We would like this involvement to contain 2-way communication. This will be accomplished and documented in the following ways: Acknowledgement of the Parent-Student-Teacher compact, parent conferences face to face (with Mellon Parent Conference Form), positive and concern based

phone calls home (Mellon phone log), etc. We will also offer activities at various times and provide no cost for childcare to try and alleviate barriers preventing parent attendance. Sign in sheets will serve as documentation of this attendance.

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

Mellon Elementary School staff will make systematic efforts to improve parental and community involvement. Targets will include increased parent and community participation in the following areas: School Advisory Council, the PCSD Parent Involvement District Advisory Council, attendance at Open House events, fundraising efforts, community and parent volunteers, parent conferences, MTSS and IEP meetings. The phone alert system will be used regularly to keep parents aware of important information and upcoming events. Teachers will make regular positive parent contacts. Administration and staff will engage in outreach activities utilizing the school website, Facebook, newsletters, contact with local media,
businesses and community organizations to secure support and resources for the school and students. A positive PR campaign for our Camp Osprey mentoring program will be initiated in October and will run throughout the year.

C. Effective Leadership

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

1. School Leadership Team

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

Name	Title
Scranton, Tiffany	Assistant Principal
Champion, Vanessa	Instructional Coach
Wilburn, Tisha	Instructional Coach
Hodges, Karri	School Counselor
McCullough, Michelle	Instructional Media
Theobold, Joe	Principal

b. Duties

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

Joe Theobold, principal, will accept responsibility for the instructional vision and management of all school functions by delegating, observing, follow through, and coaching of the employees. He will evaluate all employees and keep the leadership team focused on the mission of ensuring student success.
Tiffany Scranton, assistant principal, will take on the supporting role for the above as well as focusing on non-instructional personnel and parent involvement. She will participate in all areas and advise on ways to further the mission. Her jobs will include maintaining discipline and aiding in the coaching of classroom management and student engagement. She will also share in most of the responsibilities of administration and will lead the MTSS/RtI team.
Vanessa Gollnick and LaTisha Wilburn, our math and reading coaches respectively, will support highly effective classroom practices in their areas of expertise as well as assisting in the development

of other school-wide initiatives for the furthering of our mission. They will provide professional development through targeted feedback cycles and PLCs.
Karri Hodges, in her role as Counselor, will coordinate the MTSS process for academics, behavior, and attendance, as well as coordinating family involvement in that process.
Michelle McCullough will have the responsibility of coaching and mentoring teachers in the use of technology in their instruction, will hold the role of keeper of the progress monitoring reporting system to track progress on school grade, and will mentor children who have shown the interest in reading which she inspires during her time as a media specialist.

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

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

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

Title I. Part A. Programs are coordinated through the Curriculum/Instruction/Assessment department at the district level and include the Assistant Superintendent and personnel from ESE, MTSS, ESOL, PBS and School Improvement (Federal Programs). This team meets monthly (at a minimum) and establishes and monitors program evaluation for all schools to ensure entitlement programs'

resources are available and fully implemented at each school site and that all funds are used effectively and efficiently as possible. School sites have the responsibility of keeping an inventory of resources purchased with Title I. Communication throughout the year is ongoing with the building level administrators regarding progress toward the goals and objectives as stated in the grants. Coordination of these services is done in the following ways:
(1) Principal and Assistant Principal meetings are scheduled monthly;
(2) Progress monitoring assessments are completed during the year, with the results reported to each participating school for review. Revisions in objectives or instructional strategies are addressed and implemented to meet the needs of all students;
(3) Email dissemination regarding school improvement, technical assistance, and data guidance are made available to school leaders;
(4) All schools in the DA process participate in an Instructional Review to identify individual school needs and desired support;
(5) Support for schools is differentiated based on each school's current academic performance, teacher quality, leadership experience, and supportive environment;
(6) Collaborative assistance is provided by consultants hired to address specific deficiencies demonstrated by participating schools through assessment analysis;
(7) Professional development and support is coordinated with school leaders and provided by School Improvement Specialists and the Curriculum/Instruction/Assessment department on topics including lesson planning, instructional practices, resources, and problem solving.

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

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

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

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

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

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

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

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

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

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

2. School Advisory Council (SAC)

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

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

b. Duties

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

a. Evaluation of last year's school improvement plan

Last year, Mellon focused on classroom practices to lead to student growth academically and behaviorally. Our data confirmed that we were able to reduce the instances of out-of-class referrals and law enforcement. Our students in the bottom quartile in math out-paced the growth in the state and we saw significant growth in math overall.
Our reading growth was not nearly as successful. We reviewed data that showed that growth was stagnant and devised a system of intervention to address this issue.

b. Development of this school improvement plan

The SAC Committee will review the plan and offer suggestions for revisions.

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

N/A

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

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

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

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

N/A

3. Literacy Leadership Team (LLT)

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

Name	Title
Scranton, Tiffany	Assistant Principal
Wilburn, Tisha	Instructional Coach
McCullough, Michelle	Instructional Media
Hodges, Karri	School Counselor
Theobold, Joe	Principal

b. Duties

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

For reading:

The major initiative will be to monitor the implementation of the Florida State Standards. In grades K-2, this will specifically include reading comprehension and intervention work to ensure that comprehension goals and standards are taught and learned. We will also incorporate literacy centers into the reading block that are aligned with student needs while the teacher pulls small groups of students to the teacher table for differentiated instruction.

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

We will use Mellon IReady student data to group students for intervention and small groups which will take place throughout the day.

***A final initiative of the LLT is to create a system of having non-negotiable purposeful PLCs that are data driven for all grade levels on a weekly basis where both administrators, the Reading and Math Coaches are present and available for support and guidance as needed.

D. Public and Collaborative Teaching

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

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

Mellon faculty will have weekly PLC meetings on Mondays and Tuesdays as well as monthly half-day PLC institute days which will offer teachers after school pay for planning and curriculum alignment. Teachers will respond to data and share planning and intervention responsibilities during this time and will offer each other supports in expertise and intervention strategies.
These will be lead by the leadership team and teachers and will be focus on creating better teaching practices.

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

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

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

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

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

The Reading curriculum that Mellon is using has been analyzed and selected by a District curriculum team of experts to ensure that the current curriculum meets the Florida standards. Likewise, the Math resources being used, have also be analyzed and selected as a District-wide curriculum/resource. We use PLC time to look at the standards, the content limits, and the materials needed to meet those before we chose to use a material for the lesson.

b. Instructional Strategies

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

Through the Journeys curriculum as well as iReady and the Engage NY Math resource, teachers are provided with resources to assist in differentiating instruction within their classrooms. Teachers differentiate their students based on the most recently collected data, which also includes tasks given through MFAS. I-Ready data will be used to group students for small group instruction, this will allow us to fine tune remediation to help intervene in areas needed by our students in reading.

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

Strategy: Extended School Day

Minutes added to school year: 6,300

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

Strategy Rationale

By giving teachers an opportunity to plan collaboratively and analyze their data together as a team, teachers are able to target those students in need of direct interventions and enrichments. Their teaching during this time will be monitored and specific feedback given so that the strategies chosen will be most effective.

Strategy Purpose(s)

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

Person(s) responsible for monitoring implementation of the strategy
Theobold, Joe, j2theobold@my.putnamschools.org

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

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

2. Student Transition and Readiness

a. PreK-12 Transition

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

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

District wide, all elementary schools invite Pre-K students to a Kindergarten Round-Up in the Spring. This event is well advertised and well attended. Additional information is sent through Child Find, so that parents of non-school age children can better prepare students, and any special needs can be identified and addressed prior to starting school. We also have Pre-K and Pre K ESE classes at our school. There is also outreach to the community to VPK providers via invitation to trainings and informational meetings at the district level. These initiatives are overseen by a District Pre-K

Coordinator. The Pre-K Coordinator will ensure close articulation between Pre-K and Kindergarten. In the spring of each year, 5th. grade students take a trip to the 6th. grade center with the guidance counselor and 5th. grade teachers to see what the transitions will be like.for the students going to the 6th. grade center. After the visit, counselors from the center meet with the students and teachers to help them plan their schedules.
This year we will have graduation coaches at the district level who will come to Mellon to discuss the data implications of specific cohorts of students in an attempt to stem the drop-out rates.

b. College and Career Readiness

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

NA

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

NA

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

NA

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

NA

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

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

No files were uploaded

2. Problem Identification Summary

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

B. Problem Analysis Summary

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

We have chosen to focus on differentiation of instruction for three clear reasons. First, student achievement data shows that our students are, on average, well below grade level and need intervention and scaffolding in classroom instruction. Second, our teachers are generally inexperienced and need help learning some of the strategies that will be most effective with the students. Finally, with a clear focus on differentiation moving forward, we will be creating an atmosphere and culture that will pay off in the future.
Another clear focus will be on reading intervention time. This is structured in two ways: K-2 using Fontas and Pinnell's LLI program with three TAs and the teacher providing differentiated groups in an intervention lab every day, and SRA/Rewards intervention provided through a 3-5 school grades-wide walk to intervention, where students will be assessed, placed in a class of their need, and intervened with by teachers and TAs to cover phonics gaps throughout the school.

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

G = Goal **B** = Barrier **S** = Strategy

1 = Problem Solving Step S123456 = Quick Key

Strategic Goals Summary

G1. Teachers will use reading intervention programs to significantly decrease the reading gaps in all grade levels by first addressing phonics, then fluency, during the reading intervention blocks.

G2. Mellon Elementary will use highly effective teaching strategies to differentiate instruction. These will include small group and centers as well as a gradual release model to ensure that our students achieve grade-level performance.

Strategic Goals Detail

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

G1. Teachers will use reading intervention programs to significantly decrease the reading gaps in all grade levels by first addressing phonics, then fluency, during the reading intervention blocks. 1a

G084776

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	55.0
ELA/Reading Lowest 25% Gains	55.0

Targeted Barriers to Achieving the Goal 3

- Student phonics and fluency skills are too low to allow proper access to reading comprehension.

Resources Available to Help Reduce or Eliminate the Barriers 2

- SRA, Rewards, LLI

Plan to Monitor Progress Toward G1. 8

Student fluency and phonics scores on iReady and program assessments

Person Responsible
Tisha Wilburn

Schedule
Monthly, from 8/11/2016 to 5/19/2017

Evidence of Completion
Scores

G2. Mellon Elementary will use highly effective teaching strategies to differentiate instruction. These will include small group and centers as well as a gradual release model to ensure that our students achieve grade-level performance. 1a

G084777

Targets Supported 1b

Indicator	Annual Target
ELA Achievement District Assessment	50.0
Math Achievement District Assessment	50.0
Math Gains District Assessment	55.0
ELA/Reading Gains District Assessment	60.0
FCAT 2.0 Science Proficiency	35.0
FSA ELA Achievement	50.0
FSA Mathematics Achievement	50.0

Targeted Barriers to Achieving the Goal 3

- Teacher knowledge of differentiation strategies.

Resources Available to Help Reduce or Eliminate the Barriers 2

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

Plan to Monitor Progress Toward G2. 8

IReady data will reflect our achievement gains.

Person Responsible
Joe Theobold

Schedule
On 5/26/2017

Evidence of Completion
Iready Data, FSA, Science FCAT.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** = Barrier **S** = Strategy

1 = Problem Solving Step S123456 = Quick Key

G1. Teachers will use reading intervention programs to significantly decrease the reading gaps in all grade levels by first addressing phonics, then fluency, during the reading intervention blocks. 1

G084776

G1.B1 Student phonics and fluency skills are too low to allow proper access to reading comprehension. 2

B225419

G1.B1.S1 If administration intentionaly monitors intervention and gives focused feedback for improvement, then teachers will be able to effectively implement targeted intervention so that students will achieve growth in reading 4

S237814

Strategy Rationale

Our intervention efforts were ineffective last year because of poor implementation. This stemmed from limited PD and a lack of accountability and coaching from principal. Successfully reaching this goal will reduce the breadth of differentiation required during the core reading block.

Action Step 1 5

A schedule will be created to monitor interventions daily, give written feedback daily, and will review and orient data to improve interventions weekly during PLC.

Person Responsible

Joe Theobold

Schedule

Daily, from 8/22/2016 to 5/19/2017

Evidence of Completion

Observations, data sheets from all teachers, and improved student success rates.

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

The district turn around lead will check in monthly to ensure that I have my data, that it is having the desired impact, and help problem solve immediately when things don't work. The district logs will be kept and provided to the administration with feedback regarding data and observed teacher/student behaviors.

Person Responsible

Joe Theobold

Schedule

On 5/19/2017

Evidence of Completion

The district turn around lead will have meeting notes from our discussion and will report back to Joe and Laura France on the progress he sees and perceives.

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

The district turn around lead will join in walks to compare our intervention strategies with her knowledge of effective intervention implementation. The principal will be responsible that this information is gathered and distributed.

Person Responsible

Joe Theobold

Schedule

Every 6 Weeks, from 9/7/2016 to 5/17/2017

Evidence of Completion

Data collected will be the district turn around lead's notes, my observations, and student growth data.

G2. Mellon Elementary will use highly effective teaching strategies to differentiate instruction. These will include small group and centers as well as a gradual release model to ensure that our students achieve grade-level performance. 1

G084777

G2.B1 Teacher knowledge of differentiation strategies. 2

B225420

G2.B1.S1 We will use the PLC meetings to give teachers time with the coaches, co-planning instruction and intervention. The coaches will teach the strategies and make goals for achieving the desired outcomes. 4

S237815

Strategy Rationale

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

Action Step 1 5

Implement true PLCs with goals, planning, and data to evaluate effectiveness.

Person Responsible

Joe Theobold

Schedule

Weekly, from 9/5/2016 to 5/19/2017

Evidence of Completion

We will produce strong lesson plans, intervention implementation, and student growth data.

Action Step 2 5

Coaches will meet with teachers to unpack standards, plan for instruction, and create common formative assessments during after school PLC institute time.

Person Responsible

Tisha Wilburn

Schedule

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

Evidence of Completion

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

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

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

Person Responsible

Joe Theobold

Schedule

Daily, from 9/8/2016 to 5/27/2017

Evidence of Completion

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

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

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

Person Responsible

Joe Theobold

Schedule

On 5/27/2016

Evidence of Completion

Walk Through Data

G2.B1.S2 Coaches will follow up with teachers after the PLCs and ensure effective implementation of standards-based, differentiated instruction in whole group, small group, and standards practice in centers. 4

S237816

Strategy Rationale

Follow-up has been the failure of many professional development strategies in the past and must be consistent to ensure implementation of the plans, strategies, and outcome-assurances spelled out.

Action Step 1 5

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

Person Responsible

Tisha Wilburn

Schedule

Weekly, from 9/9/2016 to 5/12/2017

Evidence of Completion

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

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

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

Person Responsible

Tisha Wilburn

Schedule

Weekly, from 9/9/2016 to 5/19/2017

Evidence of Completion

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

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

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

Person Responsible

Joe Theobold

Schedule

Daily, from 9/2/2016 to 5/18/2017

Evidence of Completion

Evidence will include walk through data.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2017					
G2.B1.S1.A2 A307629	Coaches will meet with teachers to unpack standards, plan for instruction, and create common...	Wilburn, Tisha	9/1/2015	Teachers will create lesson plans which include differentiation, standards-based practice and assessment, and plans for small groups and centers. They will learn strategies for differentiation in the classroom.	12/10/2015 weekly
G2.B1.S1.MA1 M313903	We will see the number of highly effective strategies in differentiated instruction increase and be...	Theobold, Joe	5/27/2016	Walk Through Data	5/27/2016 one-time
G2.B1.S2.A1 A307630	Coaches will meet with agreed upon tools for follow up walk throughs and leave immediate feedback.	Wilburn, Tisha	9/9/2016	Coaches will collect evidence through informal note taking and Marzano tools.	5/12/2017 weekly
G1.B1.S1.MA1 M313900	The district turn around lead will join in walks to compare our intervention strategies with her...	Theobold, Joe	9/7/2016	Data collected will be the district turn around lead's notes, my observations, and student growth data.	5/17/2017 every-6-weeks
G2.B1.S2.MA1 M313905	Effectiveness will be monitored through administrative walk throughs looking for specific...	Theobold, Joe	9/2/2016	Evidence will include walk through data.	5/18/2017 daily
G1.MA1 M313902	Student fluency and phonics scores on iReady and program assessments	Wilburn, Tisha	8/11/2016	Scores	5/19/2017 monthly
G1.B1.S1.MA1 M313901	The district turn around lead will check in monthly to ensure that I have my data, that it is...	Theobold, Joe	9/1/2016	The district turn around lead will have meeting notes from our discussion and will report back to Joe and Laura France on the progress he sees and perceives.	5/19/2017 one-time
G1.B1.S1.A1 A307627	A schedule will be created to monitor interventions daily, give written feedback daily, and will...	Theobold, Joe	8/22/2016	Observations, data sheets from all teachers, and improved student success rates.	5/19/2017 daily
G2.B1.S1.A1 A307628	Implement true PLCs with goals, planning, and data to evaluate effectiveness.	Theobold, Joe	9/5/2016	We will produce strong lesson plans, intervention implementation, and student growth data.	5/19/2017 weekly
G2.B1.S2.MA1 M313906	Coaches will report the effectiveness of the implementation along with next steps to admin.	Wilburn, Tisha	9/9/2016	Reports will be verbal and will be reflected in next steps through leadership team meeting notes and PLC agendas.	5/19/2017 weekly
G2.MA1 M313907	IReady data will reflect our achievement gains.	Theobold, Joe	5/26/2017	Iready Data, FSA, Science FCAT.	5/26/2017 one-time
G2.B1.S1.MA1 M313904	We will monitor the implementation of the strategies through walk-through observations, lesson plan...	Theobold, Joe	9/8/2016	Evidence will be gathered through the Marzano elements 1-3, 10-12, 17-19, and 22.	5/27/2017 daily

V. Professional Development Opportunities

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

G2. Mellon Elementary will use highly effective teaching strategies to differentiate instruction. These will include small group and centers as well as a gradual release model to ensure that our students achieve grade-level performance.

G2.B1 Teacher knowledge of differentiation strategies.

G2.B1.S1 We will use the PLC meetings to give teachers time with the coaches, co-planning instruction and intervention. The coaches will teach the strategies and make goals for achieving the desired outcomes.

PD Opportunity 1

Coaches will meet with teachers to unpack standards, plan for instruction, and create common formative assessments during after school PLC institute time.

Facilitator

Tisha Wilburn and Vanessa Gollnick

Participants

Grade level teachers

Schedule

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

VI. Technical Assistance Items

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