

Putnam County School District

Mellon Elementary School



8-Step problem solving step zero school students strategic goals college and career mission vision and public and collaborative teaching family and community involvement planning building relationships increased achievement needs assessment resources effective leadership strategies ambitious supportive environment instruction improvement

2017-18 Schoolwide Improvement Plan

Mellon Elementary School

301 MELLON RD, Palatka, FL 32177

www.putnamschools.org/o/mellan

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 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	2016-17	2015-16	2014-15	2013-14
Grade	D	D	F*	D

*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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	6
Supportive Environment	6
Family and Community Engagement	8
Effective Leadership	9
Public and Collaborative Teaching	13
Ambitious Instruction and Learning	14
8-Step Planning and Problem Solving Implementation	17
Goals Summary	17
Goals Detail	17
Action Plan for Improvement	20
Appendix 1: Implementation Timeline	37
Appendix 2: Professional Development and Technical Assistance Outlines	39
Professional Development Opportunities	39
Technical Assistance Items	40
Appendix 3: Budget to Support Goals	40

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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- **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.

2017-18 DA Category and Statuses for Mellon Elementary School

DA Region and RED	DA Category and Turnaround Status
Northeast - Cassandra Brusca	- N/A

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.

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. In addition, administrators make home visits as needed to promote home/school communication, provide resources and gain parent input.

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. 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 school wide discipline plan based on established rituals and routines and positive behavioral support provides the foundation for students to learn and exhibit respect. In addition, faculty and staff have been trained in Practical Magic behavioral management. 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. The entire Mellon faculty and staff have been trained in Practical Magic behavioral management. These strategies will be reinforced through bimonthly PLCs. 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. Quarterly Terrific Kid ceremonies add specific recognition to individuals who best represent the school expectations of responsible, respectful, safe, caring learners. Finally, a master schedule has been created that maximizes instructional learning by minimizing transition and is reinforced with a specific bell schedule.

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.

SIG 4 provides for a behavioral specialists to address social-emotional needs of all students. In addition faculty has been trained in Trauma Informed Care. Trauma Informed Care training will continue periodically through out the school year through the PLC process. We operate the North Point Afterschool Program which targets at risk youth.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(ii)(III).

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, behavioral support for behavior issues, parent conferences, and we work closely with the truancy officers for students whose attendance falls short of the expectation. We have 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	9	22	8	19	6	5	0	0	0	0	0	0	0	69
One or more suspensions	1	5	1	12	11	13	0	0	0	0	0	0	0	43
Course failure in ELA or Math	0	0	0	0	0	8	0	0	0	0	0	0	0	8
Level 1 on statewide assessment	0	0	0	9	17	25	0	0	0	0	0	0	0	51
	0	0	0	0	0	0	0	0	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	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	3	0	13	9	18	0	0	0	0	0	0	0	43

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

Small group instruction and centers for appropriate student practice is a focus in the focus in the instruction block for math and reading. Teachers put students into small groups based on the level in which students are working. The students then move to other centers to work on additional skills; including the current standard being taught and the most recent standard taught. One of these centers is technology in which students are using iReady for reading and math. Also, there is an additional 60 minutes of reading intervention in which students walk to success and go to reading intervention groups based upon SRA assessments, their performance in the classroom, and iReady data. These intervention groups are working on SRA, Comprehension Tool Kit, iReady Reading, and LLI. We have behavior specialist who works specifically with students who are currently in Tier 3 for Behavior RtI. She monitors behavior and conferences with students in order to help them with behavior issues and social skills. Our school 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 administrators, the 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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/440247>.

2. Description

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

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 meetings, 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, as well as contact with businesses and community organizations.

to secure support and resources for the school and students. In addition, all students were provided with a school planner that will be used to communicate between school and home a daily basis.

C. Effective Leadership

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
Weaver, Libby	Principal
McCullough, Michelle	Instructional Technology
Overturf, Gale	Instructional Coach
Zetrouer, Melissa	Teacher, ESE
Miller, Kimberly	Teacher, K-12

b. Duties

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

Libby Weaver, principal, will accept responsibility for the instructional vision and management of all school functions by delegating, observing, follow through, and coaching of the employees. She 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.

Kim Stanley and Gale Overturf, 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.

LaShonda Watson, in her role as SIG4 MTSS/Behavior support, 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. Two 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 V 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 V. 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
Amanda Lusk	Parent
Jennifer Carpenter	Parent
Matt Bergen	Parent
Katy Bergen	Parent
Libby Weaver	Principal

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

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 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

The leadership team will request UniSIG dollars to support the school improvement efforts for Mellon Elementary School. If granted, these dollars will be used to support efforts designed to break down barriers associated with being a school in need of improvement.

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

N/A

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
McCullough, Michelle	Instructional Technology
Weaver, Libby	Principal
Overturf, Gale	Instructional Coach

b. Duties

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

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 and LLI data to group students for intervention and small groups which will take place throughout the day. In addition, all students will participate in structured, differentiated reading remediation/acceleration for 60 minutes per day.

A final initiative of the LLT is to insure a system of having non-negotiable, purposeful PLCs that are data driven for all grade levels on a bimonthly basis where administrators, the Reading and Math Coaches, and the technology coach are present and available for support and guidance. Each PLC will be 90 minutes in duration and focus as follows: 30 minutes instructional strategy work, 30 minutes school culture work and 30 minutes of data analysis.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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

Mellon faculty will have a system of non-negotiable, purposeful PLCs that are data driven for all grade levels on a bimonthly basis where administrators, the Reading and Math Coaches, and the technology specialist are present and available for support and guidance. Each PLC will be 90 minutes in duration and focus as follows: 30 minutes instructional strategy work, 30 minutes school culture work and 30 minutes of data analysis. In addition, each grade level has the benefit of 45 minutes common planning time daily.

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. School culture issues and initiatives will be included in PLCs as well.
- 5) The District Instructional Curriculum Coaches lead 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. Instructional coaches are available to support all teachers including new teachers. Finally, Sig 4 monies provide for novice teacher mentors to offer specific support to novice teachers.

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: 405

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

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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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 part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

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" 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.

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.** If we as a team create a school-wide culture of high expectations and implement structures that identify, support, and monitor growth, then all stakeholders will be able to self monitor academic, behavioral, and social emotional outcomes, producing increased student achievement.

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. If we as a team create a school-wide culture of high expectations and implement structures that identify, support, and monitor growth, then all stakeholders will be able to self monitor academic, behavioral, and social emotional outcomes, producing increased student achievement. **1a**

 G098002

Targets Supported **1b**

Indicator	Annual Target
FSA ELA Achievement	30.0
ELA/Reading Gains	50.0
ELA/Reading Lowest 25% Gains	55.0
FSA Mathematics Achievement	25.0
Math Gains	45.0
Math Lowest 25% Gains	50.0

Targeted Barriers to Achieving the Goal **3**

- We need to create a school culture of purpose and high expectations.
- We must improve structures for intervention and core instruction as too many students are off track.
- Mellon Elementary has limited funding to purchase supplemental resources and personnel for academic intervention and acceleration.
- There are challenges retaining effective and highly effective teachers to work in turnaround schools.

Resources Available to Help Reduce or Eliminate the Barriers **2**

- State discretionary projects (FIDDLERS/NEFEC)
- Book Study- NO Complaining
- Bloom Board- FLDOE website- growth mindset
- Instructional Review
- SIG 4
- Current intervention model
- ELA resources- Phonics dance , SRA, LLI , Secret Stories , REWARDS
- Reflex Math
- iReady
- Colleagues- partners in the work
- School-wide programs
- Social Skills curriculum
- April Young
- Practical Magic
- Stewart Marchman at risk
- Emwave

- Mentoring -Boys to Men
- Camp Osprey
- District Graduation Coach
- District Graduation Initiative
- ESE structures and Support
- Teachers new to Mellon have experience (teaches, coaches, admin)
- Placement of teachers based on strengths
- PLC structures
- Master schedule
- Behavior Specialists
- Additional supports - personnel

Plan to Monitor Progress Toward G1. 8

Data com meetings- Survey monkey data upload and meeting

Person Responsible

Libby Weaver

Schedule

Quarterly, from 10/31/2017 to 5/17/2018

Evidence of Completion

Data Conversation power point, other data

Plan to Monitor Progress Toward G1. 8

End of Year Data Review and planning

Person Responsible

Libby Weaver

Schedule

Annually, from 6/29/2018 to 6/29/2018

Evidence of Completion

School grade data, FSA scores, etc.

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. If we as a team create a school-wide culture of high expectations and implement structures that identify, support, and monitor growth, then all stakeholders will be able to self monitor academic, behavioral, and social emotional outcomes, producing increased student achievement. 1

 G098002

G1.B1 We need to create a school culture of purpose and high expectations. 2

 B263528

G1.B1.S1 PLC structures to include a book study (No Complaining) 4

 S279085

Strategy Rationale

Action Step 1 5

Pre-planning presentation

Person Responsible

Libby Weaver

Schedule

On 8/3/2017

Evidence of Completion

Handouts, power-point

Action Step 2 5

1.5 hour PLCs focused around improving culture, instructional strategies and data analysis.

Person Responsible

Libby Weaver

Schedule

Every 3 Weeks, from 9/7/2017 to 5/17/2018

Evidence of Completion

Sign in sheets, artifacts from the work, agendas

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

Collect documentation and maintain the PLC notebook

Person Responsible

Tiffany Scranton

Schedule

Every 3 Weeks, from 9/7/2017 to 5/17/2018

Evidence of Completion

notebook

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

Walk throughs to include feedback

Person Responsible

Libby Weaver

Schedule

Daily, from 8/10/2017 to 5/17/2018

Evidence of Completion

iObservations, notes, coaching cycle

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

TOP monitoring visits

Person Responsible

Libby Weaver

Schedule

Monthly, from 8/9/2017 to 5/17/2018

Evidence of Completion

notes, calendar invites

G1.B1.S2 Training- Practical Magic (2 day training) and follow up 4

 S279086

Strategy Rationale

Action Step 1 5

Schedule two day training with Glen Dykes

Person Responsible

Libby Weaver

Schedule

Monthly, from 5/15/2017 to 7/31/2017

Evidence of Completion

emails

Action Step 2 5

Practical Magic 2 day training and plan development

Person Responsible

Libby Weaver

Schedule

Daily, from 8/1/2017 to 8/2/2017

Evidence of Completion

Sign in sheets, agenda, artifacts

Action Step 3 5

Implementing plan from PM training

Person Responsible

Libby Weaver

Schedule

Daily, from 8/3/2017 to 5/25/2018

Evidence of Completion

Plan, documentation of observations

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

Collect documentation of training

Person Responsible

Tiffany Scranton

Schedule

Daily, from 8/2/2017 to 8/3/2017

Evidence of Completion

Sign in sheets, agenda, handouts, plan

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

PM survey

Person Responsible

Libby Weaver

Schedule

Quarterly, from 10/31/2017 to 5/25/2018

Evidence of Completion

Survey data

G1.B1.S3 support for teachers - support structures - coaching cycle- teacher leaders 4

 S279087

Strategy Rationale

Action Step 1 5

Identify novice teachers

Person Responsible

Libby Weaver

Schedule

On 8/1/2017

Evidence of Completion

List - yrs service, HR level classification

Action Step 2 5

Instructional Coach/Novice teacher mentor mtg

Person Responsible

Libby Weaver

Schedule

On 8/11/2017

Evidence of Completion

Initial Coaching Plans notes

Action Step 3 5

IR follow up/TOP monitoring visits

Person Responsible

Libby Weaver

Schedule

Monthly, from 9/29/2017 to 5/25/2018

Evidence of Completion

On going coaching plans

Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

Collect documentation, maintain TOPs notebook

Person Responsible

Tiffany Scranton

Schedule

Monthly, from 8/1/2017 to 5/25/2018

Evidence of Completion

TOP notebook

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7

Formal/Informal observations/feedback

Person Responsible

Libby Weaver

Schedule

Daily, from 8/10/2017 to 5/25/2018

Evidence of Completion

Walk throughs

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7

School-wide quarterly reviews

Person Responsible

Libby Weaver

Schedule

Quarterly, from 10/31/2017 to 5/25/2018

Evidence of Completion

Quarterly review data report artifact

G1.B2 We must improve structures for intervention and core instruction as too many students are off track.

2

 B263529

G1.B2.S1 We need to create a Master Schedule that tightens transitions and increases instructional time.

4

 S279088

Strategy Rationale

Action Step 1 5

Create a master schedule.

Person Responsible

Libby Weaver

Schedule

On 5/25/2018

Evidence of Completion

Master schedule document

Action Step 2 5

Present Master Schedule during School-wide Faculty Meeting

Person Responsible

Libby Weaver

Schedule

On 5/25/2018

Evidence of Completion

Sign-in sheets, agenda

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

Monitoring of Master Schedule implementation and fidelity.

Person Responsible

Libby Weaver

Schedule

Daily, from 8/10/2017 to 5/25/2018

Evidence of Completion

Daily classroom walkthroughs, observation notes, feedback

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

Walkthroughs and feedback

Person Responsible

Libby Weaver

Schedule

Daily, from 8/10/2017 to 5/25/2018

Evidence of Completion

Notes, coaching notes

G1.B2.S2 Implementation of Practical Magic Classroom Management structures and strategies. 4

 S279089

Strategy Rationale

Action Step 1 5

Practical Magic 2 day Training

Person Responsible

Libby Weaver

Schedule

On 8/2/2017

Evidence of Completion

Sign-in sheets, agenda, handouts provided

Action Step 2 5

Creation of Classroom Management Plans

Person Responsible

Libby Weaver

Schedule

On 8/2/2017

Evidence of Completion

CHAMPS Checklist and double planning documents

Action Step 3 5

Implementation of Classroom Management plan

Person Responsible

Libby Weaver

Schedule

Daily, from 8/10/2017 to 5/25/2018

Evidence of Completion

Copy of Classroom Management plans

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

Collection of documentation of plans

Person Responsible

Tiffany Scranton

Schedule

Monthly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Lesson plan checklist

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

Walkthroughs and feedback

Person Responsible

Libby Weaver

Schedule

Daily, from 8/10/2017 to 5/25/2018

Evidence of Completion

iObservation, notes

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

Review of discipline data to ensure reduction of lost instructional time.

Person Responsible

Libby Weaver

Schedule

Quarterly, from 10/31/2017 to 5/25/2018

Evidence of Completion

Discipline data reports from Skyward

G1.B2.S3 Support for teachers - support structures - coaching cycle - teacher leaders 4

 S279090

Strategy Rationale

Action Step 1 5

Identify teachers in need of behavior management support.

Person Responsible

Libby Weaver

Schedule

Daily, from 8/10/2017 to 5/25/2018

Evidence of Completion

List, prior BIP Star data

Action Step 2 5

Instructional - MTSS/Behavior Coaches meeting with Leadership (IR)

Person Responsible

Libby Weaver

Schedule

Monthly, from 9/15/2017 to 5/25/2018

Evidence of Completion

notes, coaching plans

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

Collect documentation and maintain in TOPS notebook.

Person Responsible

Tiffany Scranton

Schedule

Monthly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Notebook

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

Walkthroughs and feedback.

Person Responsible

Libby Weaver

Schedule

Daily, from 8/10/2017 to 5/25/2018

Evidence of Completion

Notes, iObservations

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

TOPS Monitoring

Person Responsible

Libby Weaver

Schedule

Monthly, from 9/15/2017 to 5/25/2018

Evidence of Completion

Notebook, calendar invites, notes

G1.B5 Mellon Elementary has limited funding to purchase supplemental resources and personnel for academic intervention and acceleration. 2

 B263532

G1.B5.S1 Implement supplemental personnel to improve student access to intervention and acceleration curriculum and programs. 4

 S279091

Strategy Rationale

School leaders work to provide as many opportunities as possible using their district FTE allocations for teachers and staff, but often are not able to provide as many intensive courses, accelerated courses, and low student:teacher ratios as they would like to better meet students needs. UniSIG funds will provide schools with opportunities to better meet student needs.

Action Step 1 5

Provide funding for .25 FTE of a classroom teacher to support the LLI reading intervention lab at Mellon Elementary.

Person Responsible

Libby Weaver

Schedule

On 8/31/2018

Evidence of Completion

Personnel By Position

Action Step 2 5

Hire two additional paraprofessional positions at Mellon Elementary to support small group interventions.

Person Responsible

Libby Weaver

Schedule

On 11/30/2017

Evidence of Completion

Personnel By Position

Plan to Monitor Fidelity of Implementation of G1.B5.S1 6

Verify hiring of individuals.

Person Responsible

Libby Weaver

Schedule

On 12/15/2017

Evidence of Completion

Personnel By Position for the 0.25 intervention teacher and two paraprofessionals.

Plan to Monitor Fidelity of Implementation of G1.B5.S1 6

Insure training of individuals in the LLI process.

Person Responsible

Libby Weaver

Schedule

On 9/1/2017

Evidence of Completion

Sample Agenda and Sign-In Sheet for Training

Plan to Monitor Effectiveness of Implementation of G1.B5.S1 7

School Wide LLI Reading Data

Person Responsible

Gale Overturf

Schedule

Semiannually, from 9/5/2017 to 8/31/2018

Evidence of Completion

Comparative LLI Data from baseline to midpoint and baseline until the end of the year.

G1.B7 There are challenges retaining effective and highly effective teachers to work in turnaround schools.

2

 B263534

G1.B7.S1 Implement teacher bonuses designed to recognize the challenges of working in turnaround schools. 4

 S279093

Strategy Rationale

Turnaround schools present a specific set of challenges that often require additional time and emotional investment from teachers. Teachers will be granted two \$1,000.00 bonuses for dealing with these challenges. The principal will negotiate an MOU with the union to reflect the specific guidelines for how these bonuses will be distributed. Bonuses will be provided for all certified employees listed on the Personnel By Position for Mellon Elementary as well as the Reading Coach who serves Mellon on a full-time basis. UniSIG dollars will be used for this expense.

Action Step 1 5

Negotiate a memorandum of understanding with the PFT-U for Mellon Elementary to provide contractual language outlining bonuses within the grant period.

Person Responsible

Libby Weaver

Schedule

Semiannually, from 11/1/2017 to 8/31/2018

Evidence of Completion

List of bonus payouts and retention data

Plan to Monitor Fidelity of Implementation of G1.B7.S1 6

Pay out list for teacher bonuses

Person Responsible

Libby Weaver

Schedule

Semiannually, from 10/30/2017 to 8/31/2018

Evidence of Completion

Pay out lists for teacher bonuses.

Plan to Monitor Effectiveness of Implementation of G1.B7.S1 7

Review the personnel by position for the 2018-2019 school year.

Person Responsible

Libby Weaver

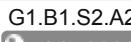
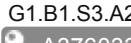
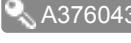
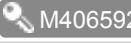
Schedule

On 8/31/2018

Evidence of Completion

Comparative document showing the year to year retention rate.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2018					
G1.B1.S2.A1  A376029	Schedule two day training with Glen Dykes	Weaver, Libby	5/15/2017	emails	7/31/2017 monthly
G1.B1.S3.A1  A376032	Identify novice teachers	Weaver, Libby	8/1/2017	List - yrs service, HR level classification	8/1/2017 one-time
G1.B1.S2.A2  A376030	Practical Magic 2 day training and plan development	Weaver, Libby	8/1/2017	Sign in sheets, agenda, artifacts	8/2/2017 daily
G1.B2.S2.A1  A376037	Practical Magic 2 day Training	Weaver, Libby	8/1/2017	Sign-in sheets, agenda, handouts provided	8/2/2017 one-time
G1.B2.S2.A2  A376038	Creation of Classroom Management Plans	Weaver, Libby	8/1/2017	CHAMPS Checklist and double planning documents	8/2/2017 one-time
G1.B1.S1.A1  A376027	Pre-planning presentation	Weaver, Libby	8/3/2017	Handouts, power-point	8/3/2017 one-time
G1.B1.S2.MA1  M406595	Collect documentation of training	Scranton, Tiffany	8/2/2017	Sign in sheets, agenda, handouts, plan	8/3/2017 daily
G1.B1.S3.A2  A376033	Instructional Coach/Novice teacher mentor mtg	Weaver, Libby	8/11/2017	Initial Coaching Plans notes	8/11/2017 one-time
G1.B5.S1.MA3  M406609	Insure training of individuals in the LLI process.	Weaver, Libby	9/1/2017	Sample Agenda and Sign-In Sheet for Training	9/1/2017 one-time
G1.B5.S1.A2  A376043	Hire two additional paraprofessional positions at Mellon Elementary to support small group...	Weaver, Libby	10/1/2017	Personnel By Position	11/30/2017 one-time
G1.B5.S1.MA1  M406608	Verify hiring of individuals.	Weaver, Libby	9/1/2017	Personnel By Position for the 0.25 intervention teacher and two paraprofessionals.	12/15/2017 one-time
G1.MA1  M406612	Data com meetings- Survey monkey data upload and meeting	Weaver, Libby	10/31/2017	Data Conversation power point, other data	5/17/2018 quarterly
G1.B1.S1.MA1  M406591	Walk throughs to include feedback	Weaver, Libby	8/10/2017	iObservations, notes, coaching cycle	5/17/2018 daily
G1.B1.S1.MA3  M406592	TOP monitoring visits	Weaver, Libby	8/9/2017	notes, calendar invites	5/17/2018 monthly
G1.B1.S1.MA1  M406593	Collect documentation and maintain the PLC notebook	Scranton, Tiffany	9/7/2017	notebook	5/17/2018 every-3-weeks
G1.B1.S1.A2  A376028	1.5 hour PLCs focused around improving culture, instructional strategies and data analysis.	Weaver, Libby	9/7/2017	Sign in sheets, artifacts from the work, agendas	5/17/2018 every-3-weeks
G1.B2.S1.MA1  M406599	Walkthroughs and feedback	Weaver, Libby	8/10/2017	Notes, coaching notes	5/25/2018 daily
G1.B2.S1.MA1  M406600	Monitoring of Master Schedule implementation and fidelity.	Weaver, Libby	8/10/2017	Daily classroom walkthroughs, observation notes, feedback	5/25/2018 daily
G1.B2.S1.A1  A376035	Create a master schedule.	Weaver, Libby	7/10/2017	Master schedule document	5/25/2018 one-time
G1.B2.S1.A2  A376036	Present Master Schedule during School-wide Faculty Meeting	Weaver, Libby	8/3/2017	Sign-in sheets, agenda	5/25/2018 one-time
G1.B1.S2.MA1  M406594	PM survey	Weaver, Libby	10/31/2017	Survey data	5/25/2018 quarterly

Putnam - 0091 - Mellon Elementary School - 2017-18 SIP
Mellon Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S2.A3  A376031	Implementing plan from PM training	Weaver, Libby	8/3/2017	Plan, documentation of observations	5/25/2018 daily
G1.B2.S2.MA1  M406601	Walkthroughs and feedback	Weaver, Libby	8/10/2017	iObservation, notes	5/25/2018 daily
G1.B2.S2.MA3  M406602	Review of discipline data to ensure reduction of lost instructional time.	Weaver, Libby	10/31/2017	Discipline data reports from Skyward	5/25/2018 quarterly
G1.B2.S2.MA1  M406603	Collection of documentation of plans	Scranton, Tiffany	8/10/2017	Lesson plan checklist	5/25/2018 monthly
G1.B2.S2.A3  A376039	Implementation of Classroom Management plan	Weaver, Libby	8/10/2017	Copy of Classroom Management plans	5/25/2018 daily
G1.B1.S3.MA1  M406596	Formal/Informal observations/feedback	Weaver, Libby	8/10/2017	Walk throughs	5/25/2018 daily
G1.B1.S3.MA3  M406597	School-wide quarterly reviews	Weaver, Libby	10/31/2017	Quarterly review data report artifact	5/25/2018 quarterly
G1.B1.S3.MA1  M406598	Collect documentation, maintain TOPs notebook	Scranton, Tiffany	8/1/2017	TOP notebook	5/25/2018 monthly
G1.B1.S3.A3  A376034	IR follow up/TOP monitoring visits	Weaver, Libby	9/29/2017	On going coaching plans	5/25/2018 monthly
G1.B2.S3.MA1  M406604	Walkthroughs and feedback.	Weaver, Libby	8/10/2017	Notes, iObservations	5/25/2018 daily
G1.B2.S3.MA3  M406605	TOPS Monitoring	Weaver, Libby	9/15/2017	Notebook, calendar invites, notes	5/25/2018 monthly
G1.B2.S3.MA1  M406606	Collect documentation and maintain in TOPS notebook.	Scranton, Tiffany	8/10/2017	Notebook	5/25/2018 monthly
G1.B2.S3.A1  A376040	Identify teachers in need of behavior management support.	Weaver, Libby	8/10/2017	List, prior BIP Star data	5/25/2018 daily
G1.B2.S3.A2  A376041	Instructional - MTSS/Behavior Coaches meeting with Leadership (IR)	Weaver, Libby	9/15/2017	notes, coaching plans	5/25/2018 monthly
G1.MA2  M406613	End of Year Data Review and planning	Weaver, Libby	6/29/2018	School grade data, FSA scores, etc.	6/29/2018 annually
G1.B5.S1.MA1  M406607	School Wide LLI Reading Data	Overturf, Gale	9/5/2017	Comparative LLI Data from baseline to midpoint and baseline until the end of the year.	8/31/2018 semiannually
G1.B5.S1.A1  A376042	Provide funding for .25 FTE of a classroom teacher to support the LLI reading intervention lab at...	Weaver, Libby	10/1/2017	Personnel By Position	8/31/2018 one-time
G1.B7.S1.MA1  M406610	Review the personnel by position for the 2018-2019 school year.	Weaver, Libby	8/1/2018	Comparative document showing the year to year retention rate.	8/31/2018 one-time
G1.B7.S1.MA1  M406611	Pay out list for teacher bonuses	Weaver, Libby	10/30/2017	Pay out lists for teacher bonuses.	8/31/2018 semiannually
G1.B7.S1.A1  A376044	Negotiate a memorandum of understanding with the PFT-U for Mellon Elementary to provide contractual...	Weaver, Libby	11/1/2017	List of bonus payouts and retention data	8/31/2018 semiannually

V. Professional Development Opportunities

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

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Pre-planning presentation				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0091 - Mellon Elementary School		0.0	\$0.00
2	G1.B1.S1.A2	1.5 hour PLCs focused around improving culture, instructional strategies and data analysis.				\$0.00
3	G1.B1.S2.A1	Schedule two day training with Glen Dykes				\$0.00
4	G1.B1.S2.A2	Practical Magic 2 day training and plan development				\$0.00
5	G1.B1.S2.A3	Implementing plan from PM training				\$0.00
6	G1.B1.S3.A1	Identify novice teachers				\$0.00
7	G1.B1.S3.A2	Instructional Coach/Novice teacher mentor mtg				\$0.00
8	G1.B1.S3.A3	IR follow up/TOP monitoring visits				\$0.00
9	G1.B2.S1.A1	Create a master schedule.				\$0.00
10	G1.B2.S1.A2	Present Master Schedule during School-wide Faculty Meeting				\$0.00
11	G1.B2.S2.A1	Practical Magic 2 day Training				\$0.00
12	G1.B2.S2.A2	Creation of Classroom Management Plans				\$0.00
13	G1.B2.S2.A3	Implementation of Classroom Management plan				\$0.00
14	G1.B2.S3.A1	Identify teachers in need of behavior management support.				\$0.00
15	G1.B2.S3.A2	Instructional - MTSS/Behavior Coaches meeting with Leadership (IR)				\$0.00
16	G1.B5.S1.A1	Provide funding for .25 FTE of a classroom teacher to support the LLI reading intervention lab at Mellon Elementary.				\$11,312.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	120-Classroom Teachers	0091 - Mellon Elementary School	UniSIG	0.25	\$8,800.00
			Notes: Salary for 0.25 FTE of a classroom teacher to support the LLI reading intervention lab at Mellon Elementary.			
	5100	210-Retirement	0091 - Mellon Elementary School	UniSIG		\$697.00
			Notes: Retirement for 0.25 FTE of a classroom teacher to support the LLI reading intervention lab at Mellon Elementary. Retirement rate is 7.92%.			
	5100	220-Social Security	0091 - Mellon Elementary School	UniSIG		\$673.00

Putnam - 0091 - Mellon Elementary School - 2017-18 SIP
Mellon Elementary School

			<i>Notes: Social Security/Medicare for 0.25 FTE of a classroom teacher to support the LLI reading intervention lab at Mellon Elementary. Benefit rate is 7.65%.</i>			
	5100	230-Group Insurance	0091 - Mellon Elementary School	UniSIG		\$1,125.00
				<i>Notes: Group insurance for 0.25 FTE of a classroom teacher to support the LLI reading intervention lab at Mellon Elementary. District share is \$4500 per employee.</i>		
	5100	232-Life Insurance	0091 - Mellon Elementary School	UniSIG		\$17.00
				<i>Notes: Life insurance for 0.25 FTE of a classroom teacher to support the LLI reading intervention lab at Mellon Elementary. Rate is \$0.203 per thousand up to \$50,000.</i>		
17	G1.B5.S1.A2	Hire two additional paraprofessional positions at Mellon Elementary to support small group interventions.				\$49,410.00
Function	Object	Budget Focus	Funding Source	FTE	2017-18	
	5100	150-Aides	0091 - Mellon Elementary School	UniSIG	2.0	\$34,905.00
				<i>Notes: Salaries for two paraprofessional positions at Mellon Elementary to support small group interventions.</i>		
	5100	210-Retirement	0091 - Mellon Elementary School	UniSIG		\$2,764.00
				<i>Notes: Retirement for two paraprofessional positions at Mellon Elementary to support small group interventions. Retirement rate is 7.92%.</i>		
	5100	220-Social Security	0091 - Mellon Elementary School	UniSIG		\$2,670.00
				<i>Notes: Social Security/Medicare for two paraprofessional positions at Mellon Elementary to support small group interventions. Benefit rate is 7.65%.</i>		
	5100	230-Group Insurance	0091 - Mellon Elementary School	UniSIG		\$9,000.00
				<i>Notes: Group insurance for two paraprofessional positions at Mellon Elementary to support small group interventions. District share is \$4500 per employee.</i>		
	5100	232-Life Insurance	0091 - Mellon Elementary School	UniSIG		\$71.00
				<i>Notes: Life insurance for two paraprofessional positions at Mellon Elementary to support small group interventions. Rate is \$0.203 per thousand up to \$50,000.</i>		
18	G1.B7.S1.A1	Negotiate a memorandum of understanding with the PFT-U for Mellon Elementary to provide contractual language outlining bonuses within the grant period.				\$56,318.00
Function	Object	Budget Focus	Funding Source	FTE	2017-18	
	5100	120-Classroom Teachers	0091 - Mellon Elementary School	UniSIG	0.0	\$40,700.00
				<i>Notes: Provide a \$1000 retention bonus at Mellon Elementary paid in November 2017 for up to 22 certified instructional personnel including the reading coach who are at the school for the 2017-18 school year. Provide another \$850 retention bonus paid in August 2018 for certified instructional personnel including the reading coach who remain at the school for the 2018-19 school year.</i>		
	5100	220-Social Security	0091 - Mellon Elementary School	UniSIG	0.0	\$3,397.00
				<i>Notes: Social Security/Medicare for the November 2017 and August 2018 bonuses for teachers, coaches, and administrators at Mellon Elementary. Benefit rate is 7.65%.</i>		

Putnam - 0091 - Mellon Elementary School - 2017-18 SIP
Mellon Elementary School

	5100	110-Administrators	0091 - Mellon Elementary School	UniSIG		\$3,700.00	
		<i>Notes: Provide a \$1000 retention bonus at Mellon Elementary paid in November 2017 for up to 2 school administrators who are at the school for the 2017-18 school year. Provide another \$850 retention bonus paid in August 2018 for school administrators who remain at the school for the 2018-19 school year.</i>					
	7200	790-Miscellaneous Expenses	0091 - Mellon Elementary School	UniSIG		\$8,521.00	
		<i>Notes: Indirect cost rate of 7.28%.</i>					
Total:						\$117,040.00	