2013-2014 SCHOOL IMPROVEMENT PLAN

Mellon Elementary School

301 MELLON RD
Palatka, FL 32177
386-329-0593
mellon.putnamschools.org

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Elementary School	Yes	91%

Alternative/ESE Center	Charter School	Minority Rate
No	No	63%

School Grades History

2013-14	2012-13	2011-12	2010-11
D	C	B	A

SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridacims.org. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school's Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
    - Year 1 – declined to D, or first-time graded schools receiving a D
    - Year 2 – second consecutive D, or F followed by a D
    - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
    - Year 1 – declined to F, or first-time graded schools receiving an F
    - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

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

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Focus Year 1	2	Wayne Green

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School
Mellon Elementary School

Principal
Tammie Driggers

School Advisory Council chair
Leah Hines

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Tammie Driggers	Principal
Tracy Taylor	Assistant Principal
Barbara Dunham	Curriculum Resource Teacher
Lindsay Morris	Guidance Counselor
Amanda Lusk	Teacher Math Leader
Michelle McCullough	Media Specialist/Former Reading Coach

District-Level Information

District
Putnam

Superintendent
Ms. Phyllis Criswell

Date of school board approval of SIP
10/10/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

SAC is comprised of 51% non school board employees such as parents/guardians, and community members/business partners, and 49% of its members are employees of the school board including teachers, non-instructional personnel, etc.

Involvement of the SAC in the development of the SIP

Various SAC members have helped in creating the plan for SIP. The SAC Committee will review the plan and offer suggestions for revisions.

Activities of the SAC for the upcoming school year

We will have quarterly SAC meetings where members will provide input and review for the SIP on an ongoing basis and receive updates on the regular progress of school goals.

Projected use of school improvement funds, including the amount allocated to each project

SAC funds will be used for student incentives for academics, behavior, and attendence. If teacher proposals for monetary needs are presented to SAC, they will have to be goal-aligned with the SIP.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC
In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

# of administrators
2

 # receiving effective rating or higher
(not entered because basis is < 10)

Administrator Information:

Tammie Driggers		
Principal	Years as Administrator: 7	Years at Current School: 0

Credentials	Educational Leadership (All Levels) Elementary Education (grades 1-6) English for Speakers of Other Languages (ESOL) Primary Education (K-3) Reading Endorsment
Performance Record	Tammie Driggers taught for 10 years in elementary school. During this time, she received National Board Teacher Certification and completed her Master's Degree in Educational Leadership. She served as an Assistant Principal for 2 years at a turnaround school where the school rose from F to A. Following those 2 years, she worked in the capacity of an Administrator on Special Assignment for a year at the district office where her role was to assist in the Department of Curriculum and Instruction. After that, she was assigned as Principal at Kelley Smith Elementary School for 3 years, and is currently residing as Principal of Mellon Elementary School this year.

Tracy Taylor		
Asst Principal	Years as Administrator: 0	Years at Current School: 0

Credentials	Educational Leadership (All Levels) Emotional Disturbance Intellectually Disabled (All Levels) Learning Disabilities (All Levels) Autism Endorsement Pre K Disability Endorsement
Performance Record	Tracy Taylor has taught for 16 years in Pre K ESE classes to serving as a teacher on special assignment. She has a Master's Degree in Emotional Distubance/Learning Disabilities and a Specialist Degree in Educational Leadership. This is her first year as acting assistant principal at Mellon Elementary School.

Instructional Coaches

# of instructional coaches

1

 # receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Barbara Dunham		
Full-time / School-based	Years as Coach: 0	Years at Current School: 0
Areas	Reading/Literacy, Mathematics, Science, Data, RtI/MTSS	
Credentials	Certified in Elementary Education 1-6 Reading Endorsement Masters in Educational Leadership	
Performance Record	Barbara Dunham taught for 13 years at Kelley Smith Elementary in grades 2, 3, and 4. During that time she completed her Reading Endorsement and Master's Degree in Educational Leadership. Currently she is working as the Curriculum Resource Teacher at Mellon Elementary.	

Classroom Teachers

# of classroom teachers

29

 # receiving effective rating or higher

23, 79%

 # Highly Qualified Teachers

100%

 # certified in-field

24, 83%

 # ESOL endorsed

12, 41%

 # reading endorsed

3, 10%

 # with advanced degrees

9, 31%

 # National Board Certified

2, 7%

 # first-year teachers

2, 7%

 # with 1-5 years of experience

9, 31%

 # with 6-14 years of experience

11, 38%

 # with 15 or more years of experience

8, 28%

Education Paraprofessionals

# of paraprofessionals

10

 # Highly Qualified

10, 100%

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

1) The Principal and Assistant Principal accept interns for local colleges.
2) The district and school provides a mentor teacher program for beginning teachers.
3) The Administration and Instructional Coach will provide Professional Learning Communities for literacy, math, and science that focus on planned instruction and anaylze student work.
4) The District Instructional Curriculum Coaches led trainings focusing on common core standards and best practices in which lead teachers in reading and math attend.
5) 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.
6) The Administration and Instructional Coach will provide individual professional development to strengthen teachers' knowledge of the curriculum.

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

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

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

Our school uses the 8 Step Problem Solving Process Model for all district's MTSS Plan for a multi-tiered system of support for all students. To begin, the lead team will be keeping a constant watch on the core instruction in all rooms. Classroom walkthroughs, formal, and informal observations will be conducted weekly to assist in this endeavor of monitoring the core. 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 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.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

The Leadership Team will focus meetings around implementation of MTSS/RtI and identifying students in need of Tier II or Tier III intervention services. The team will meet approximately every 30 days to review the following:
* review of universal screening data and link it to instructional decisions
* review progress monitoring data at the grade level and classroom level

*identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks.

Based on the above information, the team will:

*identify professional development and resources

*collaborate regularly to problem solve and share effective practices

*evaluate implementation

*review individual student's intervention data.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

Baseline: FAIR assessment, PMRN, Write Source, FCAT, SAT-10, Discipline data in Skyward, STAR, SRI, Performance Matters for Reading, Math and Science

Progress Monitoring: PMRN, FCAT Released Test, Performance Matters for Reading, Math and Science, SRI, STAR, Write Source, Discipline data in Skyward and Check-in Check-out

MidYear: Performance Matters for Reading, Math, and Science, FAIR, SRI, STAR, Discipline data in Skyward, Write Source

End of Year: FAIR, SAT-10, FCAT, Performance Matters for Reading, Math, and Science, SRI, STAR, Discipline data in Skyward

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Skyward is the data management system that can be used to access student progress in all subject areas as well as behavior histories. Likewise, the Putnam County School District uses Performance Matters Progress Monitoring System to assess and track student progress on the Common Core Standards. The system additionally allows teachers and administrators to access multiple data points for both high stakes and district level data in the areas of reading, math, and science. The district will also utilize the Write Score program which monitors student progress in the area of writing.

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

The MTSS Leadership Team will meet weekly to discuss group and individual student data and behavior trends that need attention. As needed, the team will additionally invite the school psychologist and the behavioral specialist to assist with various topics and situation pertinent to groups or individual students. The leadership team will use PLCs to review MTSS progress for academics and behavior along with appropriate data to be collected. The MTSS Leadership Team will also meet quarterly with the instructional staff individually to review data, instruction, intervention, and the tiers of support for students. The MTSS Team will support the understanding of parents through formal and informal means of communication (conferences, etc.).

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program

Minutes added to school year:

The 21st Century Program is open first to bottom quartile or struggling students followed by everyone else. Within the three-hour block, students are provided a snack, homework help, intervention in core academic areas as needed based on individual student needs, and enrichment activities designed to enhance their educational experiences.

Strategy Purpose(s)

- Instruction in core academic subjects

- Enrichment activities that contribute to a well-rounded education

How is data collected and analyzed to determine the effectiveness of this strategy?

Grades, FCAT scores, and behavior reports are used to determine the effectiveness of the program.

Who is responsible for monitoring implementation of this strategy?

Tracy Taylor and Gena Parkison are the site coordinators responsible for monitoring this program and its effectiveness with students.

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Tammie Driggers	Principal
Tracy Taylor	Assistant Prinipal
Barbara Dunham	Curriculum Resource Teacher
Michelle McCullough	Media Specialist
Lindsay Morris	Guidance Counselor
Amanda Lusk	Teacher Math Leader

How the school-based LLT functions

The LLT (Literacy Leadership Team) members meet bi-weekly to review progress toward schoolwide targets. After the first nine weeks, LLT members will meet every 4 weeks to review data and progress of schoolwide goals.

Major initiatives of the LLT

For reading:
In grades K-2, the major initiative will be to incorporate the common core standards. This will specifically include text based writing and developing our students to respond to reading questions using evidence from the text. We will also incorporate literacy centers (Daily 5) 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 alouds, text talks, writing with evidence, and incorporating lieracy centers (Daily 5) 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 A-Z Reading and other sources.

For math:

In K-5, one major initiative is to have daily/regular proper use of manipulatives relative to the standards being taught. Likewise,, and probably the largest endeavor, is to establish the practice of intervention time for math in all K-5 classrooms.

***A final initiative of the LLT is to create a non-negotiable of having purposeful PLCs that are data driven for all grade levels on a bi-weekly basis where both administrators, the CRT, and the teacher math leader are present and available for support and guidance as needed. (The purpose is to analyze data, find trends or individual class areas of concern relative to what was recently taught, and plan for intervention/enrichment or a "do-over" as necessary.

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

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 classes at each 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.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	54%	41%	No	59%
American Indian				
Asian				
Black/African American	44%	28%	No	50%
Hispanic	60%	40%	No	64%
White	60%	48%	No	64%
English language learners	39%		No	44%
Students with disabilities	41%	31%	No	47%
Economically disadvantaged	52%	42%	No	57%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	50	30%	34%
Students scoring at or above Achievement Level 4	17	10%	25%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		100%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		75%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	95	58%	65%
Students in lowest 25% making learning gains (FCAT 2.0)	101	62%	70%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		30%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		20%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		20%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.	*[data excluded for privacy reasons]*		0%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	86	53%	80%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	*[data excluded for privacy reasons]*		100%

Area 3: Mathematics

Elementary and Middle School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	68%	54%	No	71%
American Indian				
Asian				
Black/African American	59%	45%	No	63%
Hispanic	80%	53%	No	82%
White	65%	58%	No	69%
English language learners	47%		No	52%
Students with disabilities	51%	44%	No	56%
Economically disadvantaged	66%	56%	No	69%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	59	35%	46%
Students scoring at or above Achievement Level 4	30	18%	25%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		100%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		50%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	89	55%	60%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	71	44%	50%

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	16	26%	25%
Students scoring at or above Achievement Level 4	*[data excluded for privacy reasons]*		25%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		100%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		100%

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	1		2
Participation in STEM-related experiences provided for students			10%

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	90	22%	15%
Students retained, pursuant to s. 1008.25, F.S.	42	10%	5%
Students who are not proficient in reading by third grade	33	64%	25%
Students who receive two or more behavior referrals	30	7%	3%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	32	8%	3%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

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), 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.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
95% of all parents will participate in 2-way communication to assist with parent involvement at Mellon.			95%

Goals Summary

G1. In 2013-2014 school year, Mellon will improve in the area of "Math Gains for the Bottom 25%" by 6%; it will increase from 44% to 50%.

G2. 50% of fifth grade students will score proficiency or higher on the FCAT Science Assessment.

G3. 80% of fourth grade students will score proficiency (3.5) or higher on the FCAT Writing Assessment.

G4. We would like to have 95% of all parents to be involved in some capacity in their child's education at Mellon. This involvement will contain 2-way communication as well as other participation by parents/guardians in events at school.

G5. To increase the total reading proficiency in grades 3-5 from 41% to 46% in the 2013-2014 school year.

Goals Detail

G1. In 2013-2014 school year, Mellon will improve in the area of "Math Gains for the Bottom 25%" by 6%; it will increase from 44% to 50%.

Targets Supported
- Parental Involvement

Resources Available to Support the Goal
- *Math Cadre at school level (one teacher per grade) *ICC Team at district level (to deliver PD and support to the math cadre at each school) *Envisions online *Manipulative kits from previous math series

Targeted Barriers to Achieving the Goal
- 1. Teacher lack of knowledge regarding manipulative use

- 2. Teacher inexperience with Common Core Standards (how to unpack them, how to teach them, and how to assess them)

- 3. Lack of parent involvement and understanding of how to assist with math

Plan to Monitor Progress Toward the Goal

Quarterly Review Meetings will take place where we will meet as a lead team with individual teachers to determine if we are progressing adequately toward our goal in math.

Person or Persons Responsible
Administrative lead team and teachers

Target Dates or Schedule:
Quarterly

Evidence of Completion:
Quarterly review data

G2. 50% of fifth grade students will score proficiency or higher on the FCAT Science Assessment.

Targets Supported
- Science - Elementary School

Resources Available to Support the Goal
- Discovery Education, Time For Kids in grade 3-5, 5th grade departmentalization for Reading, Math and Science (Science teacher reinforces reading strategies during science lesson and conducts hands on experiments)

Targeted Barriers to Achieving the Goal
- Lack of Science equipment and lab materials
- Lack of background knowledge for students in science

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

G3. 80% of fourth grade students will score proficiency (3.5) or higher on the FCAT Writing Assessment.

Targets Supported
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing

Resources Available to Support the Goal
- 1) Principal, CRT and Media Specialist are former successful 4th grade writing teachers. 2) Write Score assessment 3 times a year before FCAT Writes 3) ICC will assist with writing in all grade levels 4) Whole Brain Writing

Targeted Barriers to Achieving the Goal
- Lack of writing expectation in lower grades
- Lack of writing practice at home
- Lack of intergration of reading and writing

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

G4. We would like to have 95% of all parents to be involved in some capacity in their child's education at Mellon. This involvement will contain 2-way communication as well as other participation by parents/ guardians in events at school.

Targets Supported

- Writing

- Science - Elementary School

- Parental Involvement

Resources Available to Support the Goal

- 1. Read and Respond/Read and Write logs at every grade level (2 way) 2. Parent Portal (2 way) 3. Connect 5 for call-outs (1 way) 4. Planners for students (2 way) 5. Email (teacher to parent and vice versa) 6. Student/Parent/Teacher Compacts 7. Positive Phone Logs 8. Parent Nights which include resources, incentives, etc.: Open House/Book Fair, Annual Title I Meeting, SAC/ PTO Meetings, "Falling into Math" Carnival, 3rd Grade Science Night, 4th Grade Writing Workshop, "Spring Fling Math Thing", and maybe others 9. Parent Involvement Monthly Newsletters with tips and helpful information

Targeted Barriers to Achieving the Goal

- 1. Parent lack of understanding of homework assignments

- 2. Non-working/disconnected phone lines and parent contact information

- 3. Lack of transportation to and from school

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

G5. To increase the total reading proficiency in grades 3-5 from 41% to 46% in the 2013-2014 school year.

Targets Supported
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Science - Elementary School
- Parental Involvement

Resources Available to Support the Goal
- Mellon has the following resources to support the goal of 46% of our 3-5 students being proficient in reading: * Daily Five book study; all teachers have individual copies *Cafe all teachers have individual copies *CRT in place *If needed, the media specialist serves as a second reading coach *Anne Mathews is experienced in Daily Five and Balanced Literacy; willing to come to train and assist teachers *Performace Matters for formative assessment

Targeted Barriers to Achieving the Goal
- Finding ample time to dissect the 2 new books with the teachers (Daily 5 and Cafe)
- Little teacher professional development in grades 3-5 for truly teaching with blended reading standards (common core and NGSSS) and Balanced Literacy
- Lack of teacher professional development over the past 4-5 years and high teacher turnover
- Students read very little if anything outside of school to practice.

Plan to Monitor Progress Toward the Goal

Quarterly review meetings will be held with the administrative lead team and individual teachers to assess ongoing progress toward the reading goal.

Person or Persons Responsible
Administration and individual teachers

Target Dates or Schedule:
Quarterly

Evidence of Completion:
Quarterly review data

Action Plan for Improvement

Problem Solving Key

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

G1. In 2013-2014 school year, Mellon will improve in the area of "Math Gains for the Bottom 25%" by 6%; it will increase from 44% to 50%.

G1.B1 1. Teacher lack of knowledge regarding manipulative use

G1.B1.S1 CRT will conduct professional development with teachers on how to intergrate math manipulatives within his/her math lesson to increase students' understanding of math standards (Lessons should move from concrete, pictoral, abstract.)

Action Step 1

Conduct professional development with teachers on how to intergrate math manipulatives within his/her math lesson to increase students' understanding of math standards

Person or Persons Responsible

CRT

Target Dates or Schedule

During weekly math PLC meetings

Evidence of Completion

Lesson plans with noted use of manipulatives and classroom observations (CRT and Administration)

Facilitator:

Participants:

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G1.B1.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G1.B1.S2 CRT and Teacher Math Leader will visit classrooms during math in order to provide "on the spot" coaching regarding math manipulative use and create Greater Coaching plans for individual teachers as needed.

Action Step 1

CRT and Math Lead Teacher will visit classrooms during math to provide "on the spot coaching" regarding manipulative use and Greater Coaching with certain teachers as needed.

Person or Persons Responsible

CRT and Math Lead Teacher

Target Dates or Schedule

Weekly

Evidence of Completion

Coach's Log(s) and coaching plans for various teachers

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

Administrators will meet with CRT and math lead teacher biweekly to discuss the progress of math coaching/plans relative to manipulative use in classrooms.

Person or Persons Responsible

Administration

Target Dates or Schedule

Biweekly

Evidence of Completion

CRT and Lead Math Teacher observations conducted by administration regarding their data collection and meeting notes with teachers

Plan to Monitor Effectiveness of G1.B1.S2

The administration will document the usage of manipulatives in all classes. The percentage of proper use of math manipulatives will show at least a 50% increase.

Person or Persons Responsible

Administration

Target Dates or Schedule

During math time in weekly observations

Evidence of Completion

Observation data and lesson plans documenting manipulative use

G1.B2 2. Teacher inexperience with Common Core Standards (how to unpack them, how to teach them, and how to assess them)

G1.B2.S1 ICC team at the district level will train and support teachers at Mellon (one form each grade) who are serving as the school's Math Cadre. The Math Cadre will then, in turn, train the teachers in their individual grade levels.

Action Step 1

Train and support teachers at Mellon (one from each grade) who are serving as the school's Math Cadre. The Math Cadre will then, in turn, train the teachers in their individual grade levels

Person or Persons Responsible

District ICC Team, Mellon Math Cadre (lead teachers)

Target Dates or Schedule

Monthly

Evidence of Completion

Math Cadre sign in sheet, PLC meeting sign in sheets, and students' scores

Facilitator:

Math Cadre teacher leaders

Participants:

Grade level teachers

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

Administration and CRT will meet with teachers in their grade level PLCs to ensure the Cadre leaders are sharing the math information and strategies with their teams.

Person or Persons Responsible

Administration and CRT

Target Dates or Schedule

Weekly math PLCs following Cadre meetings

Evidence of Completion

PLC meeting agendas and sign in sheets

Plan to Monitor Effectiveness of G1.B2.S1

Administrators and CRT will meet with grade levels in their PLCs following math Cadre meetings to ensure the effectiveness of the training given by Cadre teacher leaders is adequate.

Person or Persons Responsible

Administrators and CRT

Target Dates or Schedule

Weekly math PLCs following Cadre meetings

Evidence of Completion

PLC agendas and sign in sheets

G1.B2.S2 Weekly Math PLCs by grade level will be held in order for teachers to have that time to plan lessons together where Common Core Math Standards will drive the lessons. Teachers will collectively select and plan for specific manipulative use and design assessments to evaluate student performance/mastery.

Action Step 1

Weekly Math PLCs by grade level will be held in order for teachers to have that time to plan lessons together where Common Core Math Standards will drive the lessons. Teachers will collectively select and plan for specific manipulative use and design assessments to evaluate student performance/mastery.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Weekly Math PLCs

Evidence of Completion

PLC sign-in sheets; lesson plans and assessments

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

Administrators will require grade chairs to turn in PLC sign in sheets and agendas to ensure fidelity to the planning process for math. (Lead team members will partake in those planning sessions when possible.) Likewise, administration will complete lesson plan checks monthly where feedback will be given regarding lessons written by teachers.

Person or Persons Responsible

Administration

Target Dates or Schedule

Weekly PLC artifacts; Monthly lesson plan checks

Evidence of Completion

PLC artifacts and lesson plan checks

Plan to Monitor Effectiveness of G1.B2.S2

Administration will review lesson plans monthly to monitor for effectiveness of the strategy.

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Lesson Plans

G1.B2.S3 Teachers will partake in a math lesson study by grade level at least once per quarter where they will all collectively plan a math lesson from beginning to end and then follow the lesson study process as such.

Action Step 1

Teachers will partake in a math lesson study by grade level at least once per quarter where they will all collectively plan a math lesson from beginning to end and then follow the lesson study process as such.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Once per quarter

Evidence of Completion

Lesson study artifacts; lesson study lessons

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

Administration will ensure teachers are participating in the lesson study by reviewing follow up lesson study forms.

Person or Persons Responsible

Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Lesson study forms

Plan to Monitor Effectiveness of G1.B2.S3

Administration will help teachers set up coverage for lesson study process to ensure other teachers can go and observe their peers teaching the lesson. Administration will also take part in the debriefing and follow up of the lesson.

Person or Persons Responsible

Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Lesson study follow up forms

G1.B2.S4 Using the Cadre Form (provided by the district), administration and CRT will conduct observations to "inspect what we expect" in terms of Common Core-driven lessons and manipulative use in math.

Action Step 1

Using the Cadre Form (provided by the district), administration and CRT will conduct observations to "inspect what we expect" in terms of Common Core-driven lessons and manipulative use in math.

Person or Persons Responsible

Administrators and CRT

Target Dates or Schedule

Weekly

Evidence of Completion

Cadre Form (with check off sheet); Observations; coaching plans (follow up from CRT)

Plan to Monitor Fidelity of Implementation of G1.B2.S4

Administrators and CRT will conduct observations to "inspect what we expect" in terms of Common Core-driven lessons and manipulative use in math.

Person or Persons Responsible

Administrators and CRT

Target Dates or Schedule

Weekly

Evidence of Completion

Observation data and coaching feedback forms with CRT

Plan to Monitor Effectiveness of G1.B2.S4

Administrators and CRT will conduct observations to "inspect what we expect" in terms of Common Core-driven lessons and manipulative use in math.

Person or Persons Responsible

Administrators and CRT

Target Dates or Schedule

Weekly

Evidence of Completion

Observation data and coaching feedback forms (from CRT)

G1.B2.S5 Teachers will implement math interventions for select students as needed in a designated 30 minute math intervention block beginning the 2nd 9-weeks.

Action Step 1

Teachers will implement math interventions for select students as needed in a designated 30 minute math intervention block.

Person or Persons Responsible

Teachers (K-5)

Target Dates or Schedule

During every math intervention block for K-3 and 5th, and during select specials in 4th.

Evidence of Completion

Interventions documented in lesson plans

Plan to Monitor Fidelity of Implementation of G1.B2.S5

Administration will monitor for fidelity by conducting observations during the intervention block for math and by checking lesson plans for preplanned math interventions.

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly lesson plan checks and weekly observations in classrooms

Evidence of Completion

Lesson plan checklist results and teacher observation data

Plan to Monitor Effectiveness of G1.B2.S5

Administration will monitor for effectiveness of the 30 minute block by assessing progress of those students pulled for interventions in each grade level quarterly.

Person or Persons Responsible

Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Data collected during quarterly reviews using formative assessments following interventions

G1.B3 3. Lack of parent involvement and understanding of how to assist with math

G1.B3.S1 Mellon will invite and encourage parents to volunteer and participate in a variety of math related activities such as "Falling into Math" Carnival (school wide) in the first semester and a Math Night in the second semester.

Action Step 1

Invite and encourage parents to volunteer and participate in a variety of math related activities such as "Falling into Math" Carnival (school wide) in the first semester and a Math Night in the second semester

Person or Persons Responsible

CRT and Media Specialist

Target Dates or Schedule

October and March

Evidence of Completion

Parent sign-in sheets

Plan to Monitor Fidelity of Implementation of G1.B3.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G1.B3.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G2. 50% of fifth grade students will score proficiency or higher on the FCAT Science Assessment.

G2.B1 Lack of Science equipment and lab materials

G2.B1.S1 5th grade teacher will have top prior in the use of the mac lab for additional technology resources. Likewise, PTO/SAC will hopefully grant a proposal for to purchase addition science lab materials.

Action Step 1

Will have top prior in the use of the mac lab for additional technology resources. Likewise, PTO/SAC will hopefully grant a proposal for to purchase addition science lab materials.

Person or Persons Responsible

5th grade Science teacher and Media Specialist

Target Dates or Schedule

Ongoing through FCAT

Evidence of Completion

Mac lab sign out sheet and classroom observations (CRT and Administration)

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G2.B1.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G2.B1.S2 Grade Chairs will send home a materials list asking for supplies for science.

Action Step 1

Grade Chairs will send home a materials list asking for supplies for science.

Person or Persons Responsible

Grade Chair Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Materials list

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G2.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G2.B2 Lack of background knowledge for students in science

G2.B2.S1 K-5 teachers will implement Science Sunshine State Standards in weekly lessons (lessons will include Discovery Education). CRT and Administration will monitor through observations, lesson plan checks, and coaching.

Action Step 1

Will implement Science Sunshine State Standards in weekly lessons (lessons will include Discovery Education).

Person or Persons Responsible

K-5 teachers

Target Dates or Schedule

Teachers will plan for implementation weekly.

Evidence of Completion

CRT and Administration will monitor through observations, lesson plan checks, and coaching.

Plan to Monitor Fidelity of Implementation of G2.B2.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G2.B2.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G3. 80% of fourth grade students will score proficiency (3.5) or higher on the FCAT Writing Assessment.

G3.B1 Lack of writing expectation in lower grades

G3.B1.S1 Teachers in all grades will incorporate writing skills into their literacy block. Teachers will model various writing crafts through authentic literature and non-ficition text.

Action Step 1

Will incorporate writing skills into their literacy block and model various writing crafts through authentic literature and non-ficition text.

Person or Persons Responsible

K-5 Teachers

Target Dates or Schedule

During Literacy Block

Evidence of Completion

lesson plans and classroom observations (CRT and Adminstration)

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G3.B1.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G3.B2 Lack of writing practice at home

G3.B2.S1 Students will practice writing skills at home on their Write to Respond of the Read and Respond homework forms.

Action Step 1

Will practice writing skills at home on their Write to Respond of the Read and Respond homework forms.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Read and Respond forms

Plan to Monitor Fidelity of Implementation of G3.B2.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G3.B2.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G3.B4 Lack of intergration of reading and writing

G3.B4.S1 Teachers will intergrate writing into the Literacy Block.

Action Step 1

Intergrate writing into the Literacy Block

Person or Persons Responsible

K-5 Teachers

Target Dates or Schedule

During Literacy Block

Evidence of Completion

Lesson plans and classroom observations (CRT and Administration)

Plan to Monitor Fidelity of Implementation of G3.B4.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G3.B4.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G4. We would like to have 95% of all parents to be involved in some capacity in their child's education at Mellon. This involvement will contain 2-way communication as well as other participation by parents/guardians in events at school.

G4.B1 1. Parent lack of understanding of homework assignments

G4.B1.S1 Teachers will provide explicit directions and examples to accompany all homework assignments. Teachers will be selecteive of what type of homework they are assigning; they will assure the homework is "practice" of skills previously taught in class and will also be accommodating if students do not have it completed but DO have a parent note regarding why it was not completed.

Action Step 1

Provide explicit directions and examples to accompany all homework assignments. Be selecteive of what type of homework they are assigning; they will assure the homework is "practice" of skills previously taught in class and will also be accommodating if students do not have it completed but DO have a parent note regarding why it was not completed.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Any time homework is given to students

Evidence of Completion

Documented homework in lesson plans or planners with samples of the HW assignments

Plan to Monitor Fidelity of Implementation of G4.B1.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G4.B1.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G4.B2 2. Non-working/disconnected phone lines and parent contact information

G4.B2.S1 Each quarter, teachers will send home new pupil information sheets to gather updated/current contact information for parents. Teachers will offer incentives for those who bring them back in a timely manner.

Action Step 1

Send home new pupil information sheets to gather updated/current contact information for parents. Offer incentives for those who bring them back in a timely manner.

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Quarterly (end of each quarter)

Evidence of Completion

Updated pupil information sheets

Plan to Monitor Fidelity of Implementation of G4.B2.S1

    Person or Persons Responsible

    Target Dates or Schedule

    Evidence of Completion

Plan to Monitor Effectiveness of G4.B2.S1

    Person or Persons Responsible

    Target Dates or Schedule

    Evidence of Completion

G4.B3 3. Lack of transportation to and from school

G4.B3.S1 Send RSVPs with all Parent Night invitations. Once a list of those planning to attend is generated, Prinicpal and CRT will work with Transportation to see if a bus can be used to help transport parents and students to and from the workshops.

    Action Step 1

    Send RSVPs with all Parent Night invitations. Once a list of those planning to attend is generated, Prinicpal and CRT will work with Transportation to see if a bus can be used to help transport parents and students to and from the workshops.

    Person or Persons Responsible

    Principal and CRT

    Target Dates or Schedule

    Quarterly

    Evidence of Completion

    Parent Transportation Lists

Plan to Monitor Fidelity of Implementation of G4.B3.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G4.B3.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G5. To increase the total reading proficiency in grades 3-5 from 41% to 46% in the 2013-2014 school year.

G5.B1 Finding ample time to dissect the 2 new books with the teachers (Daily 5 and Cafe)

G5.B1.S1 The CRT and the Principal will lead consecutive book studies on the Daily Five and the Cafe books during one weekly Reading PLC meeting until both books have been read and reviewed collectively.

Action Step 1

Lead consecutive book studies on the Daily Five and the Cafe books during one weekly Reading PLC meeting until both books have been read and reviewed collectively.

Person or Persons Responsible

CRT and Principal

Target Dates or Schedule

Weekly Reading PLC time

Evidence of Completion

PowerPoint presentations, PLC sign in sheets, student artifacts that teachers bring to weekly meetings, and observation data collected by lead team.

Facilitator:

CRT and Principal

Participants:

All instructional personnel

Plan to Monitor Fidelity of Implementation of G5.B1.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G5.B1.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G5.B1.S2 Teachers will complete appropriate "chapter tasks" with their students and bring back artifacts/student samples of Daily Five/Cafe implementation to the next Reading PLC meetings. Artifacts will be shared and feedback will be given regarding artifacts/student samples. This will be the process for each weekly Reading PLC meeting until the book studies are complete. (Essentially, this PD will be job embedded.)

Action Step 1

Complete appropriate "chapter tasks" with their students and bring back artifacts/student samples of Daily Five/Cafe implementation to the next Reading PLC meeting. Artifacts will be shared and feedback will be given regarding artifacts/student samples.

Person or Persons Responsible

CRT will lead; Instructional teachers will implement

Target Dates or Schedule

Weekly Reading PLC meetings until the book studies are complete

Evidence of Completion

Assignment artifact at book study completion.

Plan to Monitor Fidelity of Implementation of G5.B1.S2

Artifacts from the specific chapter assignments will be brought back to weekly PLC meetings showing implementation of Daily 5 and Café in the regular reading lessons.

Person or Persons Responsible

Instructional teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Daily 5 and Café artifacts

Plan to Monitor Effectiveness of G5.B1.S2

CRT will do peer observations through iObservation to ensure proper implementation of reading strategies (based on the weekly PLCs focused on the two books) is taking place and that proper artifacts are being collected on a weekly basis

Person or Persons Responsible

CRT

Target Dates or Schedule

Weekly

Evidence of Completion

iObservation peer observations by CRT; reading artifacts

G5.B2 Little teacher professional development in grades 3-5 for truly teaching with blended reading standards (common core and NGSSS) and Balanced Literacy

G5.B2.S1 The CRT and the Principal will lead consecutive book studies on the Daily Five and the Cafe books during one weekly Reading PLC meeting until both books have been read and reviewed collectively.

Action Step 1

Will lead consecutive book studies on the Daily Five and the Cafe books during one weekly Reading PLC meeting until both books have been read and reviewed collectively.

Person or Persons Responsible

CRT and Prinicipal

Target Dates or Schedule

Weekly Reading PLC meetings

Evidence of Completion

Student artifacts at the completion of book studies, PowerPoint presentations, PLC sign in sheets

Plan to Monitor Fidelity of Implementation of G5.B2.S1

Lesson plans will be checked. Lesson plans will reflect planning for the Daily 5 (balanced literacy) and Café, reflecting differentiated groups and activities as well as interventions. Lesson implementation and interventions will reflect the same and will be observed for such.

Person or Persons Responsible

Administration

Target Dates or Schedule

Weekly observations in classrooms; Monthly lesson plan checks

Evidence of Completion

Observations; lesson plan check sheets

Plan to Monitor Effectiveness of G5.B2.S1

Lesson plan check feedback forms will be given to teachers to ensure they have something to use in order to continue improving their current planning. Observation feedback will be given through iObservation to ensure teachers have ample support in improving their instructional craft.

Person or Persons Responsible

Administration (will conduct feedback forms for lesson plan checks AND will give feedback through iObservation to support instructional growth)

Target Dates or Schedule

Weekly instructional feedback; monthly lesson plan feedback

Evidence of Completion

lesson plan feedback forms; iObservation feedback

G5.B2.S2 Teachers will complete appropriate "chapter tasks" with their students and bring back artifacts/ student samples of Daily Five/Cafe implementation to the next Reading PLC meeting. Artifacts will be shared and feedback will be given regarding artifacts/student samples. This will be the process for each weekly Reading PLC meeting until the book studies are complete. (Essentially, this PD will be job embedded.)

Action Step 1

Complete appropriate "chapter tasks" with their students and bring back artifacts/student samples of Daily Five/Cafe implementation to the next Reading PLC meetings. Artifacts will be shared and feedback will be given regarding artifacts/student samples. This will be the process for each weekly Reading PLC meeting until the book studies are complete.

Person or Persons Responsible

Instructional teachers

Target Dates or Schedule

Weekly Reading PLC meetings

Evidence of Completion

Student artifacts at the end of the book studies

Plan to Monitor Fidelity of Implementation of G5.B2.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G5.B2.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G5.B2.S3 Teachers received Common Core professional development on the DOE's Blended Model over the summer.

Action Step 1

Delivered Common Core professional development on the DOE's Blended Model over the summer.

Person or Persons Responsible

District-selected teacher leaders

Target Dates or Schedule

During the Summer of 2013

Evidence of Completion

Common Core PD sign in sheets

Facilitator:

District facilitators

Participants:

Teachers by grade level

Plan to Monitor Fidelity of Implementation of G5.B2.S3

Administration will check lesson plans monthly to ensure there is a blended standards focus in grades 3-5.

Person or Persons Responsible

Administrators

Target Dates or Schedule

Monthly

Evidence of Completion

Lesson plan checklist

Plan to Monitor Effectiveness of G5.B2.S3

Administrators will defer teachers who need extra planning assistance to the CRT who will then plan with and coach those select teachers until the next lesson plan check date.

Person or Persons Responsible

Administrators and CRT

Target Dates or Schedule

Monthly plan checks; Weekly planning coaching with CRT for select teachers

Evidence of Completion

Lesson plan checklists; coaching plans for select teachers

G5.B2.S4 Adminstration and CRT will monitor/coach implementation of the Blended Model through classroom observations and lesson plans.

Action Step 1

Will monitor/coach implementation of the Blended Model through classroom observations and lesson plans.

Person or Persons Responsible

Administration and CRT

Target Dates or Schedule

During weekly classroom observations

Evidence of Completion

Coaching plan notes (CRT), observation data (administration)

Plan to Monitor Fidelity of Implementation of G5.B2.S4

Adminstration and CRT will monitor/coach implementation of the Blended Model through classroom observations and lesson plans.

Person or Persons Responsible

Administration and CRT

Target Dates or Schedule

Monthly for lesson plan checks; weekly for coaching teachers who have been identified as needing extra planning support

Evidence of Completion

monthly lesson plan checks; weekly coaching plans for select individuals

Plan to Monitor Effectiveness of G5.B2.S4

Adminstration and CRT will monitor/coach implementation of the Blended Model through classroom observations and lesson plans. CRT will coach heavily on the planning process with individuals who need intensive support following a lesson plan check by administration. This will ensure the planning and implementation are highly effective.

Person or Persons Responsible

Administration and CRT

Target Dates or Schedule

Monthly/Weekly

Evidence of Completion

Lesson plan checklists and coaching plans for select individuals

G5.B3 Lack of teacher professional development over the past 4-5 years and high teacher turnover

G5.B3.S1 Daily 5 and Cafe training (book study) on Balanced Literacy presented by the CRT and Principal.

Action Step 1

Will train teachers on the Daily 5 and Cafe (book study) on Balanced Literacy

Person or Persons Responsible

CRT and Principal

Target Dates or Schedule

During weekly PLC meetings until book studies are complete

Evidence of Completion

Student artifacts, PowerPoint presentations, and PLC sign in sheets

Plan to Monitor Fidelity of Implementation of G5.B3.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G5.B3.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G5.B3.S2 Project CRISS training will be sought out and possibly given in the second semester.

Action Step 1

Will deliver CRISS training to entire instructional staff

Person or Persons Responsible

Principal

Target Dates or Schedule

2nd semester

Evidence of Completion

CRISS PowerPoint presentation and sign-in sheet (roster); student artifacts

Facilitator:

Participants:

Plan to Monitor Fidelity of Implementation of G5.B3.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G5.B3.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G5.B3.S3 CRT will create coaching plan with teachers that will be monitored and updated regularly.

Action Step 1

Will create coaching plans with the teachers that will be monitored and updated regularly.

Person or Persons Responsible

CRT

Target Dates or Schedule

Monthly

Evidence of Completion

Coaching Plans and classroom observations (by CRT and Administration)

Plan to Monitor Fidelity of Implementation of G5.B3.S3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G5.B3.S3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G5.B3.S4 Media Specialist (former reading coach) will assist K (since she is mentoring 2 of the beginning teachers in that grade anyway) with additional coaching on best practices, data analysis, centers vs. learning labs and creating differentiation within small group instruction.

Action Step 1

Media Specialist (former reading coach) will assist K (since she is mentoring 2 of the beginning teachers in that grade anyway) with additional coaching on best practices, data analysis, centers vs. learning labs and creating differentiation within small group instruction.

Person or Persons Responsible

Media Specialist

Target Dates or Schedule

Weekly in PLCs

Evidence of Completion

K teacher observations and K student data in both new teachers' rooms as well as all K classes

Plan to Monitor Fidelity of Implementation of G5.B3.S4

Administration will attend PLCs where the Media Specialist is assisting to conduct observations on her regarding those contributions to the team.

Person or Persons Responsible

Media Specialist

Target Dates or Schedule

A minimum of bi-weekly

Evidence of Completion

Media Specialist observations from K PLCs

Plan to Monitor Effectiveness of G5.B3.S4

Administration will analyze K teacher and student data to hopefully find an increase from the 1st quarter to the last quarter.

Person or Persons Responsible

Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Increase in averages using teacher observation data (iObservation) and K student data (FAIR and STAR Early Literacy)

G5.B10 Students read very little if anything outside of school to practice.

G5.B10.S1 All students will read and respond 20 minutes per night at least four days a week outside of school; kindergarten will practice 100 Words sight words list the 1st semester 10 minutes per night and will read and respond 20 minutes per night for four days a week in the second semester.

Action Step 1

Will assign and progress monitor the nightly reading; teachers will keep ongoing data on the weekly percentage of students completing the read and respond assignment.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Monday - Thursday

Evidence of Completion

Teacher weekly percentage of completed read and respond sheets.

Plan to Monitor Fidelity of Implementation of G5.B10.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G5.B10.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Title I Part A programs are coordinated through the District Instructional Team (IT) and includes the Directors of Elementary, Secondary, Exceptional Student Education and Federal Programs. This team meets monthly and establishes and monitors program evaluation for all schools to insure the entitlement programs' resources are available and fully implemented at each school site and that all funds are used as effectively and efficiently as possible. Communication throughout the year is ongoing with the building level administrators regarding progress toward these goals and objectives as stated in the grants. Coordination of these services is done in the following ways: (1) Principal meetings are scheduled monthly; (2) Periodic and scheduled validity assessments are completed during the year by the IT; (3) Email dissemination regarding technical assistance papers and guidance are made available to the school sites; (4) Training meetings are held targeting goals and objectives set by each participating school; (5) Quarterly review of periodic assessment data will be completed with the results reported to each participating school for review and needed revisions in objectives or instructional strategies are addressed. In addition to the services provided by Title I, part A, the district uses Part C funds to Improve Academic Achievement of the schools' migratory children. Title I Part C initiative are coordinated by the district IT. Title II funds are used to prepare, train and recruit high quality teachers and principals. Part A includes principal training and recruiting fund and Part D includes enhancing education through technology. Initiatives to improve the quality of instruction are directed by Local Educational Agencies. These programs are directed through the district IT. Title III coordinates language instruction for LEP and immigrant education initiatives. The IT team monthly and establishes and monitors program evaluation for all schools to ensure that services are aligned to specific school needs and efficiently funded without duplication. The McKinney-Vento Homeless Education Assistance Improvement Act provides additional services to our students classified as homeless. Title IV 21st Century Schools includes Part A, Safe and Drug-free Schools and Communities. Title VI Flexibility and Accountability includes Part B, Rural Education Initiative. These Title Programs are administered by the Assistant Superintendent of Curriculum and Instruction. Finally, all students who participate in the 21st Century afterschool program are provided with a healthy snack, each school has a school wellness director and wellness information is regularly sent home on student menus and newsletters.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G1. In 2013-2014 school year, Mellon will improve in the area of "Math Gains for the Bottom 25%" by 6%; it will increase from 44% to 50%.

G1.B1 1. Teacher lack of knowledge regarding manipulative use

G1.B1.S1 CRT will conduct professional development with teachers on how to intergrate math manipulatives within his/her math lesson to increase students' understanding of math standards (Lessons should move from concrete, pictoral, abstract.)

PD Opportunity 1

Conduct professional development with teachers on how to intergrate math manipulatives within his/her math lesson to increase students' understanding of math standards

Facilitator

Participants

Target Dates or Schedule

During weekly math PLC meetings

Evidence of Completion

Lesson plans with noted use of manipulatives and classroom observations (CRT and Administration)

G1.B2 2. Teacher inexperience with Common Core Standards (how to unpack them, how to teach them, and how to assess them)

G1.B2.S1 ICC team at the district level will train and support teachers at Mellon (one form each grade) who are serving as the school's Math Cadre. The Math Cadre will then, in turn, train the teachers in their individual grade levels.

PD Opportunity 1

Train and support teachers at Mellon (one from each grade) who are serving as the school's Math Cadre. The Math Cadre will then, in turn, train the teachers in their individual grade levels

Facilitator

Math Cadre teacher leaders

Participants

Grade level teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Math Cadre sign in sheet, PLC meeting sign in sheets, and students' scores

G5. To increase the total reading proficiency in grades 3-5 from 41% to 46% in the 2013-2014 school year.

G5.B1 Finding ample time to dissect the 2 new books with the teachers (Daily 5 and Cafe)

G5.B1.S1 The CRT and the Principal will lead consecutive book studies on the Daily Five and the Cafe books during one weekly Reading PLC meeting until both books have been read and reviewed collectively.

PD Opportunity 1

Lead consecutive book studies on the Daily Five and the Cafe books during one weekly Reading PLC meeting until both books have been read and reviewed collectively.

Facilitator

CRT and Principal

Participants

All instructional personnel

Target Dates or Schedule

Weekly Reading PLC time

Evidence of Completion

PowerPoint presentations, PLC sign in sheets, student artifacts that teachers bring to weekly meetings, and observation data collected by lead team.

G5.B2 Little teacher professional development in grades 3-5 for truly teaching with blended reading standards (common core and NGSSS) and Balanced Literacy

G5.B2.S3 Teachers received Common Core professional development on the DOE's Blended Model over the summer.

PD Opportunity 1

Delivered Common Core professional development on the DOE's Blended Model over the summer.

Facilitator

District facilitators

Participants

Teachers by grade level

Target Dates or Schedule

During the Summer of 2013

Evidence of Completion

Common Core PD sign in sheets

G5.B3 Lack of teacher professional development over the past 4-5 years and high teacher turnover

G5.B3.S2 Project CRISS training will be sought out and possibly given in the second semester.

PD Opportunity 1

Will deliver CRISS training to entire instructional staff

Facilitator

Participants

Target Dates or Schedule

2nd semester

Evidence of Completion

CRISS PowerPoint presentation and sign-in sheet (roster); student artifacts

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
	Total	$0

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Total
Title I	$0	$0
Total	$0	$0

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G5. To increase the total reading proficiency in grades 3-5 from 41% to 46% in the 2013-2014 school year.

G5.B1 Finding ample time to dissect the 2 new books with the teachers (Daily 5 and Cafe)

G5.B1.S1 The CRT and the Principal will lead consecutive book studies on the Daily Five and the Cafe books during one weekly Reading PLC meeting until both books have been read and reviewed collectively.

Action Step 1

Lead consecutive book studies on the Daily Five and the Cafe books during one weekly Reading PLC meeting until both books have been read and reviewed collectively.

Resource Type

Evidence-Based Program

Resource

Daily Five and Cafe books for each teacher.

Funding Source

Title I

Amount Needed

G5.B3 Lack of teacher professional development over the past 4-5 years and high teacher turnover

G5.B3.S2 Project CRISS training will be sought out and possibly given in the second semester.

Action Step 1

Will deliver CRISS training to entire instructional staff

Resource Type

Evidence-Based Program

Resource

CRISS training books will be given to each teacher.

Funding Source

Title I

Amount Needed