# FLORIDA DEPARTMENT OF EDUCATION
# 2013-2014 SCHOOL IMPROVEMENT PLAN

**School:** 2371 - Melrose Elementary School
**District:** 52 - Pinellas
**Principal:** Nanette Grasso
**SAC Chair:** Reenita Crandel
**Superintendent:** Dr. Michael A Grego
**School Board Approval Date:** [pending]
**Last Modified on:** 10/28/2013

**Pam Stewart, Commissioner**
Florida Department of Education
325 West Gaines Street
Tallahassee, FL 32399

| | Physical | Mailing |
|---|---|---|
| **Address:** | 1752 13TH AVE S<br>St Petersburg, FL 33712 | 1752 13TH AVE S<br>St Petersburg, FL 33712 |
| **Phone Number:** | 727-893-2175 | |
| **Web Address:** | http://www.melrose-es.pinellas.k12.fl.us | |
| **Email Address:** | 2371.principal@pcsb.org | |

| | | | | |
|---|---|---|---|---|
| **School Type:** | Elementary School | | | |
| **Alternative:** | No | | | |
| **Charter:** | No | | | |
| **Title I:** | Yes | | | |
| **Free/Reduced Lunch:** | 97% | | | |
| **Minority:** | 94% | | | |
| **School Grade History:** | **2012-13**<br>F | **2011-12**<br>F | **2010-11**<br>F | **2009-10**<br>C |

**NOTE**
Sections marked N/A in the online application have been excluded from this document.
For privacy reasons, data representing fewer than 10 students or teachers have been excluded from this document

## Current School Status

### School Information

#### School-Level Information

**School** Melrose Elementary School

**Principal's name** Nanette Grasso

**School Advisory Council chair's name** Reenita Crandel

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

| Name | Title |
|---|---|
| Nanette Grasso | Principal |
| Heidi Bockover Goldstein | Assistant Principal |
| Beth Scanlon Abbott | MTSS Coach |
| Heather Nemeth | Guidance Counselor |
| Bethany Sheehan | Social Worker |
| Anna Annarelli | Diagnostician |
| Shannon Johansen | Psychologist |
| Gema Matanle | Behavior Specialist |

#### District-Level Information

**District** Pinellas

**Superintendent's name** Dr. Michael A Grego

**Date of school board approval of SIP** Pending

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

**Describe the membership of the SAC including position titles**

Our SAC is still in the development stages. This section will be updated/completed once we hold our first meeting.

**Describe the involvement of the SAC in the development of this school improvement plan**

The SAC was not involved in the development of the 2013-14 school improvement plan due to the fact we did not have a SAC in place. Once our SAC has been put in place, we will review each aspect of the SIP and ask for input.

**Describe the activities of the SAC for the upcoming school year**

September 2013 - SAC Expectations and responsibilities; General School Information
October 2013 – Climate Survey review; enrollment information; Superintendent's Update
November 2013 – SIP Review
January 2014 – Volunteer/data/explanation
February 2014 - Specialist Updates: Art, Music, PE, Library/Technology
March 2014 – Discipline/Behavior Update and data share; recruit and post SAC board interest for the 2014-15 school year
April 2014 – Announce the new SAC Board and thank out-going SAC Board

**Describe the projected use of school improvement funds and include the amount allocated to each project**
Total: $1,869.25
$500.00 to support the Media Center Reading Initiative
$500.00 to support our Positive Behavior Plan

**Verify that your school is in compliance with Section 1001.452, F.S., regarding the establishment duties of the School Advisory Council by selecting one of the boxes below**
In Compliance

**If no, describe the measures being taken to comply with SAC requirements**
We are in the process of putting a SAC in place for the 2013-14 school year.

**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).
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**

**# Administrators** 2

**# Receiving Effective rating or higher** (not entered because basis is < 10)

**Administrator Information:**

| **Nanette Grasso** | | |
|---|---|---|
| Principal | Years as Administrator: 25 | Years at Current School: 0 |
| **Credentials** | BA Education; M.S. Admin./Supervision | |
| **Performance Record** | "B" Grade for the 2013<br>"A" Grade for 11 years: 2002, 2003, 2004,2005,2006,2007,2008,2009,2010,2011,2012<br>Adequate Yearly Progress for 7 years: 2004,2005,2006,2007,2008,2009,2010<br>2013 FCAT Data:<br>67% of students achieving high standards in reading<br>52% of students achieving high standards in math<br>57% of students achieving high standards in science<br>72% of students achieving high standards in reading<br>65% of students made learning gains in reading<br>69% of the lowest 25% made learning gains in reading<br>71% of the students made learning gains in mathematics | |

| **Heidi Bockover Goldstein** | | |
|---|---|---|
| Asst Principal | Years as Administrator: 0 | Years at Current School: 0 |
| **Credentials** | BA Elementary Education; M.A. Reading and Language Arts, Certification in Educational Leadership | |
| **Performance Record** | Prior Performance:<br>“B” Grade for the 2013<br>“A” Grade for 11 years: 2002, 2003, 2004,2005,2006,2007,2008,2009,2010,2011,2012<br>Adequate Yearly Progress for 7 years: 2004,2005,2006,2007,2008,2009,2010<br>2013 FCAT Data:<br>67% of students scored a Level 3 or higher in reading<br>52% of students scored a Level 3 or higher in math<br>71% of students scored a Level 3.0 or higher in Science<br>65% of students made learning gains in reading<br>69% of the lowest 25% made learning gains in reading<br>71% of the students made learning gains in mathematics | |

**Instructional Coaches**

**# Instructional Coaches** 4

**# Receiving Effective rating or higher** (not entered because basis is < 10)

**Instructional Coach Information:**

| **Kim Dennison** | | |
|---|---|---|
| Full-time / School-based | Years as Coach: 2 | Years at Current School: 1 |
| **Areas** | Reading/Literacy | |
| **Credentials** | B.A. Elementary Education 1-6 | |
| **Performance Record** | Prior Performance:<br>“F” Grade for the 2011, 2012, 2013<br>“C” Grade for the 2009, 2010<br>2013 FCAT Data:<br>25% of students achieving high standards in reading<br>18% of students achieving high standards in math<br>26% of students achieving high standards in science<br>23% of students achieving high standards in writing<br>57% of students made learning gains in reading<br>59% of the lowest 25% made learning gains in reading<br>60% of the students made learning gains in mathematics<br>62% of the lowest 25% made learning gains in mathematics | |

| **Mark Ruscetta** | | |
|---|---|---|
| Full-time / School-based | Years as Coach: 5 | Years at Current School: 2 |
| **Areas** | Science | |
| **Credentials** | MA Curr and Inst; Elem. Ed (K-6); Special Ed (K-12)<br>Rdg Endorsement (K-12);<br>Educational Leadership | |
| **Performance Record** | Prior Performance:<br>“F” Grade for the 2011, 2012, 2013<br>“C” Grade for the 2009, 2010<br>2013 FCAT Data:<br>25% of students achieving high standards in reading<br>18% of students achieving high standards in math<br>26% of students achieving high standards in science<br>23% of students achieving high standards in writing<br>57% of students made learning gains in reading<br>59% of the lowest 25% made learning gains in reading<br>60% of the students made learning gains in mathematics<br>62% of the lowest 25% made learning gains in mathematics | |

| **Carroll Bauer** | | |
|---|---|---|
| Full-time / School-based | Years as Coach: 9 | Years at Current School: 3 |
| **Areas** | RtI/MTSS | |
| **Credentials** | BA Elementary Education | |
| **Performance Record** | Prior Performance:<br>“F” Grade for the 2011, 2012, 2013<br>“C” Grade for the 2009, 2010<br>2013 FCAT Data:<br>25% of students achieving high standards in reading<br>18% of students achieving high standards in math<br>26% of students achieving high standards in science<br>23% of students achieving high standards in writing<br>57% of students made learning gains in reading<br>59% of the lowest 25% made learning gains in reading<br>60% of the students made learning gains in mathematics<br>62% of the lowest 25% made learning gains in mathematics | |

| | | |
|---|---|---|
| **Beth Scanlon Abbott** | | |
| Full-time / School-based | Years as Coach: 0 | Years at Current School: 2 |
| **Areas** | [none selected] | |
| **Credentials** | BA Early Childhood Education | |
| **Performance Record** | Prior Performance:<br>“F” Grade for the 2011, 2012, 2013<br>“C” Grade for the 2009, 2010<br>2013 FCAT Data:<br>25% of students achieving high standards in reading<br>18% of students achieving high standards in math<br>26% of students achieving high standards in science<br>23% of students achieving high standards in writing<br>57% of students made learning gains in reading<br>59% of the lowest 25% made learning gains in reading<br>60% of the students made learning gains in mathematics<br>62% of the lowest 25% made learning gains in mathematics | |

| |
|---|
| **Classroom Teachers** |
| **# of classroom teachers** 53 |
| **# receiving effective rating or higher** 53, 100% |
| **# Highly Qualified Teacher (HQT), as defined in 20 U.S.C. § 7801(23)** 100% |
| **# certified in-field, pursuant to Section 1012.2315(2), F.S.** 53, 100% |
| **# ESOL endorsed** 16, 30% |
| **# reading endorsed** 4, 8% |
| **# with advanced degrees** 15, 28% |
| **# National Board Certified** 1, 2% |
| **# first-year teachers** 10, 19% |
| **# with 1-5 years of experience** 17, 32% |
| **# with 6-14 years of experience** 21, 40% |
| **# with 15 or more years of experience** 5, 9% |
| **Education Paraprofessionals, pursuant to s. 1012.01(2)(e)** |
| **# of paraprofessionals** 0 |
| **# Highly Qualified, as defined in 20 U.S.C. § 6319(c)** 0 |
| **Other Instructional Personnel** |
| **# of instructional personnel not captured in Administrators, Instructional Coaches, Classroom Teachers or Education Paraprofessionals** 0 |
| **# receiving effective rating or higher** (not entered because basis is < 10) |
| **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).
This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Describe your school's strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school; include the person responsible.**

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

**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).
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).

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

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

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

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

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

**Multi-Tiered System of Supports (MTSS) / Response to Instruction/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).
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).

**Describe your school's data-based problem-solving processes for the implementation and monitoring of your 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**

- Weekly SBLT meetings
* Monitor SIP
* Resource allocation
* Address effectiveness of core instruction
- Data Checks (every 6 weeks)
* Address effectiveness of core instruction
* Small Group

- Coaches Meetings (maybe every 3 weeks...after they have worked with each grade level) (This can be administration and coaches)
* Teacher support systems
- Tier II committee (This committee met the same day as SBLT just in the afternoon) Smaller committee.
* Individual student needs (discussing SBLT referrals)

**What is the function and responsibility of each school-based leadership team member as related to the school's MTSS and the SIP?**

Nanette Grasso, Principal
Heidi Bockover Goldstein, Asst. Principal
Beth Abbott, RTI Coach
Heather Nemeth, Guidance Counselor
Bethany Sheehan, Social Worker
Anna Annarelli, Diagnostician
Shannon Johansen, Psychologists
Gema Matanle, Behavior Specialist

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

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

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

Speech Language Pathologist: Will work in consult with the MTSS to educate the team in the role language plays in curriculum, assessments, and instruction, as a basis for appropriate program design; and helps identify systemic patterns of student needs with respect to language skills.

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

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

The Exceptional Student Education (ESE) teachers will participate in consult when issues concerning their students arise. They will do this through student data collection, integrating core instructional activities/materials into Tier 3 instruction, and through collaboration with general education teachers through such activities as co-teaching.

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

We have designed our master schedule based on a block which will ensure that grade level teachers will have common time to meet as a team in PLCs, for facilitated guided planning, and data review meetings with the MTSS team on a scheduled basis both weekly and monthly.

Members of the MTSS will rotate to grade level PLCs on a weekly basis, coaches will work with grade levels on a scheduled rotation to help with implementation of the Common Core State Standards, and scheduled data review meeting will be held following each assessment cycle and at mid-assessment cycle points to discuss student progress.

The School Improvement Plan will be the focal point of all faculty and curriculum meeting to ensure all stakeholders are aware and implementing the key points to meet our targets.
School, district, and state walkthroughs will be conducted on a regular basis to monitor student engagement levels and to observe and monitor lessons.
Teachers will participate in Lesson study to improve lesson delivery

**Describe the 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 (e.g., behavior, attendance)**
The team meets on a weekly basis in the Coaches Portable. The agenda is set by the facilitator to include both academic and behavior data on a rotating basis. Members of the SBLT are part of other school improvement committees and serve as the liaison to the SBLT for communication with the staff.
In addition, the SBLT will meet with the grade level PLCs every six weeks to review Tier I data to problem solve the formation of Tier II groups based on data with teachers and respond to questions and concerns. The SBLT will use FAIR data/running records/phonics surveys/AIMS web to assess the "core" (Tier I) instruction in reading which will be reviewed after each assessment period. At the initial meeting with the teachers at each grade level during their "block time" students will be placed into Tier II groups based on problem solving with this data. They will be progress monitored biweekly and the group graphs from Tier II will be reviewed every six weeks in a data check meeting during grade level "block times" to determine appropriateness of the groups or the need to make changes. Based on the data, the determination will be made as to students needing Tier III problem solving and interventions. Appropriate members of the SBLT will then take responsibility for gathering additional data and scheduling the Tier III meetings with parents.

**Describe the plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents**
Early in the school year the staff will be trained on the MTSS process by the MTSS Leadership team. In addition to this training, each grade level team will meet with a school-based RtI member assigned to each grade level to review ongoing progress monitoring data for each Tier 2 and Tier 3 student every 5 to 6 weeks in grade level PLCs. These PLCs are intended to offer the instructional staff more precise training to facilitate the fidelity of MTSS and to identify students who are progressing successfully with the interventions put in place and to make decisions regarding students who are showing little or no progress based on the data. This forum is also designed to create an environment which allows teachers to process the information and have all questions and concerns addressed in an individualized manner. The team will be available to teachers at any time to guide the staff. The training and learning is on-going throughout the school year.
The MTSS Leadership Team will also evaluate additional staff professional development needs during the MTSS Leadership Team Meetings.
The Master Schedule has been designed to maximize grade level planning time together through block scheduling. This will allow for teacher at a grade level to conduct PLC's and Data Share meeting with the MTSS team to analyze data and monitor student progress. Grade Level data share meeting are scheduled at 6 to 8 week intervals to monitor student growth.

**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).
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: Extended Day for All Students**

**Minutes added to school year:** 60

**Strategy Purpose(s)**
Instruction in core academic subjects

**Strategy Description**
Use literature to build classroom learning communities
Conduct running record assessments on all students to find instructional levels, beginning with Tier 2 and tier 3 students
Implement Jan Richardson Guided Reading
Implement rigorous literacy stations
Conduct and participate in just in time training: Jan Richardson Guided Reading, literacy stations, running records
Plan and implement 3rd Grade Walk to Read

**How is data collected and analyzed to determine the effectiveness of this strategy?**
FAIR and Running Record data will be collected 3 times a year. Grade Level and Classroom data will be analyzed to determine if the core instruction for the L100 time is effective.

**Who is responsible for monitoring implementation of this strategy?**
MTSS Coach
Literacy Coach
Assistant Principal

**Strategy: Before or After School Program**

**Minutes added to school year:** 1

**Strategy Purpose(s)**
Enrichment activities that contribute to a well-rounded education

**Strategy Description**
Enrichment lessons and activities for our 5th grade students in the area of Math and Science.

**How is data collected and analyzed to determine the effectiveness of this strategy?**
Common Assessment Data, classroom tests and informal observations will be used to determine effectiveness of the programs.

**Who is responsible for monitoring implementation of this strategy?**
Kim Lopez - 5th grade Math Teacher
Mark Ruscetta - Science Coach
Heidi Bockover Goldstein - Assistant Principal

**Literacy Leadership Team (LLT)**

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

| Name | Title |
|---|---|
| Nanette Grasso | Principal |
| Heidi Bockover Goldstein | Assistant Principal |
| Beth Scanlon Abbott | MTSS Coach |
| Kim Dennision | Literacy Coach |

**Describe how the school-based LLT functions (e.g., meeting processes, roles, functions)**

Heidi Bockover Goldstein – Facilitator
Beth Scanlon Abbott - Recorder
Kim Dennison – Time Keeper
Meetings are monthly and function as the overseeing committee for all reading initiatives including Instructional Blocks, Intervention blocks, Referendum funds, extended learning, and SIP goal management.

**What will be the major initiatives of the LLT this year?**
The major initiatives of the LLT this year will be to help support the implementation of Common Core State Standards, provide support to improve reading comprehension, through participation in facilitated collaborative planning with coaches and teachers on a weekly basis, through data share meetings in which the MTSS process is discussed with administration and various coaches, and discussions and work done through weekly PLC.

**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).
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).

**Describe strategies for assisting preschool children in transition from early childhood programs to local elementary school programs, as applicable**
At the end of the school year, our VPK students and our incoming kindergarteners not already enrolled in our VPK program are invited to attend our “Transition to Kindergarten”, the community Head Start program leaders go out into the community and locate and enroll pre-school aged children to attend our summer school VPK, and all of our students, grades PreK-5 are invited to our annual “Meet the Teacher” day which is held the last school day before the school year begins. This year it will be held on August 16th.

**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).
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 | 38% | 19% | No | 44% |
| American Indian | | | | |
| Asian | | | | |
| Black/African American | 34% | 22% | No | 41% |
| Hispanic | | | | |
| White | 61% | 75% | Yes | 65% |
| English language learners | | | | |
| Students with disabilities | 33% | 18% | No | 40% |
| Economically disadvantaged | 37% | 18% | No | 43% |

### Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Students scoring at Achievement Level 3 | 26 | 19% | 46% |
| Students scoring at or above Achievement Level 4 | *[data excluded for privacy reasons]* | | 38% |

### Learning Gains

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Students making learning gains (FCAT 2.0 and FAA) | 46 | 33% | 43% |
| Students in lowest 25% making learning gains (FCAT 2.0) | 81 | 59% | 65% |

### 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]* | | 100% |
| 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]* | | 100% |
| 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]* | | 100% |

## 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 | 41 | 0% | 46% |
| Florida Alternate Assessment (FAA) Students scoring at or above Level 4 | 41 | 0% | 46% |

## 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 | 35% | 18% | No | 42% |
| American Indian | | | | |
| Asian | | | | |
| Black/African American | 32% | 17% | No | 39% |
| Hispanic | | | | |
| White | 73% | 50% | No | 75% |
| English language learners | | | | |
| Students with disabilities | 23% | 0% | No | 31% |
| Economically disadvantaged | 34% | 18% | No | 41% |

### Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Students scoring at Achievement Level 3 | 19 | 13% | 42% |
| Students scoring at or above Achievement Level 4 | *[data excluded for privacy reasons]* | | 25% |

### Learning Gains

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Learning Gains | 46 | 33% | 50% |
| Students in lowest 25% making learning gains (FCAT 2.0 and EOC) | 86 | 62% | 82% |

## 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 | *[data excluded for privacy reasons]* | | 50% |
| 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 | | | |
| Students scoring at or above Level 7 | | | |

## 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 | 107 | 22% | 10% |
| Students retained, pursuant to s. 1008.25, F.S. | 14 | 4% | 0% |
| Students who are not proficient in reading by third grade | 7 | 2% | 0% |
| Students who receive two or more behavior referrals | 168 | 41% | 20% |
| Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S. | 73 | 18% | 5% |

## 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).

### Describe parental involvement targets for your school

Increase current level of parent involvement

**Specific Parental Involvement Targets**

| Target | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Increase the level of volunteers by 50% | 81 | 21% | 41% |
| Increase the number of parents attending "Meet the Teacher" by 20% | 121 | 31% | 51% |
| Increase teh number of parents attending "Open House" by 20% | 158 | 39% | 59%% |

## Goals Summary

**Goal #1:**
Develop and sustan a healthy, respectful, caring and safe learning environment for students, staff and community resulting in indvidual employee learning, student achievement and overall school improvement.

**Goal #2:**
To increase student achievment by providing rigorous grade level instruction along with differentiated support and scaffolding leading to student ownership of learning.

## Goals Detail

| **Goal #1:** | **Develop and sustan a healthy, respectful, caring and safe learning environment for students, staff and community resulting in indvidual employee learning, student achievement and overall school improvement.** |
|---|---|
| **Targets Supported** | • Reading<br>• Reading - AMO's<br>• Reading - FCAT2.0<br>• Reading - Learning Gains<br>• Reading - CELLA<br>• Writing<br>• Math<br>• Math - Elementary and Middle School<br>• Math - Elementary and Middle AMO's<br>• Math - Elementary and Middle FCAT 2.0<br>• Math - Elementary and Middle Learning Gains<br>• Science<br>• Science - Elementary School<br>• Parental Involvement<br>• EWS<br>• EWS - Elementary School |
| **Resources Available to Support the Goal** | • Staff Members<br>• Title I<br>• District<br>• Coaches: local and state |
| **Targeted Barriers to Achieving the Goal** | • Collaboration between parents and school |

**Plan to Monitor Progress Toward the Goal**

**Action:**
Walk-through data, climate survey

**Person or Persons Responsible:**
Adminstration, Coaches, SBLT

**Target Dates or Schedule:**
On-going

**Evidence of Completion:**
decrease number of calls to office climate survey results

| **Goal #2:** | **To increase student achievment by providing rigorous grade level instruction along with differentiated support and scaffolding leading to student ownership of learning.** |
|---|---|
| **Targets Supported** | • Reading<br>• Reading - AMO's<br>• Reading - FCAT2.0<br>• Reading - Learning Gains<br>• Reading - CELLA<br>• Writing<br>• Math<br>• Math - Elementary and Middle School<br>• Math - Elementary and Middle AMO's<br>• Math - Elementary and Middle FCAT 2.0<br>• Math - Elementary and Middle Learning Gains<br>• Science - Elementary School<br>• STEM<br>• STEM - All Levels<br>• EWS - Elementary School |
| **Resources Available to Support the Goal** | • Reading Common Core Jan Richardson Guided Reading Cranium CoRE in grades 3-5 Coaches: local and state Pinellas County Schools CCSS Curriculum Framework FAIR data Common Assessment Data Faciltiated Guided Planning with Coachew on a rotating weekly basis Student Data Folders Module Assessments Math CPALMS Common Core Computer Based Testing (CBT) Coaches: State and Local New Curriculum STMath Facilitated Guided Planning with Coaches on a rotating weekly basis Math Talks Math Reads |
| **Targeted Barriers to Achieving the Goal** | • Due to the new Common Core Standards, staff needs collaborative support to plan and implement rigorous lessons aligned with the standards across content areas. |

**Plan to Monitor Progress Toward the Goal**

**Action:**
Increase in student achievement.

**Person or Persons Responsible:**
Teachers, Administrators, Instructional Coaches

**Target Dates or Schedule:**
Data chats, PLC's, Facilitated Guided Planning, SBLT

**Evidence of Completion:**
Student artifacts, formal and informal assessment data (baseline and mid-year data), student engagement data (ISM)

**Action Plan for Improvement**

| | |
|---|---|
| **Goal #1:** | Develop and sustan a healthy, respectful, caring and safe learning environment for students, staff and community resulting in indvidual employee learning, student achievement and overall school improvement. |
| **Barrier #1:** | Collaboration between parents and school |
| **Strategy #1 to Overcome the Barrier** | Professional Development |

**Step #1 to Implement Strategy #1 - Budget Item - PD Opportunity**

**Action:**
Provide proffesional develpment to the staff which supports a healty respect and understanding of the studetns we are teaching

**Person or Persons Responsible:**
Adminstration and outside sources

**Target Dates or Schedule:**
on-going

**Evidence of Completion:**
Haberman Star Teacher pre/post test sign-in sheets

**Facilitator:**
Adminstration

**Participants:**
Melrose Faculty and Staff

**Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #1 to Goal #1**

**Action:**
walk-through data and Tier 1 Behavior Checklist

**Person or Persons Responsible:**
Adminstration and SBLT

**Target Dates or Schedule:**
on-going

**Evidence of Completion**
decreased number of calls to office for behavior concerns Tier I Behavior Checklist for each classroom

**Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #1 to Goal #1**

**Action:**
Tier I Behavior Checklist Behavior Call Log

**Person or Persons Responsible:**
Administration and SBLT

**Target Dates or Schedule:**
on-going

**Evidence of Completion:**
decreased number of behavior calls to office.

| | |
|---|---|
| **Goal #1:** | Develop and sustan a healthy, respectful, caring and safe learning environment for students, staff and community resulting in indvidual employee learning, student achievement and overall school improvement. |
| **Barrier #1:** | Collaboration between parents and school |
| **Strategy #2 to Overcome the Barrier** | Activities which promote parent involvement at the school |

**Step #1 to Implement Strategy #2 - Budget Item**

**Action:**
Facilitate activies at the school which support parent involvement

**Person or Persons Responsible:**
Melrose faculty and Staff

**Target Dates or Schedule:**
On-going

**Evidence of Completion:**
Master Calendar, Agenda of events, Parent Invitations

**Plan to Monitor Fidelity of Implementation of Strategy #2 for Overcoming Barrier #1 to Goal #1**

**Action:**
Schedule at least one parent involvement activity a month

**Person or Persons Responsible:**
Melrose Faculty and Staff

**Target Dates or Schedule:**
Monthly

**Evidence of Completion**
Master Calendar, sign-in sheets, Parent Invitations

**Plan to Monitor Effectiveness of Strategy #2 for Overcoming Barrier #1 to Goal #1**

**Action:**
Parent Sign-in Sheets Increased number of parent volunteers

**Person or Persons Responsible:**
Administration

**Target Dates or Schedule:**
Monthly

**Evidence of Completion:**
increased number of parents attending events held at the school and volunteer numbers

| | |
|---|---|
| **Goal #2:** | To increase student achievment by providing rigorous grade level instruction along with differentiated support and scaffolding leading to student ownership of learning. |
| **Barrier #2:** | Due to the new Common Core Standards, staff needs collaborative support to plan and implement rigorous lessons aligned with the standards across content areas. |
| **Strategy #2 to Overcome the Barrier** | Core instructional staff will participate in Facilitated Guided Planning on a weekly rotation with the Literacy, Math and Science Coaches |

**Step #1 to Implement Strategy #2 - Budget Item - PD Opportunity**

**Action:**
Teachers will develop rigorous lessons during the Facilited Guided Planning to use in the classrom.

**Person or Persons Responsible:**
Classroom Teachers, Academic Coaches, DA Team

**Target Dates or Schedule:**
During Block

**Evidence of Completion:**
Coaches Logs Lesson Plans uploaded to Moodle

**Facilitator:**
Carroll Bauer Mark Ruscettta Kim Dennison

**Participants:**
classroom teachers and coaches

**Step #2 to Implement Strategy #2**

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

**Person or Persons Responsible:**
Instructional Coaches and DA Team

**Target Dates or Schedule:**
Daily

**Evidence of Completion:**
Coaches logs

**Plan to Monitor Fidelity of Implementation of Strategy #2 for Overcoming Barrier #2 to Goal #2**

**Action:**
Teachers will implement rigorous lessons created during the Facilitated Guided Planning.

**Person or Persons Responsible:**
Teachers

**Target Dates or Schedule:**
Daily,

**Evidence of Completion**
Classroom observations, walk-through logs, Pinellas ISM tool, data from ISM tool

**Plan to Monitor Effectiveness of Strategy #2 for Overcoming Barrier #2 to Goal #2**

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

**Person or Persons Responsible:**
Instructional Coaches, Administrative Team

**Target Dates or Schedule:**
Daily

**Evidence of Completion:**
ISM tool, walk throughs, anecdotal notes, feedback

| | |
|---|---|
| **Goal #2:** | To increase student achievment by providing rigorous grade level instruction along with differentiated support and scaffolding leading to student ownership of learning. |
| **Barrier #2:** | Due to the new Common Core Standards, staff needs collaborative support to plan and implement rigorous lessons aligned with the standards across content areas. |
| **Strategy #3 to Overcome the Barrier** | Collaborative teams of teachers will have the opportunity for up to two additional hours/per week, after hours, for planning to support core instruction. |

**Step #1 to Implement Strategy #3 - Budget Item - PD Opportunity**

**Action:**
Facilited Guided Planning with the academic coaches using CCSS Core Connections Training; ST Math training; Math Talks; Math Reads to support L100

**Person or Persons Responsible:**
classroom teachers

**Target Dates or Schedule:**
After contractual hours

**Evidence of Completion:**
increased student achievement on FAIR, FCAT, Common Assessments, daily and weekly in class assessments, walkthrough data, coaches logs, PLC minutes

**Facilitator:**
Mark Ruscetta Carroll Bauer Kim Dennison

**Participants:**
classroom teachers and coaches

**Plan to Monitor Fidelity of Implementation of Strategy #3 for Overcoming Barrier #2 to Goal #2**

**Action:**
rigorous lessons which support CCSS

**Person or Persons Responsible:**
Principal, Assistant Principal, Coaches

**Target Dates or Schedule:**
On a weekly basis during planning sessions, PLCs, Walk-throughs

**Evidence of Completion**
increased student achievement as demonstrated through FAIR data, FCAT, Common Assessments, daily and weekly in class tests and quizzes, assessment modules

**Plan to Monitor Effectiveness of Strategy #3 for Overcoming Barrier #2 to Goal #2**

**Action:**
Facilitated Guided Planning

**Person or Persons Responsible:**
Principal, Assistant Principal, Coaches

**Target Dates or Schedule:**
Weekly

**Evidence of Completion:**
Weekly Lesson Plans, Coaches Logs, Walk-through data,

| | |
|---|---|
| **Goal #2:** | To increase student achievment by providing rigorous grade level instruction along with differentiated support and scaffolding leading to student ownership of learning. |
| **Barrier #2:** | Due to the new Common Core Standards, staff needs collaborative support to plan and implement rigorous lessons aligned with the standards across content areas. |
| **Strategy #4 to Overcome the Barrier** | Academic coaches and interventionists (LLI, VE. and Title I Hourly) will collaborate with classroom teachers to align tiered instruction with core instruction. |

**Step #1 to Implement Strategy #4 - Budget Item - PD Opportunity**

**Action:**
Increase student achievement by using 3 interventionist to provide Tier 2 support in grades K-5

**Person or Persons Responsible:**
Principal, Assistant Principal, Coaches

**Target Dates or Schedule:**
Provide support during intervention block and the L100 hour

**Evidence of Completion:**
Master schedule, FAIR data, FCAT data, Progress Monitoring data, Runnning Records

**Facilitator:**
Coaches, District

**Participants:**
Donna Logan, Ri Warren, Angela Cummings

**Plan to Monitor Fidelity of Implementation of Strategy #4 for Overcoming Barrier #2 to Goal #2**

**Action:**

**Person or Persons Responsible:**

**Target Dates or Schedule:**

**Evidence of Completion**

**Plan to Monitor Effectiveness of Strategy #4 for Overcoming Barrier #2 to Goal #2**

**Action:**

**Person or Persons Responsible:**

**Target Dates or Schedule:**

**Evidence of Completion:**

| | |
|---|---|
| **Goal #2:** | To increase student achievment by providing rigorous grade level instruction along with differentiated support and scaffolding leading to student ownership of learning. |
| **Barrier #2:** | Due to the new Common Core Standards, staff needs collaborative support to plan and implement rigorous lessons aligned with the standards across content areas. |
| **Strategy #7 to Overcome the Barrier** | Academic and Behavior Coaches will work with teachers to increase processes aligned with core instruction |

**Step #1 to Implement Strategy #7 - Budget Item - PD Opportunity**

**Action:**
Teachers will work with the Academic Coaches and Behavior Coaches to develop classroom processes and procedures to support rigorous lessons aligned with the standards across content areas.

**Person or Persons Responsible:**
Classroom teachers, academic and behavior coaches

**Target Dates or Schedule:**
During the instructional day

**Evidence of Completion:**
Walk-through data

**Facilitator:**
Academic Coaches; Bauer, Dennison, Ruscetta Behavior Coaches: Williams and Matanle

**Participants:**
Various classroom teachers

**Plan to Monitor Fidelity of Implementation of Strategy #7 for Overcoming Barrier #2 to Goal #2**

**Action:**
Teachers will implement processes to support rigorous lessons aligned with the standards across conent areas.

**Person or Persons Responsible:**
Coaches, Adminstration, DA Team

**Target Dates or Schedule:**
During walk-throughs on a weekly basis

**Evidence of Completion**
Data collected using the classroom Observation Tool: Routines and Procedures

**Plan to Monitor Effectiveness of Strategy #7 for Overcoming Barrier #2 to Goal #2**

**Action:**
Increased in the number of teachers that implement consistent daily processes and procedures to support rigorous lessons aligned with the standards across content area

**Person or Persons Responsible:**
Instructional and Behavior Coaches, Adminstrative Team

**Target Dates or Schedule:**
Daily

**Evidence of Completion:**
ISM Tool, walk-through data, anecdotal notes, office call logs, feedback

**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).
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).

**Describe how federal, state, and local funds, services, and programs will be coordinated and integrated in the school. Include Title I, Part A; Title I, Part C Migrant; Title I, Part D; Title II; Title III; Title VI, Part B; Title X Homeless; Supplemental Academic Instruction (SAI); violence prevention programs; nutrition programs; housing programs; Head Start; adult education; CTE; and job training, as applicable to your school**
Title I, Part A funds are utilized, in conjunction with various other federal, state, and local funds, to support high quality instruction, parental engagement, and professional development for highest student achievement. Title I services are coordinated and integrated with other resources through collaboration of staff in various offices and departments, including: School and Community Support, Teaching and Learning, Assessment, Accountability, and Research, Professional Development, Strategic Communications, Strategic Partnerships, Human Resources, and Transportation. Title I staff monitor expenditures of Title I, Part A funds to ensure that they supplement rather than supplant other funds available to schools.
Melrose has also partnered with the Boys and Girls Club to support our learning community.

**Professional Development**
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.
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:**

**Goal #1:** Develop and sustan a healthy, respectful, caring and safe learning environment for students, staff and community resulting in indvidual employee learning, student achievement and overall school improvement.

**Barrier #1:** Collaboration between parents and school

**Strategy #1:** Professional Development

**Action Step #1:** Provide proffesional develpment to the staff which supports a healty respect and understanding of the studetns we are teaching

**Facilitator leader**
Adminstration

**Participants**
Melrose Faculty and Staff

**Target dates or schedule**
on-going

**Evidence of Completion and Person Responsible for Monitoring**
Haberman Star Teacher pre/post test
sign-in sheets
(Person Responsible: Adminstration and outside sources)

**Goal #2:** To increase student achievment by providing rigorous grade level instruction along with differentiated support and scaffolding leading to student ownership of learning.

**Barrier #2:** Due to the new Common Core Standards, staff needs collaborative support to plan and implement rigorous lessons aligned with the standards across content areas.

**Strategy #2:** Core instructional staff will participate in Facilitated Guided Planning on a weekly rotation with the Literacy, Math and Science Coaches

**Action Step #1:** Teachers will develop rigorous lessons during the Facilited Guided Planning to use in the classrom.

**Facilitator leader**
Carroll Bauer Mark Ruscettta Kim Dennison

**Participants**
classroom teachers and coaches

**Target dates or schedule**
During Block

**Evidence of Completion and Person Responsible for Monitoring**
Coaches Logs
Lesson Plans uploaded to Moodle
(Person Responsible: Classroom Teachers, Academic Coaches, DA Team)

**Strategy #3:** Collaborative teams of teachers will have the opportunity for up to two additional hours/per week, after hours, for planning to support core instruction.

**Action Step #1:** Facilited Guided Planning with the academic coaches using CCSS Core Connections Training; ST Math training; Math Talks; Math Reads to support L100

**Facilitator leader**
Mark Ruscetta Carroll Bauer Kim Dennison

**Participants**
classroom teachers and coaches

**Target dates or schedule**
After contractual hours

**Evidence of Completion and Person Responsible for Monitoring**
increased student achievement on FAIR, FCAT, Common Assessments, daily and weekly in class assessments, walkthrough data, coaches logs, PLC minutes
(Person Responsible: classroom teachers)

**Strategy #4:** Academic coaches and interventionists (LLI, VE. and Title I Hourly) will collaborate with classroom teachers to align tiered instruction with core instruction.

**Action Step #1:** Increase student achievement by using 3 interventionist to provide Tier 2 support in grades K-5

**Facilitator leader**
Coaches, District

**Participants**
Donna Logan, Ri Warren, Angela Cummings

**Target dates or schedule**
Provide support during intervention block and the L100 hour

**Evidence of Completion and Person Responsible for Monitoring**
Master schedule, FAIR data, FCAT data, Progress Monitoring data, Runnning Records
(Person Responsible: Principal, Assistant Principal, Coaches)

**Strategy #7:** Academic and Behavior Coaches will work with teachers to increase processes aligned with core instruction

**Action Step #1:** Teachers will work with the Academic Coaches and Behavior Coaches to develop classroom processes and procedures to support rigorous lessons aligned with the standards across content areas.

**Facilitator leader**
Academic Coaches; Bauer, Dennison, Ruscetta Behavior Coaches: Williams and Matanle

**Participants**
Various classroom teachers

**Target dates or schedule**
During the instructional day

**Evidence of Completion and Person Responsible for Monitoring**
Walk-through data
(Person Responsible: Classroom teachers, academic and behavior coaches)

**Budget**

**Budget Summary by Goal**

| Goal | Description | Total |
|---|---|---|

| | | |
|---|---|---|
| Goal #1 | Develop and sustan a healthy, respectful, caring and safe learning environment for students, staff and community resulting in indvidual employee learning, student achievement and overall school improvement. | $10,000 |
| Goal #2 | To increase student achievment by providing rigorous grade level instruction along with differentiated support and scaffolding leading to student ownership of learning. | $108,644 |
| | Total | $223,394 |

**Budget Summary by Resource Type and Funding Source**

| Resource Type | Evidence-Based Program | Personnel | | Professional Development | Other | Total |
|---|---|---|---|---|---|---|
| Title I Funds | $3,894 | $0 | $0 | $0 | $0 | $3,894 |
| Title I | $0 | $209,500 | $0 | $0 | $5,000 | $214,500 |
| | $0 | $0 | $0 | $0 | $0 | $0 |
| Tile I and SIG | $0 | $0 | $0 | $5,000 | $0 | $5,000 |
| Total | $3,894 | $209,500 | $0 | $5,000 | $5,000 | $223,394 |

**Budget Detail**

**Goal #1:** Develop and sustan a healthy, respectful, caring and safe learning environment for students, staff and community resulting in indvidual employee learning, student achievement and overall school improvement.

**Barrier #1:** Collaboration between parents and school

**Strategy #1:** Professional Development

**Action Step #1:** Provide proffesional develpment to the staff which supports a healty respect and understanding of the studetns we are teaching

| | |
|---|---|
| **Resource Type** | Professional Development |
| **Resource** | Star Teacher Book and Guest Speaker |
| **Funding Source** | Tile I and SIG |
| **Amount Needed** | $5,000 |

**Strategy #2:** Activities which promote parent involvement at the school

**Action Step #1:** Facilitate activies at the school which support parent involvement

| | |
|---|---|
| **Resource Type** | Other |
| **Resource** | Printing, Food, Materials |
| **Funding Source** | Title I |
| **Amount Needed** | $5,000 |

**Goal #2:** To increase student achievment by providing rigorous grade level instruction along with differentiated support and scaffolding leading to student ownership of learning.

**Barrier #2:** Due to the new Common Core Standards, staff needs collaborative support to plan and implement rigorous lessons aligned with the standards across content areas.

**Strategy #2:** Core instructional staff will participate in Facilitated Guided Planning on a weekly rotation with the Literacy, Math and Science Coaches

**Action Step #1:** Teachers will develop rigorous lessons during the Facilited Guided Planning to use in the classrom.

| | |
|---|---|
| **Resource Type** | Evidence-Based Program |
| **Resource** | Math Reads |
| **Funding Source** | Title I Funds |
| **Amount Needed** | $3,894 |

**Strategy #3:** Collaborative teams of teachers will have the opportunity for up to two additional hours/per week, after hours, for planning to support core instruction.

**Action Step #1:** Facilited Guided Planning with the academic coaches using CCSS Core Connections Training; ST Math training; Math Talks; Math Reads to support L100

| | |
|---|---|
| **Resource Type** | Personnel |
| **Resource** | Hourly Teachers, Substitute Teachers |
| **Funding Source** | Title I |
| **Amount Needed** | $104,750 |

**Strategy #4:** Academic coaches and interventionists (LLI, VE. and Title I Hourly) will collaborate with classroom teachers to align tiered instruction with core instruction.

**Action Step #1:** Increase student achievement by using 3 interventionist to provide Tier 2 support in grades K-5

| | |
|---|---|
| **Resource Type** | Evidence-Based Program |
| **Resource** | |
| **Funding Source** | |
| **Amount Needed** | |

**Strategy #7:** Academic and Behavior Coaches will work with teachers to increase processes aligned with core instruction

**Action Step #1:** Teachers will work with the Academic Coaches and Behavior Coaches to develop classroom processes and procedures to support rigorous lessons aligned with the standards across content areas.

| | |
|---|---|
| **Resource Type** | |
| **Resource** | |
| **Funding Source** | |
| **Amount Needed** | |