

The School District of Palm Beach County

# Melaleuca Elementary School



2015-16 School Improvement Plan

## Melaleuca Elementary School

5759 GUN CLUB RD, West Palm Beach, FL 33415

[www.edline.net/pages/melaleuca\\_elementary\\_school](http://www.edline.net/pages/melaleuca_elementary_school)

### School Demographics

| School Type            | 2014-15 Title I School | 2015-16 Economically Disadvantaged (FRL) Rate<br>(As Reported on Survey 2) |
|------------------------|------------------------|--|
| Elementary             | Yes                    | 93%  |
| Alternative/ESE Center | Charter School         | 2015-16 Minority Rate<br>(Reported as Non-white on Survey 2)               |
| No                     | No                     | 91%  |

### School Grades History

| Year  | 2014-15 | 2013-14 | 2012-13 | 2011-12 |
|-------|---------|---------|---------|---------|
| Grade | C*      | C       | B       | C       |

*\*Preliminary Informational Baseline School Grade*

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

### School Board Approval

This plan was approved by the Palm Beach County School Board on 11/17/2015.

### SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

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

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## Purpose and Outline of the SIP

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

### Part I: Current School Status

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

### Part II: Needs Assessment

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

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

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

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

### Appendices

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

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

## Differentiated Accountability

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

### DA Regions

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

### DA Categories

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

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

### DA Turnaround and Monitoring Statuses

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

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

### 2015-16 DA Category and Statuses

| DA Category | Region            | RED                          |
|-------------|-------------------|------------------------------|
| Not In DA   | 5                 | <a href="#">Gayle Sitter</a> |
| Former F    | Turnaround Status |                              |
| No          |                   |                              |





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

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

Melaleuca Elementary is committed to providing a world-class education with excellence and equity to empower each student to reach his or her highest potential with the most effective staff to foster the knowledge, skills, and ethics required for responsible citizenship and productive careers.

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

Melaleuca Elementary will instill in our school community the requisite social, academic, technological, and critical thinking skills for promoting success in an ever changing global society.

#### School Environment

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

Melaleuca Elementary consists of a diverse student body population and strives to build strong and meaningful relationships between teachers and students. Our single school culture reflects an appreciation for diversity that allows our teachers and students to engage in various ongoing learning activities that will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8)(b), as applicable to appropriate grade levels, including but not limited to:

- History of Holocaust
- History of Africans and African Americans
- Hispanic Contributions
- Women's Contributions
- Sacrifices of Veterans

Additional students are instructed in content required for instruction by Florida Statute(1003.42(2)), as applicable to appropriate grade levels including: Declaration of Independence, Constitution of the U.S., Federalist Papers, Flag education, Civil government, History of the U.S., Principles of Agriculture, Effects of alcohol and narcotics, Kindness to animals, Florida history, Conservation of natural resources, Health education, Free enterprise and character development.

Our single school culture for academics provides an opportunity for our teachers to develop small, meaningful, schoolwide multicultural projects throughout the school year. In addition, teachers receive training and participate in regularly scheduled Learning Team Meetings that include the following procedures:

- Unpacking of academic standards
- Development of a data stream
- Analysis of student data (strengths and weaknesses) and student work (rigor and relevance)
- Alignment of curriculum/instruction/assessment to standards
- Sharing strategies for corrective instruction

Students learn to articulate the academic targets, analyze their own data, derive feedback, and develop their plan for learning. Students also become partners in the assessment process and learn to lead conferences regarding their academic achievement. In addition, our School Wide Positive Behavior Support Plan provides a common focus on student behavioral expectations. Through our single school culture for behavior, we assure that all teachers engage in thoughtful discussions regarding climate guidelines and their behavioral expectations. The universal guidelines are shared and integrated into each classroom. In addition, we utilize a common behavior matrix and continuously teach expected behaviors.

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

Melaleuca Elementary creates an environment where students feel safe and respected before, during and after school by implementing a comprehensive guidance program and a single school culture with expectations for positive and caring environment. Throughout the school year, our teachers and guidance counselors work diligently to articulate, demonstrate, and teach the specific skills that reflect the application of our SwPBS Universal guidelines or Melaleuca High Five Expectations to the context that our students will encounter before and after school. Our comprehensive guidance program includes lessons on interpersonal and social skills as well as how to handle and report bullying and harassment situations. In addition, our teachers and guidance counselors are creating college-going culture by helping students begin to explore different careers, plan and develop aspirations for college or post secondary education. Our school will also strive to infuse the content required by Florida Statutes, Section 1003.4205, as applicable to situations, including but not limited to Disability Awareness.

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

All Melaleuca teachers are trained in CHAMPs and implement the program with fidelity. Our students participate in activities twice a year (fall and spring) to instruct them in our school wide Universal guidelines and expectations for student behavior. In addition, our Positive Behavior Support team meets monthly to review discipline incidents and review school wide student recognition systems. A school wide recognition system is in place to provide opportunities for ongoing positive recognition for students and classrooms.

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

Melaleuca currently has two school based guidance counselors who provide differentiate services to students in need of assistance. Our counselors work together to develop our Student Development Plan that outlines our comprehensive school counseling program. In addition to participation in scheduled guidance lessons, students may be referred for services in a variety of ways including, their teachers, administrations, parents, self referral, etc. Our guidance counselors work together to provide small group, classroom guidance or make referrals to outside agencies when necessary. In addition, on a weekly basis our MTSS team meets to discuss any students that are not meeting with academic or social success in the school setting.

**Early Warning Systems**

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

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

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

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

| Indicator                       | Grade Level | Total |
|---------------------------------|-------------|-------|
| Attendance below 90 percent     |             |       |
| One or more suspensions         |             |       |
| Course failure in ELA or Math   |             |       |
| Level 1 on statewide assessment |             |       |

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

| Indicator                                  | Grade Level | Total |
|--|-------------|-------|
| Students exhibiting two or more indicators |             |       |

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

## Family and Community Involvement

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

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

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

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

Yes

### ***PIP Link***

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

### ***Description***

Currently, parents participate in a variety of activities on our campus. For 2014, our goal is to increase then number of parent trainings offered to parents as well as the percentage of our parents participating in the offerings.

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

Melaleuca works with a variety of local business and community organizations to secure resources to support the school student achievement. In addition we have developed partnerships with TeamWork, USA and Studies Weekly in order to obtain resources that will support educational achievement. To foster a strong working relationship with parents, a monthly newsletter is distributed and posted to our school websites. In addition, our teachers strive to make positive contact with parents each trimester. Individual parent contact is expected to occur throughout the school year, but we also provide open house, literacy nights, science/math night and other events in which we provide parents with curriculum information.

## Effective Leadership

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

**School Leadership Team**

## Membership:

| Name            | Title               |
|-----------------|---------------------|
| Maupin, Deborah | Principal           |
|                 | Assistant Principal |
| Negri, Kelly    | Assistant Principal |

## Duties

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

The school-based MTSS/RTI Leadership team is comprised of the following members: principal, assistant principal, ESE contact, ELL coordinator, school psychologist, reading coach, classroom teachers, guidance counselor, School Nurse, and a school psychologist. The Principal and Assistant Principal provide a common vision for the use of data-based decision-making to ensure:

- a sound, effective academic program is in place
- a process to address and monitor subsequent needs is created
- The MTSS team is implementing the RTI processes with fidelity
- assessment of RTI skills of school staff is conducted
- fidelity of implementation of intervention support is documented
- adequate professional development to support RTI implementation is provided
- effective communication with parents regarding school-based RTI plans and activities occurs
- LLI is implemented and monitored with fidelity for students who require the additional intervention.

The Guidance counselor serves as the MTSS/SBT leader. The main role being to facilitate the meetings and maintain the documentation.

All other members of the MTSS team provide expertise or assistance regarding interventions as well as serve as case liaisons for individual students. They follow up with teachers regarding specific students to ensure the fidelity of implementation of interventions and provide support and assistance with interventions. They assist in the design and implementation of progress monitoring, collecting and analyzing data, contribute to the development of intervention plans, and the implementation Tier 2 and Tier 3 interventions.

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

The school-based MTSS/RTI Leadership Team will meet regularly to review universal screening data, diagnostic data, and progress monitoring data. Based on this information, the team will identify the activities needed to create effective learning environments. After determining that effective Tier 1 Core instruction is in place, the team will identify students who are not meeting identified academic targets. The identified students will be referred to the school-based MTSS/RTI Leadership team. Once students are identified, the MTSS/RTI leadership team will work through the problem solving process to determine small group interventions, teacher supports, or additional resources that are needed to meet the needs of individual students.

Title I funding is used at the school to purchase a reading coach, a math resource teacher, and a reading resource teacher. The reading coach and math resource teacher provide coaching and professional development development to teachers. The reading resource teacher provides support to struggling students through tier 2 and tier 3 interventions. In addition, Title I funding provides professional development, tutorials and additional funding for family involvement resources.

Supplemental Academic Instruction (SAI) is provided by an SAI instructor who instructs students in grades 2-5.

Migrant and support services are provided by district support personnel in coordination with school based facilitators.

Title II funds programs and Professional Development provided by Safe Schools – Single School Culture; Academic, Behavior and Climate, Programs, Bullying Prevention, Character Education, and School Wide Positive Behavior Support are integrated into the school's curriculum. In addition, Title II supports Literacy Cohort teams, area teams, and the implementation of Marzano.

Nutrition programs such as the 100% Accessible Breakfast Program. Free and Reduced Lunch for qualifying students are supported and encouraged at the school. In addition, the school provides "Commit to Be Fit" agendas as a part of the curriculum to provide instruction in nutrition and health awareness.

In addition, Melaleuca has several grants which provide resources to support student achievement. Melaleuca currently has a grant with the Mary & Robert Pew Foundation for \$10,000. The purpose of the grant is to provide books and resources to prevent the "Summer Reading Slide."

We received a grant of approximately \$30,000 from TeamWork, USA to develop a piano keyboard lab which will provide instrumental music instruction to all of our students through the general music program.

Another grant received from TeamWork, USA is the \$5000 Leadership grant. The leadership grant will give us the opportunity to provide \$1000 college scholarships to select five students selected from 3, 4 and 5th grade students.

Our school integrates Single School Culture by sharing our Universal Guidelines for Success (High Fives), following our behavioral matrix and teaching expected behaviors, communicating with parents, and monitoring the SwPBS. The Action Plans are updated during our learning team meetings. An appreciation for multicultural diversity is instilled through our anti-bullying campaign, structured lessons, use of diversified curriculum materials, school wide exploration of social issues and SwPBS programs.

Title X provides support to students and families identified as homeless as needed.

All of the programs and support services listed above are used as a part of a coordinated effort to provide a rigorous and challenging curriculum to our students which includes an emphasis on the diversity and multicultural world in which we live. The teachers and staff are continuously engaged in professional development to promote our single school culture which closely aligns to and supports the goals and beliefs established by our district in terms of academics, behavior and school climate.

### School Advisory Council (SAC)

#### Membership:

| Name             | Stakeholder Group          |
|------------------|----------------------------|
| Anthony Petrides | Teacher                    |
| Tina Wesco       | Teacher                    |
| Deborah Maupin   | Principal                  |
| Vertesha Davis   | Parent                     |
| Xiomara Diaz     | Education Support Employee |
| Edovine Antoine  | Parent                     |
| Calmin Rivera    | Teacher                    |
| Nathalie Herisme | Parent                     |
|                  | Student                    |

#### Duties

**Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes***Evaluation of last year's school improvement plan*

The School Advisory Council collaborates to analyze data and review the implementation of the School Improvement Plan each year. The SAC reviews the individual goals set by the stakeholders and determines whether the goals were met as well as ways that the school can continue to improve.

*Development of this school improvement plan*

The School Advisory Council will meet on the first Tuesday of each month at 5:30 in the media center. SAC members provide input on the development and revision of the School Improvement Plan throughout the school year by reviewing data at various points of the year and discussing school based strategies for improvement. In addition, the SAC assists with the preparation of the schools annual budget and School Improvement Plan.

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

During SAC meetings, stakeholders provide feedback that may add to or modify the existing strategies in the SIP as the school year progresses. Our SAC discusses the schools financial needs and priorities and assists with developing a budget that will best meet those needs.

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

Approximately \$1500 of School Improvement funds will be used to purchase materials for after school tutorial. \$ 500 will be allocated for incentives for the Reading Counts/Book Buddy program. \$3000 was allocated to support the development of our music Keyboard lab. Specifically, to purchase a keyboarding curriculum that will allow us to integrate music with other subject areas.

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

No

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

Additional meetings are being held in order to obtain parent support. In addition, a business partner has been asked to join our SAC as well.

**Literacy Leadership Team (LLT)****Membership:**

| Name               | Title               |
|--------------------|---------------------|
| Maupin, Deborah    | Principal           |
| Morales, Irene     | Teacher, K-12       |
| Negri, Kelly       | Assistant Principal |
| Martinez, michelle | Instructional Coach |

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

The LLT promotes literacy within the school by serving as a professional development support system for their colleagues. The team works together together to establish goals for the school year and meet continuously to address identified needs in regards to best practices for teaching literacy at

Melaleuca Elementary. The team collaborates with our established reading committee and grade level teacher to support literacy by providing professional development, mentoring each other, literacy events for students/parents as well as identifying material and resource needs.

The main focus for our LLT for the 2016 school year is the full implementation of LFAS in grades K-5 as well ensuring the levels of text complexity are appropriate for students. In addition, our LLT will provide leadership and direction in the development of accommodations for ESE and ESOL students in our reading units of study.

Integrating writing opportunities across the curriculum which require students to support responses with evidence.

## Public and Collaborative Teaching

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

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

Our master schedule and school calendar has been designed to provide consistent time for teachers to meet and plan collaboratively. Time has been allocated for teachers to collaborative plan both during the school day and after school in order to encourage positive working relationships between teachers across grade levels. In addition, regularly schedule Learning Team Meetings are used to encourage collaboration and positive working relationships with teachers. Learning Team Meetings are used to review data, identify the academic needs of students, and consistently monitor the fidelity of instruction.

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

The Principal will participate in district job fairs to identify potential highly qualified, certified, effective educators. Once hired, new teachers will participate in the Educator Support Program and be assigned a mentor teachers to assist them throughout the year. In addition, regular meetings with the principal will be held.

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

All first year teachers at Melaleuca Elementary are participating in the Educator Support Program (ESP). ESP is the School District of Palm Beach County's formal program of support for newly hired educators. Systems of support include a mentor support team, staff development opportunities, observations, conferences, and written and oral feedback.

ESP, the program of support and induction for first year teachers, is designed to elicit evidence that a beginning teacher has demonstrated teaching competencies that promote student learning. ESP helps ensure that all beginning teachers have opportunities to strengthen their knowledge of instructional strategies, enhance their understanding of students as learners, and begin a process of lifelong learning and professional growth.

School personnel are engaged in systematic mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set high expectations for all school personnel and include valid and reliable measures of performance.

New teachers will be paired with an experienced teacher within the same grade level and subject area. The mentors will provide assistance and guidance to the new teachers throughout the year. Mentors are required to meet regularly with their partner to work through the Educator Support Program. Activities include weekly meetings, classroom observations, assistance with lesson planning and classroom management, etc.

## Ambitious Instruction and Learning

### Instructional Programs and Strategies

#### Instructional Programs

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

Through our Learning Team Meetings and collaborative planning opportunities, our school provides ongoing opportunities for teachers to analyze and unpack the Florida Standards. The planning sessions allow our teachers to discuss and align our reading and writing curriculum to the standards as well as ensures that our teachers have a deeper understanding of the standards.

#### Instructional Strategies

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

At Melaleuca Elementary, data is continuously reviewed in order to meet the diverse needs of students. During learning team meetings or data chats, data is often analyzed to review student progress and identify students who may be in need of further assistance. Once a reading deficiency is noted, teachers immediately support students with immediate intensive instruction. Students who continue to fall behind or need fail to meet expectations are referred to our School Based Team for additional support. In addition, supplemental support is provided through our Supplemental Academic Instruction(SAI) and after school/Saturday reading tutorial programs throughout the school year.

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

**Strategy:** After School Program

**Minutes added to school year:** 900

After school tutorial on Tuesdays and Thursdays from October to April for Reading and Math. Students performing at level 1 and level 2 as well as students that are within the low 25% groups are invited to participate in the after school tutorial program.

#### **Strategy Rationale**

Students may require additional time and more intensive support to master skills.

#### **Strategy Purpose(s)**

- Core Academic Instruction

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

Negri, Kelly, [kelly.negri@palmbeachschools.org](mailto:kelly.negri@palmbeachschools.org)

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

Data from diagnostic testing is monitored as well as FCAT and RRR data for the students who participate in the afterschool tutorial.

**Strategy: Weekend Program**

**Minutes added to school year: 1,200**

Saturday tutorial for reading, math, science and writing for students not meeting academic standards in each area. Students performing at level 1 and level 2 as well as students that are within the low 25% groups are invited to participate in the after school tutorial program.

**Strategy Rationale**

Students may require additional time and more intensive support to master skills.

**Strategy Purpose(s)**

- Core Academic Instruction
- Enrichment

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

Negri, Kelly, kelly.negri@palmbeachschools.org

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

Data from diagnostic testing is monitored as well as FSA and RRR data for the students who participate in the afterschool tutorial.

**Strategy: Summer Program**

**Minutes added to school year: 3,600**

A five week summer reading program for students in grades K-2 is offered to students who are far below grade level in reading.

**Strategy Rationale**

Students may require additional time and more intensive support to master skills.

**Strategy Purpose(s)**

- Core Academic Instruction

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

Martinez, michelle, michelle.martinez@palmbeachschools.org

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

Students are administered RRR at the start of the summer program then again at the end to measure growth.

**Student Transition and Readiness**

**PreK-12 Transition**

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

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

Melaleuca Elementary has various programs and strategies in place to help children transition from early childhood to elementary school. Melaleuca provides a Kindergarten Orientation (Round Up) in the Spring as well as a Meet your Teacher Day. The members of our staff participate in collaborative learning communities that meet both formally and informally on a regular schedule within and across grade levels, content areas and feeder schools. The goal is to formally discuss student learning and clearly link collaboration to improvement results instructional practice and student performance.

Guided tours are made available to parents and families in surrounding preschools. In addition, a staggered start schedule during the first week of school is offered.

Flyers, information as well as the school website are publicized and shared with local preschools to help the students begin to connect with the local elementary school.

Allow classroom visitations for transitioning students and their parents.

### College and Career Readiness

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

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

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

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

## Needs Assessment

### Problem Identification

#### Data to Support Problem Identification

##### Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

##### Data Uploads

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

The following documents were submitted as evidence for this section:

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#### Problem Identification Summary

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

A review of our data indicate that some of our strong points are 1) More students are reaching proficiency in reading. 2) The overall learning gains in reading are consistently increasing; 3) Math proficiency scores are improving; and 3) Writing proficiency is increasing.

### **Problem Analysis Summary**

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

After a thorough review of the root causes, we have determined that: 1) Teachers are not providing rigorous math and science instruction on a consistent basis that is differentiated to meet the needs of all learners. We do not have a cohesive plan for structured professional development and collaboration in science and math that provides teachers the opportunity for aligning, unpacking and assessing the academic standards. 2) Reading interventions are not implemented with fidelity and at the appropriate level of rigor.

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## School Improvement Goals

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

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

 = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** If we have high expectations for rigorous and well planned instruction that is implemented with fidelity and supported by structured professional development, then the growth percentile rank for the LPQ and performance ranking for ELA and math proficiency will increase to the 70th percentile.

## Strategic Goals Detail

*For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal*

**G1.** If we have high expectations for rigorous and well planned instruction that is implemented with fidelity and supported by structured professional development, then the growth percentile rank for the LPQ and performance ranking for ELA and math proficiency will increase to the 70th percentile. 1a

G069859

**Targets Supported** 1b

| Indicator                               | Annual Target |
|---|---------------|
| FSA English Language Arts - Achievement | 65.0          |
| FSA Mathematics - Achievement           | 65.0          |
| FCAT 2.0 Science Proficiency            | 60.0          |

**Resources Available to Support the Goal** 2

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**Targeted Barriers to Achieving the Goal** 3

- Teachers lack the methodology and resources to improve the reading stamina and ability of students to read more complex texts.
- Teachers lack the methodology and resources to improve computation and problem solving skills in both math and science.
- Parents may not be engaged or involved in the education of their students in ways that will support and encourage student achievement.

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

Progress towards the goal will be monitored by collecting data from a variety of assessments including Think Central, Florida Achieves, Diagnostics, Classroom based assessments, RRR, etc.

**Person Responsible**

Deborah Maupin

**Schedule**

Biweekly, from 9/1/2015 to 6/3/2016

**Evidence of Completion**

Bi Weekly during Learning Team Meetings. data chats, FSA Data, RRR data.

## Action Plan for Improvement

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

### Problem Solving Key

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

**1** = Problem Solving Step       **S123456** = Quick Key

**G1.** If we have high expectations for rigorous and well planned instruction that is implemented with fidelity and supported by structured professional development, then the growth percentile rank for the LPQ and performance ranking for ELA and math proficiency will increase to the 70th percentile. **1**

 **G069859**

**G1.B1** Teachers lack the methodology and resources to improve the reading stamina and ability of students to read more complex texts. **2**

 **B181781**

**G1.B1.S1** Build the reading stamina and the ability to read and comprehend complex texts by implementing structured, focused reading curriculum units that are based on current student needs. **4**

 **S193400**

### Strategy Rationale

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

We will provide focused professional development and differentiated instruction and interventions to increase student achievement.

#### Person Responsible

Deborah Maupin

#### Schedule

Daily, from 8/10/2015 to 6/6/2016

#### Evidence of Completion

Student achievement scores including RRR., FSA, benchmark assessments, common assessments.

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

Monitor the agendas and implementation of new learning

**Person Responsible**

Deborah Maupin

**Schedule**

On 6/6/2016

***Evidence of Completion***

Learning team meeting agendas, collaborative planning agendas, classroom observation data, sign in sheets, minutes from meetings

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

If effectively implemented, data on benchmark assessments should demonstrate improved student achievement. Benchmark assessments, unit tests, common/grade level assessments, and Reading Running Records\ will be reviewed periodically.

**Person Responsible**

Deborah Maupin


**Schedule**

Quarterly, from 8/17/2015 to 6/3/2016

***Evidence of Completion***

performance matters reports, RRR, Think Central Reports, etc.

**G1.B2** Teachers lack the methodology and resources to improve computation and problem solving skills in both math and science. **2**

 B181782

**G1.B2.S1** Provide teachers with the methodology to improve computation and problem solving skills in both math and science. **4**

 S193401

### Strategy Rationale

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

Increase professional developmnet and hands on learning experiences for students in science and math.

#### Person Responsible

Deborah Maupin

#### Schedule

Daily, from 8/17/2015 to 6/6/2016

#### Evidence of Completion

PD agendas, minutes, meeting notes; samples of PD follow up evidence showing implementation of hands on acivities.

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

Professional Development and data discussions will be continuously monitored.

#### Person Responsible

Deborah Maupin

#### Schedule

On 6/6/2016

#### Evidence of Completion

data chat schedules, meeting minutes, PD agendas

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

Professional development opportunities will be examined for their effectiveness and ability to promote changes in instructional strategies.

**Person Responsible**

Deborah Maupin

**Schedule**

Monthly, from 9/1/2015 to 6/6/2016

**Evidence of Completion**

PD agendas, LTM agendas, surveys, classroom walkthrough data

**G1.B3** Parents may not be engaged or involved in the education of their students in ways that will support and encourage student achievement. 2

 B181783

**G1.B3.S1** Increase collaboration with families and community organizations to increase student achievement and better prepare students for college and careers. 4

 S193402

**Strategy Rationale**

**Action Step 1** 5

Provide parent workshops focused on core content.

**Person Responsible**

Kelly Negri

**Schedule**

Monthly, from 8/17/2015 to 5/31/2016

**Evidence of Completion**

Parent sign in sheets, workshop evaluations

### Action Step 2 5

Increase use of the parent resource center.

**Person Responsible**

Kelly Negri

**Schedule**

On 6/6/2016

***Evidence of Completion***

Parent sign in logs, materials check out logs, parent surveys.

### Action Step 3 5

Increase home school communication

**Person Responsible**

Kelly Negri

**Schedule**

On 6/6/2016

***Evidence of Completion***

parent surveys, Title I survey, teacher survey

### Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Parent participation in all school based activities will be closely monitored

**Person Responsible**

Kelly Negri

**Schedule**

On 6/6/2016

***Evidence of Completion***

Sign in sheets, parent surveys, workshop evaluations, teacher surveys.

**Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7**

Use of parent communication materials will be monitored and evaluated for effectiveness

**Person Responsible**

Kelly Negri

**Schedule**

Semiannually, from 8/24/2015 to 6/6/2016

**Evidence of Completion**

Samples of parent conference forms, examples of agendas/communication folder use,

**Appendix 1: Implementation Timeline**

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

| Source       | Task, Action Step or Monitoring Activity  | Who             | Start Date (where applicable) | Deliverable or Evidence of Completion  | Due Date/ End Date |
|--------------|---|-----------------|-------------------------------|--|--------------------|
| G1.B1.S1.A1  | We will provide focused professional development and differentiated instruction and interventions to increase student achievement.  | Maupin, Deborah | 8/10/2015                     | Student achievement scores including RRR., FSA, benchmark assessments, common assessments.                                       | 6/6/2016 daily     |
| G1.B2.S1.A1  | Increase professional development and hands on learning experiences for students in science and math.   | Maupin, Deborah | 8/17/2015                     | PD agendas, minutes, meeting notes; samples of PD follow up evidence showing implementation of hands on activities.              | 6/6/2016 daily     |
| G1.B3.S1.A1  | Provide parent workshops focused on core content.   | Negri, Kelly    | 8/17/2015                     | Parent sign in sheets, workshop evaluations  | 5/31/2016 monthly  |
| G1.B3.S1.A2  | Increase use of the parent resource center.   | Negri, Kelly    | 9/7/2015                      | Parent sign in logs, materials check out logs, parent surveys.   | 6/6/2016 one-time  |
| G1.B3.S1.A3  | Increase home school communication  | Negri, Kelly    | 8/10/2015                     | parent surveys, Title I survey, teacher survey   | 6/6/2016 one-time  |
| G1.MA1       | Progress towards the goal will be monitored by collecting data from a variety of assessments including Think Central, Florida Achieves, Diagnostics, Classroom based assessments, RRR, etc.   | Maupin, Deborah | 9/1/2015                      | Bi Weekly during Learning Team Meetings. data chats, FSA Data, RRR data.   | 6/3/2016 biweekly  |
| G1.B1.S1.MA1 | If effectively implemented, data on benchmark assessments should demonstrate improved student achievement. Benchmark assessments, unit tests, common/grade level assessments, and Reading Running Records\ will be reviewed periodically. | Maupin, Deborah | 8/17/2015                     | performance matters reports, RRR, Think Central Reports, etc.  | 6/3/2016 quarterly |
| G1.B1.S1.MA1 | Monitor the agendas and implementation of new learning  | Maupin, Deborah | 9/4/2015                      | Learning team meeting agendas, collaborative planning agendas, classroom observation data, sign in sheets, minutes from meetings | 6/6/2016 one-time  |
| G1.B2.S1.MA1 | Professional development opportunities will be examined for their effectiveness and ability to promote changes in instructional strategies.   | Maupin, Deborah | 9/1/2015                      | PD agendas, LTM agendas, surveys, classroom walkthrough data   | 6/6/2016 monthly   |

| Source       | Task, Action Step or Monitoring Activity  | Who             | Start Date (where applicable) | Deliverable or Evidence of Completion   | Due Date/ End Date    |
|--------------|---|-----------------|-------------------------------|---|-----------------------|
| G1.B2.S1.MA1 | Professional Development and data discussions will be continuously monitored.           | Maupin, Deborah | 8/17/2015                     | data chat schedules, meeting minutes, PD agendas                                  | 6/6/2016 one-time     |
| G1.B3.S1.MA1 | Use of parent communication materials will be monitored and evaluated for effectiveness | Negri, Kelly    | 8/24/2015                     | Samples of parent conference forms, examples of agendas/communication folder use, | 6/6/2016 semiannually |
| G1.B3.S1.MA1 | Parent participation in all school based activities will be closely monitored           | Negri, Kelly    | 8/14/2015                     | Sign in sheets, parent surveys, workshop evaluations, teacher surveys.            | 6/6/2016 one-time     |

## Appendix 2: Professional Development and Technical Assistance Outlines

*Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.*

## Professional Development Opportunities

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

**G1.** If we have high expectations for rigorous and well planned instruction that is implemented with fidelity and supported by structured professional development, then the growth percentile rank for the LPQ and performance ranking for ELA and math proficiency will increase to the 70th percentile.

**G1.B1** Teachers lack the methodology and resources to improve the reading stamina and ability of students to read more complex texts.

**G1.B1.S1** Build the reading stamina and the ability to read and comprehend complex texts by implementing structured, focused reading curriculum units that are based on current student needs.

### PD Opportunity 1

We will provide focused professional development and differentiated instruction and interventions to increase student achievement.

#### Facilitator

Michelle Martinez

#### Participants

K-5 Reading teachers.

#### Schedule

Daily, from 8/10/2015 to 6/6/2016

**G1.B2** Teachers lack the methodology and resources to improve computation and problem solving skills in both math and science.

**G1.B2.S1** Provide teachers with the methodology to improve computation and problem solving skills in both math and science.

### PD Opportunity 1

Increase professional development and hands on learning experiences for students in science and math.

#### Facilitator

Cheryl Collier

#### Participants

K-5 math and science teachers

#### Schedule

Daily, from 8/17/2015 to 6/6/2016

## Technical Assistance Items

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

### Budget

#### Budget Data

|   |             |  |   |                |     |              |
|---|-------------|--|---|----------------|-----|--------------|
| 1 | G1.B1.S1.A1 | We will provide focused professional development and differentiated instruction and interventions to increase student achievement. |   |                |     | \$196,856.20 |
|   | Function    | Object   | Budget Focus  | Funding Source | FTE | 2015-16      |
|   |             |  | 1441 - Melaleuca Elementary School  | Title I Part A |     | \$71,890.80  |
|   |             |  | Notes: Reading Coach  |                |     |              |
|   |             |  | 1441 - Melaleuca Elementary School  | Title I Part A |     | \$65,008.45  |
|   |             |  | Notes: Reading resource teacher   |                |     |              |
|   |             |  | 1441 - Melaleuca Elementary School  | Title I Part A |     | \$19,999.71  |
|   |             |  | Notes: Tutors/temporary staff for after school, Saturday and summer tutorial.   |                |     |              |
|   |             |  | 1441 - Melaleuca Elementary School  | Title I Part A |     | \$2,500.00   |
|   |             |  | Notes: Technology tools such as RAZ KIDS, Reading A-Z, Ipad apps, to support reading instruction and differentiation.   |                |     |              |
|   |             |  | 1441 - Melaleuca Elementary School  | Title I Part A |     | \$25,000.00  |
|   |             |  | Notes: LLI Kits, classroom library books, book baskets, manipulatives, chart paper, ink cartridges, folders, pencils, highlighters, consumable workbooks for tutorial (Star Series, Florida Ready), shared reading carpets, ipad cases, printers, composition books, chart markers, post it notes, etc. |                |     |              |
|   |             |  | 1441 - Melaleuca Elementary School  | Title I Part A |     | \$8,000.24   |
|   |             |  | Notes: Substitutes for collaborative planning sessions.   |                |     |              |
|   |             |  | 1441 - Melaleuca Elementary School  | Title I Part A |     | \$1,499.00   |
|   |             |  | Notes: Funds for stipends for collaborative planning beyond work hours/Saturdays. Pay for attending mandatory workshops.  |                |     |              |
|   |             |  | 1441 - Melaleuca Elementary School  | Title I Part A |     | \$2,958.00   |
|   |             |  | Notes: Professional development supplies. Chart paper, copy paper, ink cartridges, professional books, binders, folders, post its, highlighters, markers, IPAD and case for coaches.  |                |     |              |
| 2 | G1.B2.S1.A1 | Increase professional development and hands on learning experiences for students in science and math.                              |   |                |     | \$60,945.27  |

| <b>Budget Data</b>  |                    |  |                                    |                |     |                   |
|---|--------------------|--|------------------------------------|----------------|-----|-------------------|
|   | Function           | Object   | Budget Focus                       | Funding Source | FTE | 2015-16           |
|   |                    |  | 1441 - Melaleuca Elementary School |                |     | \$5,000.00        |
| <i>Notes: Technology resources such as IXL, Tenmarks</i>  |                    |  |                                    |                |     |                   |
|   |                    |  | 1441 - Melaleuca Elementary School | Title I Part A |     | \$35,945.40       |
| <i>Notes: Provide a .5 math coach to provide on site PD.</i>  |                    |  |                                    |                |     |                   |
|   |                    |  | 1441 - Melaleuca Elementary School | Title I Part A |     | \$4,999.61        |
| <i>Notes: Tutors for after school, Saturday and summer tutorial.</i>  |                    |  |                                    |                |     |                   |
|   |                    |  | 1441 - Melaleuca Elementary School | Title I Part A |     | \$5,000.00        |
| <i>Notes: Transportation for field trips and on site learning experiences (zoo, science museum).</i>  |                    |  |                                    |                |     |                   |
|   |                    |  | 1441 - Melaleuca Elementary School | Title I Part A |     | \$1,000.00        |
| <i>Notes: Admissions for students for field trip/learning experiences (science museum, zoo)</i>   |                    |  |                                    |                |     |                   |
|   |                    |  | 1441 - Melaleuca Elementary School | Title I Part A |     | \$3,000.00        |
| <i>Notes: IPADs for use by classroom teachers and students.</i>   |                    |  |                                    |                |     |                   |
|   |                    |  | 1441 - Melaleuca Elementary School | Title I Part A |     | \$500.00          |
| <i>Notes: Conference attendance (ESOL conference, Picture perfect science)</i>  |                    |  |                                    |                |     |                   |
|   |                    |  | 1441 - Melaleuca Elementary School | Title I Part A |     | \$1,000.00        |
| <i>Notes: Consultants (science museum)</i>  |                    |  |                                    |                |     |                   |
|   |                    |  | 1441 - Melaleuca Elementary School | Title I Part A |     | \$3,000.00        |
| <i>Notes: Classroom supplies including, math manipulatives, content area books, science supplies, consumables for science experiments (owl pellets, science boards), chart paper, chart markers, dry erase board supplies</i> |                    |  |                                    |                |     |                   |
|   |                    |  | 1441 - Melaleuca Elementary School | Title I Part A |     | \$1,500.26        |
| <i>Notes: Funds to pay for collaborative planning beyond work hours. After school/Saturday</i>  |                    |  |                                    |                |     |                   |
| <b>3</b>  | <b>G1.B3.S1.A1</b> | <b>Provide parent workshops focused on core content.</b> |                                    |                |     | <b>\$4,000.17</b> |
|   | Function           | Object   | Budget Focus                       | Funding Source | FTE | 2015-16           |
|   |                    |  | 1441 - Melaleuca Elementary School | Title I Part A |     | \$1,000.17        |
| <i>Notes: Parent liaisons/teachers paid to deliver parent workshops.</i>  |                    |  |                                    |                |     |                   |

| <b>Budget Data</b> |                    |  |   |                |               |                     |
|--------------------|--------------------|--|---|----------------|---------------|---------------------|
|                    |                    |  | 1441 - Melaleuca Elementary School  | Title I Part A |               | \$500.00            |
|                    |                    |  | <i>Notes: paper, ink, folders, food/refreshments for parent trainings</i>   |                |               |                     |
|                    |                    |  | 1441 - Melaleuca Elementary School  | Title I Part A |               | \$2,500.00          |
|                    |                    |  | <i>Notes: Charter buses for college tours with students</i>   |                |               |                     |
| <b>4</b>           | <b>G1.B3.S1.A2</b> | <b>Increase use of the parent resource center.</b> |   |                |               | <b>\$8,624.67</b>   |
|                    | Function           | Object   | Budget Focus  | Funding Source | FTE           | 2015-16             |
|                    |                    |  | 1441 - Melaleuca Elementary School  |                |               | \$5,625.40          |
|                    |                    |  | <i>Notes: Resources for the parent resource room (books, paper, ink, folders, markers, instructional games, read with me books)</i> |                |               |                     |
|                    |                    |  | 1441 - Melaleuca Elementary School  | Title I Part A |               | \$2,999.27          |
|                    |                    |  | <i>Notes: teachers to staff the parent resource center.</i>   |                |               |                     |
| <b>5</b>           | <b>G1.B3.S1.A3</b> | <b>Increase home school communication</b>          |   |                |               | <b>\$6,999.29</b>   |
|                    | Function           | Object   | Budget Focus  | Funding Source | FTE           | 2015-16             |
|                    |                    |  | 1441 - Melaleuca Elementary School  | Title I Part A |               | \$1,999.29          |
|                    |                    |  | <i>Notes: Substitutes for parent conferences.</i>   |                |               |                     |
|                    |                    |  | 1441 - Melaleuca Elementary School  | Title I Part A |               | \$5,000.00          |
|                    |                    |  | <i>Notes: Student agendas, communication folders, paper, ink, folders.</i>  |                |               |                     |
|                    |                    |  |   |                | <b>Total:</b> | <b>\$277,425.60</b> |