

The School District of Palm Beach County

# Melaleuca Elementary School



2016-17 Schoolwide Improvement Plan

## Melaleuca Elementary School

5759 GUN CLUB RD, West Palm Beach, FL 33415

<https://mele.palmbeachschools.org>

### School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School KG-5	Yes	93%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	92%

### School Grades History

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

*\*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 11/16/2016.

### SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F or a monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

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

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## Purpose and Outline of the SIP

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

### Part I: Current School Status

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

### Part II: Needs Assessment

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

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

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

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

### Appendices

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

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

## Differentiated Accountability

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

### DA Regions

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

### DA Categories

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

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

### DA Turnaround and Monitoring Statuses

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

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

### 2016-17 DA Category and Statuses for Melaleuca Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - <a href="#">LaShawn Russ-Porterfield</a>	Not In DA - N/A

## I. Part I: Current School Status

### A. Supportive Environment

#### 1. School Mission and Vision

##### a. 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.

##### b. 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.

#### 2. School Environment

##### a. 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 Professional Learning Committee's 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.

**b. 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 through classroom instruction and AVID strategies. 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.

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

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.

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

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.

### **3. Early Warning Systems**

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

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

Melaleuca will utilize existing data to identify students who have attendance, behavioral or academic concerns. All students will a retention, who is a year or more below grade level, has more that 7 absences and/or 3 or more discipline referrals will have an automatic referral to school based team. This problem solving team will use data to make informed decisions on how to improve academic and behavioral success for each student.

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

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



Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	28	32	23	22	21	22	0	0	0	0	0	0	0	148
One or more suspensions	2	2	5	4	6	7	0	0	0	0	0	0	0	26
Course failure in ELA or Math	15	57	63	76	63	55	0	0	0	0	0	0	0	329
Level 1 on statewide assessment	0	0	0	57	63	47	0	0	0	0	0	0	0	167

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	7	14	16	56	51	48	0	0	0	0	0	0	0	192

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

Academic interventions will include one or more of the following: LLI, Foundations, Wilson, iReady, iii, afterschool tutorial and small group differentiated instruction. The School Based Team will meet on students every 8 weeks to discuss progress of the students. The team will monitor the fidelity of academic intervention. Students with truancy issues will be part of a counseling group 2x/week with one of our two guidance counselors. Students and families will be supported in this process. For students with discipline issues, individual behavior plans will be created and monitored by teachers and administration daily.

**B. Family and Community Engagement**

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

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

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

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

Yes

**1. PIP Link**

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

**2. Description**

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.

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

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.

## C. Effective Leadership

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

### 1. School Leadership Team

#### a. Membership

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

Name	Title
Maupin, Deborah	Principal
Patrick, Kelly	Assistant Principal

#### b. Duties

##### **1. 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 Single School Culture Coordinator serves as the MTSS leader. The main role being to facilitate the meetings, maintain the documentation and assist teachers with implementation and fidelity of interventions.

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.

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

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 2 half time reading coach (K-2, 3-5), a math resource teacher, and a 2 half time reading resource teachers (K-2, 3-5). The reading coaches and math resource teacher provide coaching and professional development development to teachers. The reading resource teachers provide 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.

Title I, Part C- Migrant and support services are provided by district support personnel in coordination with school based facilitators. Celia Elrod is the district contact person.

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 and Dinner 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. Melaleuca also participates in the American Heart Association Jump Rope for Heart and the Heart Healthy Program.

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. Additionally, 40 4th and 5th graders will have the opportunity to play an instrument (i.e., flute, trumpet, trombone, clarinet, drums, saxophone) beginning in FY17.

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. In FY17, Melaleuca was awarded a grant to begin implementation of AVID (Advancement Via Individual Determination) in grades 4 and 5 to help students begin to think about life after High School and give them the tools necessary to be college and career ready.

Homeless and Delinquent- Melaleuca Elem will coordinate with the district regarding McKinney Vento Act. Beth Lefler is the district contact person for homeless and delinquent 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 antibullying 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.

## 2. School Advisory Council (SAC)

### a. Membership

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

Name	Stakeholder Group
Deborah Maupin	Principal
Vertesha Davis	Parent
Xiomara Diaz	Education Support Employee
Calmin Rivera	Teacher
Nathalie Herisme	Parent
Ebens Henrius	Education Support Employee
Ramona Fernandez	Teacher
Tina Wesco	Teacher

### b. Duties

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

##### *a. Evaluation of last year's school improvement plan*

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.

##### *b. Development of this school improvement plan*

The School Advisory Council will meet on the second 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.

##### *c. 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.

#### **2. 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.

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

No

*a. 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.

**3. Literacy Leadership Team (LLT)**

**a. Membership**

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

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

**b. Duties**

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

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 2017 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.

**D. Public and Collaborative Teaching**

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

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

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 scheduled Professional Learning Community Meetings are used to encourage collaboration and positive working relationships with teachers. PLC's are used to

review data, identify the academic needs of students, work towards common goals as a team, problem solve and consistently monitor the fidelity of instruction.

**2. 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.

**3. 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.

## **E. Ambitious Instruction and Learning**

### **1. Instructional Programs and Strategies**

#### **a. Instructional Programs**

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

Through our PLC's 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.

#### **b. Instructional Strategies**

***1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented***

**to assist students having difficulty attaining the proficient or advanced level on state assessments.**

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.

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

**Strategy:** 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**

Patrick, Kelly, [kelly.a.patrick@palmbeachschools.org](mailto:kelly.a.patrick@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**

Patrick, Kelly, kelly.a.pattick@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.

## 2. Student Transition and Readiness

### a. PreK-12 Transition

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

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



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.

#### **b. College and Career Readiness**

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

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

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

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

## **II. Needs Assessment**

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

### **A. Problem Identification**

#### **1. Data to Support Problem Identification**

##### **b. Data Uploads**

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

The following documents were submitted as evidence for this section:

*No files were uploaded*

#### **2. Problem Identification Summary**

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

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.

## **B. Problem Analysis Summary**

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

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.

## **C. Strategic Goals**

# School Improvement Goals

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

## Problem Solving Key

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

 = Problem Solving Step       S123456 = Quick Key

## Strategic Goals Summary

**G1.**            If we implement evidence-based instructional programming and interventions, then we will increase the percentage of students matriculating to middle school meeting indicators of high school readiness.

## Strategic Goals Detail

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

**G1.** If we implement evidence-based instructional programming and interventions, then we will increase the percentage of students matriculating to middle school meeting indicators of high school readiness. 1a

G083716

**Targets Supported** 1b

Indicator	Annual Target
FSA ELA Achievement	75.0
FSA ELA Achievement	50.0
ELA Achievement District Assessment	47.0
FSA Mathematics Achievement	65.0
FCAT 2.0 Science Proficiency	50.0
Attendance rate	15.0

**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 and 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.

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

- Title I funds
- Dedicated Staff

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

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

**Person Responsible**

Deborah Maupin

**Schedule**

Annually, from 9/1/2016 to 6/2/2017

**Evidence of Completion**

Year-end FSA data and school grade

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

Monthly data indicating progress towards the goal and professional development needs will be monitored by collecting data forms from the instructional coaches/support staff.

**Person Responsible**

Kelly Patrick

**Schedule**

Monthly, from 9/1/2016 to 6/3/2017

**Evidence of Completion**

Monthly personal dashboard indicating what PD coaches/support staff have given, notes/agendas from PD, long and short term goals based on outcomes of PD, accomplishments from PD.

## 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

 = Problem Solving Step    S123456 = Quick Key

**G1.** If we implement evidence-based instructional programming and interventions, then we will increase the percentage of students matriculating to middle school meeting indicators of high school readiness. 1

G083716

**G1.B1** Teachers lack the methodology and resources to improve the reading stamina and ability of students to read more complex texts and to improve computation and problem solving skills in both math and science. 2

B222284

**G1.B1.S1** Build teachers' capacity to deliver quality instruction and necessary interventions with fidelity in order to meet students' unique strengths, needs, interest, and aspirations. 4

S234555

### Strategy Rationale

Teacher and classroom support are vital in effective instructional delivery model

### Action Step 1 5

K-2 reading coach will provide on-site professional development, modeling, and coaching for K-2 reading teachers.

#### Person Responsible

michelle Martinez

#### Schedule

Weekly, from 8/10/2016 to 6/2/2017

#### Evidence of Completion

Schedule of service, notes from coaching session with teachers, PD agenda, sign-in and notes, coach's reflection

### Action Step 2 5

3-5 reading coach will provide on-site professional development, modeling, and coaching for third - fifth grades reading teachers.

#### Person Responsible

Irene Morales

#### Schedule

Weekly, from 8/10/2016 to 6/2/2017

#### Evidence of Completion

Schedule of service, notes from coaching session with teachers, PD agenda, sign-in and notes, coach's reflection



### Action Step 3 5

Math coach will provide on-site professional development, modeling, and coaching for K-5 math teachers.

#### **Person Responsible**

Cheryl Collier

#### **Schedule**

Weekly, from 8/10/2016 to 6/2/2017

#### **Evidence of Completion**

Schedule of service, notes from coaching session with teachers, PD agenda, sign-in and notes, coach's reflection

### Action Step 4 5

Teachers will be provided with opportunities to grow professionally through participation in the different PD training and workshop

#### **Person Responsible**

Deborah Maupin

#### **Schedule**

Quarterly, from 8/10/2016 to 6/2/2017

#### **Evidence of Completion**

Sub slips, TDEs, agendas from the offsite training, sign-in, notes/presentation from collaborative planning and on campus PD

### Action Step 5 5

Teachers will engage in professional/collaborative conversations regarding students across all settings in excess of the district required 90 minutes per week.

#### **Person Responsible**

Deborah Maupin

#### **Schedule**

Quarterly, from 8/10/2016 to 6/2/2017

#### **Evidence of Completion**

Collaborative planning meeting schedules, agenda, sign-in, and notes from collaborative planning session

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

Implement PD plans and observe coaches in action

**Person Responsible**

Deborah Maupin

**Schedule**

On 6/2/2017

***Evidence of Completion***

Administration will provide notes from conferences with coaches; bi-weekly email feedback and reflection templates

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

Discuss feedback to coaches on a regular basis

**Person Responsible**

Deborah Maupin

**Schedule**

Quarterly, from 8/17/2016 to 6/2/2017

***Evidence of Completion***

Conference notes with coaches

**G1.B1.S2** Provide instructional programming that is culturally responsive and customized to the individual strengths, needs, interests and aspirations of each learner. 4

 S234556

### Strategy Rationale

Differentiated instruction helps in addressing students' academic needs and strengths.

### Action Step 1 5

STEM resource teacher will provide integrative lab experiences for students in K-5 on the fine arts wheel. Students will participate in challenging STEM activities.

#### Person Responsible

Calmin Henleyrivera

#### Schedule

Monthly, from 8/10/2016 to 6/2/2017

#### Evidence of Completion

Schedule, student rosters, and sample lesson plans

### Action Step 2 5

Students will participate in extended learning opportunities to enrich and remediate classroom learning.

#### Person Responsible

Kelly Patrick

#### Schedule

Monthly, from 11/7/2016 to 4/28/2017

#### Evidence of Completion

Tutorial program schedules (afterschool, Summer, Saturdays), invitation and flyers, tutorial packets, teacher time sheet, student sign-in for each day, and lesson plans for each day on time sheet

### Action Step 3 5

Utilize the Readers'/Writers' Workshop Model in classrooms to provide differentiated instruction, explicit teaching, immediate feedback and prompting to ensure student engagement

**Person Responsible**

Deborah Maupin

**Schedule**

Monthly, from 8/10/2016 to 6/2/2017

***Evidence of Completion***

Lesson plans showing Workshop delivery

### Action Step 4 5

Increase students' exposure to fiction and nonfiction texts that are culturally responsive and time relevant

**Person Responsible**

Deborah Maupin

**Schedule**

Monthly, from 8/10/2016 to 6/2/2017

***Evidence of Completion***

Lesson plans incorporating use of texts

### Action Step 5 5

Fourth and Fifth grade classrooms will pilot the use of iPads to increase engagement, support use of adaptive technologies and prepare students for careers in the 21st century.

**Person Responsible**

Deborah Maupin

**Schedule**

Monthly, from 8/10/2016 to 6/2/2017

***Evidence of Completion***

Lesson plans indicating the use of iPads

### Action Step 6 5

Field trips will provide students with experiences that allow them apply classroom concepts in authentic settings.

**Person Responsible**

Kelly Patrick

**Schedule**

Annually, from 8/10/2016 to 6/2/2017

**Evidence of Completion**

Field Trip checklist with supporting documentation (receipts, lesson plans, follow-up student work)

### Action Step 7 5

Implement integrated, structured curriculum for preparing students for college and career opportunities and for building strong academic practices and good character (decreasing/eliminating bullying)

**Person Responsible**

Kelly Patrick

**Schedule**

Daily, from 8/10/2016 to 6/2/2017

**Evidence of Completion**

AVID implementation plan, AVID ISS and CSS Lesson plans

### Action Step 8 5

Reading resource teacher will provided push-in/pull-out small group instruction and support for students.

**Person Responsible**

Deborah Maupin

**Schedule**

Daily, from 8/10/2016 to 6/2/2017

**Evidence of Completion**

Schedule of support and student groups, lesson plans, notes from homeroom teacher and progress monitoring information for small groups

### Action Step 9 5

Reading resource teacher will provide intervention, remediation, and or enrichment to students throughout the school day.

**Person Responsible**

michelle Martinez

**Schedule**

Daily, from 8/10/2016 to 6/2/2017

**Evidence of Completion**

Schedule of support and student groups, lesson plans and notes from homeroom teacher

### Action Step 10 5

Additional resource teacher serving as interventionist will provide supplemental academic services to students identified as in need of support

**Person Responsible**

Deborah Maupin

**Schedule**

Daily, from 8/10/2016 to 6/2/2017

**Evidence of Completion**

Schedule of support and student groups, lesson plans, notes from homeroom teacher and progress monitoring information for small groups

### Action Step 11 5

Math resource teacher will provide supplemental push-in/pull-out support for students

**Person Responsible**

Cheryl Collier

**Schedule**

Daily, from 8/10/2016 to 6/2/2017

**Evidence of Completion**

Schedule of support and student groups, lesson plans, notes from homeroom teacher and progress monitoring information for small groups

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

Observation of the resource teachers in action and implementation of the tutorial program

**Person Responsible**

Deborah Maupin

**Schedule**

Quarterly, from 8/10/2016 to 6/2/2017

***Evidence of Completion***

Conference notes from meetings with the resource teachers, reflection template and email feedback. Also feedback to the tutorial administrator, admin team meeting agendas, sign-in and notes from meetings at which the program was discussed and debriefed

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

Meeting with the resource teachers and tutorial administrator will be scheduled

**Person Responsible**

Deborah Maupin

**Schedule**

Every 2 Months, from 8/10/2016 to 6/2/2017

***Evidence of Completion***

Conference notes and plan for improvement.



**G1.B2** Parents may not be engaged or involved in the education of their students in ways that will support and encourage student achievement. **2**

 B222285

**G1.B2.S1** Align new and existing community and parent partnerships to engage multiple stakeholders in the decision making and support of instructional programs to positively impact student achievement. **4**

 S234557

### Strategy Rationale

Parents and guardians are great partners in raising student achievement

### Action Step 1 **5**

Teachers and staff will collaborate to plan and conduct parent training that will equip parents to support academic initiatives at home

#### Person Responsible

Kelly Patrick

#### Schedule

Monthly, from 8/17/2016 to 5/31/2017

#### Evidence of Completion

Invitations to parent trainings, agenda, sign-in, presentation/handouts and parent evaluation

### Action Step 2 **5**

Maintain ongoing communication with parents.

#### Person Responsible

Kelly Patrick

#### Schedule

On 6/6/2017

#### Evidence of Completion

Sample communication, notes in agendas, flyers, letters, newsletters,, conference notes, marquee pictures, Edline page, emails, call outs,and Title I survey

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

**Person Responsible**

**Schedule**

***Evidence of Completion***

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












**Person Responsible**

**Schedule**

***Evidence of Completion***

## IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
<b>2017</b>					
G1.B2.S1.MA1 M306502	[no content entered]		No Start Date		No End Date one-time
G1.B2.S1.MA1 M306503	[no content entered]		No Start Date		No End Date one-time
G1.B1.S2.A2 A301899	Students will participate in extended learning opportunities to enrich and remediate classroom...	Patrick, Kelly	11/7/2016	Tutorial program schedules (afterschool, Summer, Saturdays), invitation and flyers, tutorial packets, teacher time sheet, student sign-in for each day, and lesson plans for each day on time sheet	4/28/2017 monthly
G1.B2.S1.A1 A301909	Teachers and staff will collaborate to plan and conduct parent training that will equip parents to...	Patrick, Kelly	8/17/2016	Invitations to parent trainings, agenda, sign-in, presentation/handouts and parent evaluation	5/31/2017 monthly
G1.MA1 M306504	Progress towards the goal will be monitored by collecting data from a variety of assessments...	Maupin, Deborah	9/1/2016	Year-end FSA data and school grade	6/2/2017 annually
G1.B1.S1.MA1 M306498	Discuss feedback to coaches on a regular basis	Maupin, Deborah	8/17/2016	Conference notes with coaches	6/2/2017 quarterly
G1.B1.S1.MA1 M306499	Implement PD plans and observe coaches in action	Maupin, Deborah	9/4/2016	Administration will provide notes from conferences with coaches; bi-weekly email feedback and reflection templates	6/2/2017 one-time
G1.B1.S1.A1 A301893	K-2 reading coach will provide on-site professional development, modeling, and coaching for K-2...	Martinez, michelle	8/10/2016	Schedule of service, notes from coaching session with teachers, PD agenda, sign-in and notes, coach's reflection	6/2/2017 weekly
G1.B1.S1.A2 A301894	3-5 reading coach will provide on-site professional development, modeling, and coaching for third...	Morales, Irene	8/10/2016	Schedule of service, notes from coaching session with teachers, PD agenda, sign-in and notes, coach's reflection	6/2/2017 weekly
G1.B1.S1.A3 A301895	Math coach will provide on-site professional development, modeling, and coaching for K-5 math...	Collier, Cheryl	8/10/2016	Schedule of service, notes from coaching session with teachers, PD agenda, sign-in and notes, coach's reflection	6/2/2017 weekly
G1.B1.S1.A4 A301896	Teachers will be provided with opportunities to grow professionally through participation in the...	Maupin, Deborah	8/10/2016	Sub slips, TDEs, agendas from the offsite training, sign-in, notes/ presentation from collaborative planning and on campus PD	6/2/2017 quarterly
G1.B1.S1.A5 A301897	Teachers will engage in professional/ collaborative conversations regarding students across all...	Maupin, Deborah	8/10/2016	Collaborative planning meeting schedules, agenda, sign-in, and notes from collaborative planning session	6/2/2017 quarterly
G1.B1.S2.MA1 M306500	Meeting with the resource teachers and tutorial administrator will be scheduled	Maupin, Deborah	8/10/2016	Conference notes and plan for improvement.	6/2/2017 every-2-months
G1.B1.S2.MA1 M306501	Observation of the resource teachers in action and implementation of the tutorial program	Maupin, Deborah	8/10/2016	Conference notes from meetings with the resource teachers, reflection template and email feedback. Also feedback to the tutorial administrator, admin team meeting agendas, sign-in and notes from meetings at which the program was discussed and debriefed	6/2/2017 quarterly
G1.B1.S2.A1 A301898	STEM resource teacher will provide integrative lab experiences for students in K-5 on the fine arts...	Henleyrivera, Calmin	8/10/2016	Schedule, student rosters, and sample lesson plans	6/2/2017 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S2.A3  A301900	Utilize the Readers'/Writers' Workshop Model in classrooms to provide differentiated instruction,...	Maupin, Deborah	8/10/2016	Lesson plans showing Workshop delivery	6/2/2017 monthly
G1.B1.S2.A4  A301901	Increase students' exposure to fiction and nonfiction texts that are culturally responsive and time...	Maupin, Deborah	8/10/2016	Lesson plans incorporating use of texts	6/2/2017 monthly
G1.B1.S2.A5  A301902	Fourth and Fifth grade classrooms will pilot the use of iPads to increase engagement, support use...	Maupin, Deborah	8/10/2016	Lesson plans indicating the use of iPads	6/2/2017 monthly
G1.B1.S2.A6  A301903	Field trips will provide students with experiences that allow them apply classroom concepts in...	Patrick, Kelly	8/10/2016	Field Trip checklist with supporting documentation (receipts, lesson plans, follow-up student work)	6/2/2017 annually
G1.B1.S2.A7  A301904	Implement integrated, structured curriculum for preparing students for college and career...	Patrick, Kelly	8/10/2016	AVID implementation plan, AVID ISS and CSS Lesson plans	6/2/2017 daily
G1.B1.S2.A8  A301905	Reading resource teacher will provided push-in/pull-out small group instruction and support for...	Maupin, Deborah	8/10/2016	Schedule of support and student groups, lesson plans, notes from homeroom teacher and progress monitoring information for small groups	6/2/2017 daily
G1.B1.S2.A9  A301906	Reading resource teacher will provide intervention, remediation, and or enrichment to students...	Martinez, michelle	8/10/2016	Schedule of support and student groups, lesson plans and notes from homeroom teacher	6/2/2017 daily
G1.B1.S2.A10  A301907	Additional resource teacher serving as interventionist will provide supplemental academic services...	Maupin, Deborah	8/10/2016	Schedule of support and student groups, lesson plans, notes from homeroom teacher and progress monitoring information for small groups	6/2/2017 daily
G1.B1.S2.A11  A301908	Math resource teacher will provide supplemental push-in/pull-out support for students	Collier, Cheryl	8/10/2016	Schedule of support and student groups, lesson plans, notes from homeroom teacher and progress monitoring information for small groups	6/2/2017 daily
G1.MA2  M306505	Monthly data indicating progress towards the goal and professional development needs will be...	Patrick, Kelly	9/1/2016	Monthly personal dashboard indicating what PD coaches/support staff have given, notes/agendas from PD, long and short term goals based on outcomes of PD, accomplishments from PD.	6/3/2017 monthly
G1.B2.S1.A2  A301910	Maintain ongoing communication with parents.	Patrick, Kelly	8/10/2016	Sample communication, notes in agendas, flyers, letters, newsletters,, conference notes, marquee pictures, Edline page, emails, call outs,and Title I survey	6/6/2017 one-time

## V. Professional Development Opportunities

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

**G1.** If we implement evidence-based instructional programming and interventions, then we will increase the percentage of students matriculating to middle school meeting indicators of high school readiness.

**G1.B1** Teachers lack the methodology and resources to improve the reading stamina and ability of students to read more complex texts and to improve computation and problem solving skills in both math and science.

**G1.B1.S1** Build teachers' capacity to deliver quality instruction and necessary interventions with fidelity in order to meet students' unique strengths, needs, interest, and aspirations.

### PD Opportunity 1

K-2 reading coach will provide on-site professional development, modeling, and coaching for K-2 reading teachers.

#### Facilitator

Michelle Martinez

#### Participants

K-2 Reading teachers.

#### Schedule

Weekly, from 8/10/2016 to 6/2/2017

### PD Opportunity 2

3-5 reading coach will provide on-site professional development, modeling, and coaching for third - fifth grades reading teachers.

#### Facilitator

Irene Morales

#### Participants

3-5 Reading Teachers

#### Schedule

Weekly, from 8/10/2016 to 6/2/2017

### **PD Opportunity 3**

Math coach will provide on-site professional development, modeling, and coaching for K-5 math teachers.

#### **Facilitator**

Cheryl Collier

#### **Participants**

K-5 math teachers

#### **Schedule**

Weekly, from 8/10/2016 to 6/2/2017

### **PD Opportunity 4**

Teachers will be provided with opportunities to grow professionally through participation in the different PD training and workshop

#### **Facilitator**

Coaches

#### **Participants**

Teacher

#### **Schedule**

Quarterly, from 8/10/2016 to 6/2/2017

### **PD Opportunity 5**

Teachers will engage in professional/collaborative conversations regarding students across all settings in excess of the district required 90 minutes per week.

#### **Facilitator**

Coaches/ Academic team

#### **Participants**

Teachers

#### **Schedule**

Quarterly, from 8/10/2016 to 6/2/2017

## VI. Technical Assistance Items

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

## VII. Budget

<b>1</b>	<b>G1.B1.S1.A1</b>	<b>K-2 reading coach will provide on-site professional development, modeling, and coaching for K-2 reading teachers.</b>				<b>\$39,277.28</b>
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6400	100-Salaries	1441 - Melaleuca Elementary School	Title I, Part A	0.5	\$36,577.28
			<i>Notes: Salary and benefits of Reading Coach- M. Martinez</i>			
	6400	644-Computer Hardware Non-Capitalized	1441 - Melaleuca Elementary School	Title I, Part A		\$700.00
			<i>Notes: Laptop for PD</i>			
	6400	510-Supplies	1441 - Melaleuca Elementary School	Title I, Part A		\$1,000.00
			<i>Notes: Supplies for coach: chart paper, markers, paper, colored ink, index cards, pens, folders, paperclips, staples, post it notes, chart stands, etc.</i>			
	6400	510-Supplies	1441 - Melaleuca Elementary School	Title I, Part A		\$1,000.00
			<i>Notes: Early Literacy and Pedagogy PD resource books and guides</i>			
<b>2</b>	<b>G1.B1.S1.A2</b>	<b>3-5 reading coach will provide on-site professional development, modeling, and coaching for third -fifth grades reading teachers.</b>				<b>\$38,577.28</b>
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6400	100-Salaries	1441 - Melaleuca Elementary School	Title I, Part A	0.5	\$36,577.28
			<i>Notes: Salary and benefits of 3-5 reading coach- I. Morales</i>			
	6400	510-Supplies	1441 - Melaleuca Elementary School	Title I, Part A		\$1,000.00
			<i>Notes: Supplies for coach: chart paper, markers, papers, colored ink, index cards, pens, folders, paper clips, staples post it notes, etc.</i>			
	6400	510-Supplies	1441 - Melaleuca Elementary School	Title I, Part A		\$1,000.00
			<i>Notes: Literacy and Pedagogy PD resource books and guides</i>			
<b>3</b>	<b>G1.B1.S1.A3</b>	<b>Math coach will provide on-site professional development, modeling, and coaching for K-5 math teachers.</b>				<b>\$37,077.28</b>
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6400	100-Salaries	1441 - Melaleuca Elementary School	Title I, Part A		\$36,577.28
			<i>Notes: Salary and benefits of K-5 math coach- C. Collier</i>			



**Palm Beach - 1441 - Melaleuca Elementary School - 2016-17 SIP**  
*Melaleuca Elementary School*

	6400	510-Supplies	1441 - Melaleuca Elementary School	Title I, Part A		\$500.00
			<i>Notes: Supplies for math coach: chart paper, paper, markers, colored ink, index cards, markers, folders, paper clips, staples, post it notes, manipulative, etc.</i>			
<b>4</b>	<b>G1.B1.S1.A4</b>	<b>Teachers will be provided with opportunities to grow professionally through participation in the different PD training and workshop</b>				<b>\$7,000.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6400	750-Other Personal Services	1441 - Melaleuca Elementary School	Title I, Part A		\$2,000.00
			<i>Notes: Substitutes during PD</i>			
	6400	330-Travel	1441 - Melaleuca Elementary School	Title I, Part A		\$5,000.00
			<i>Notes: Soluciones (ESOL) Conference</i>			
<b>5</b>	<b>G1.B1.S1.A5</b>	<b>Teachers will engage in professional/collaborative conversations regarding students across all settings in excess of the district required 90 minutes per week.</b>				<b>\$1,500.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6400	750-Other Personal Services	1441 - Melaleuca Elementary School	Title I, Part A		\$1,500.00
			<i>Notes: Subs for collaborative planning</i>			
<b>6</b>	<b>G1.B1.S2.A1</b>	<b>STEM resource teacher will provide integrative lab experiences for students in K-5 on the fine arts wheel. Students will participate in challenging STEM activities.</b>				<b>\$38,976.89</b>
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	100-Salaries	1441 - Melaleuca Elementary School	Title I, Part A	0.5	\$33,171.23
			<i>Notes: Salary and benefits of STEM resource teacher- C. Henley</i>			
	5100	510-Supplies	1441 - Melaleuca Elementary School	Title I, Part A		\$4,000.00
			<i>Notes: STEM Lab supplies</i>			
	5100	750-Other Personal Services	1441 - Melaleuca Elementary School	Title I, Part A		\$305.66
			<i>Notes: Subs for STEM Resource teacher- (7 half days)</i>			
	5100	510-Supplies	1441 - Melaleuca Elementary School	Title I, Part A		\$1,500.00
			<i>Notes: Thumb drives for saving students' work</i>			
<b>7</b>	<b>G1.B1.S2.A10</b>	<b>Additional resource teacher serving as interventionist will provide supplemental academic services to students identified as in need of support</b>				<b>\$33,476.89</b>
	Function	Object	Budget Focus	Funding Source	FTE	2016-17

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	5100	100-Salaries	1441 - Melaleuca Elementary School	Title I, Part A	0.5	\$33,171.23
			<i>Notes: Salary and benefits of additional reading resource teacher- A. Atwell</i>			
	5100	750-Other Personal Services	1441 - Melaleuca Elementary School	Title I, Part A		\$305.66
			<i>Notes: Subs for the additional reading resource teacher</i>			
<b>8</b>	<b>G1.B1.S2.A11</b>	<b>Math resource teacher will provide supplemental push-in/pull-out support for students</b>				<b>\$33,476.89</b>
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	100-Salaries	1441 - Melaleuca Elementary School	Title I, Part A	0.5	\$33,171.23
			<i>Notes: Salary and benefits of the math resource teacher- C. Collier</i>			
	5100	750-Other Personal Services	1441 - Melaleuca Elementary School	Title I, Part A		\$305.66
			<i>Notes: Subs for the math resource teacher (7 half days)</i>			
<b>9</b>	<b>G1.B1.S2.A2</b>	<b>Students will participate in extended learning opportunities to enrich and remediate classroom learning.</b>				<b>\$26,500.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	100-Salaries	1441 - Melaleuca Elementary School	Title I, Part A		\$17,000.00
			<i>Notes: Part time in system for tutorials</i>			
	5100	510-Supplies	1441 - Melaleuca Elementary School	Title I, Part A		\$1,500.00
			<i>Notes: Tutorial supplies: consumables, curriculum materials (Florida Ready, Ready Coach), pencils, composition books, paper, chart paper, markers, ink, etc.</i>			
	5100	510-Supplies	1441 - Melaleuca Elementary School	Title I, Part A		\$8,000.00
			<i>Notes: LLI, Foundations and Wilson Kits/supplies</i>			
<b>10</b>	<b>G1.B1.S2.A3</b>	<b>Utilize the Readers'/Writers' Workshop Model in classrooms to provide differentiated instruction, explicit teaching, immediate feedback and prompting to ensure student engagement</b>				<b>\$5,500.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	510-Supplies	1441 - Melaleuca Elementary School	Title I, Part A		\$5,500.00
			<i>Notes: Readers/Writers workshops materials, markers, chart papers, folders, binders, copy paper, ink, pencils, post it notes etc.</i>			
<b>11</b>	<b>G1.B1.S2.A4</b>	<b>Increase students' exposure to fiction and nonfiction texts that are culturally responsive and time relevant</b>				<b>\$5,000.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2016-17

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	5100	510-Supplies	1441 - Melaleuca Elementary School	Title I, Part A		\$4,500.00
			<i>Notes: Classroom library books and subscriptions such as Scholastics magazine and Studies Weekly</i>			
	5100	360-Rentals	1441 - Melaleuca Elementary School	Title I, Part A		\$500.00
			<i>Notes: Reading A-Z</i>			
<b>12</b>	<b>G1.B1.S2.A5</b>	<b>Fourth and Fifth grade classrooms will pilot the use of iPads to increase engagement, support use of adaptive technologies and prepare students for careers in the 21st century.</b>				<b>\$1,500.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	644-Computer Hardware Non-Capitalized	1441 - Melaleuca Elementary School	Title I, Part A		\$1,500.00
			<i>Notes: iPads for 3rd, 4th and 5th grades</i>			
<b>13</b>	<b>G1.B1.S2.A6</b>	<b>Field trips will provide students with experiences that allow them apply classroom concepts in authentic settings.</b>				<b>\$4,000.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	7800	390-Other Purchased Services	1441 - Melaleuca Elementary School	Title I, Part A		\$2,000.00
			<i>Notes: Out of county charter buses</i>			
	7800	790-Miscellaneous Expenses	1441 - Melaleuca Elementary School	Title I, Part A		\$2,000.00
			<i>Notes: District buses for in county field trips</i>			
<b>14</b>	<b>G1.B1.S2.A7</b>	<b>Implement integrated, structured curriculum for preparing students for college and career opportunities and for building strong academic practices and good character (decreasing/eliminating bullying)</b>				<b>\$11,700.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	510-Supplies	1441 - Melaleuca Elementary School	Title I, Part A		\$7,000.00
			<i>Notes: AVID materials and resources: binders, papers, folders, dividers, Cornell note paper, pencils, pens, highlighters, erasers, post-it notes, markers, chart paper etc.</i>			
	7800	390-Other Purchased Services	1441 - Melaleuca Elementary School	Title I, Part A		\$2,500.00
			<i>Notes: Charter buses for out of county college visit</i>			
	7800	790-Miscellaneous Expenses	1441 - Melaleuca Elementary School	Title I, Part A		\$1,200.00
	5100	510-Supplies	1441 - Melaleuca Elementary School	Title I, Part A		\$1,000.00
			<i>Notes: Curriculum materials that support academic, behavioral and social emotional best practices</i>			
<b>15</b>	<b>G1.B1.S2.A8</b>	<b>Reading resource teacher will provided push-in/pull-out small group instruction and support for students.</b>				<b>\$33,476.89</b>

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	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	100-Salaries	1441 - Melaleuca Elementary School	Title I, Part A	0.5	\$33,171.23
			<i>Notes: Salary and benefits for Reading resource teacher- M. Martinez</i>			
	5100	750-Other Personal Services	1441 - Melaleuca Elementary School	Title I, Part A		\$305.66
			<i>Notes: Subs for the Reading resource teacher</i>			
<b>16</b>	<b>G1.B1.S2.A9</b>	<b>Reading resource teacher will provide intervention, remediation, and or enrichment to students throughout the school day.</b>				<b>\$33,448.59</b>
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	100-Salaries	1441 - Melaleuca Elementary School	Title I, Part A		\$33,171.23
			<i>Notes: Salary and benefits for the reading resource teacher- I. Morales</i>			
	5100	750-Other Personal Services	1441 - Melaleuca Elementary School	Title I, Part A		\$277.36
			<i>Notes: Subs for the reading resource teacher</i>			
<b>17</b>	<b>G1.B2.S1.A1</b>	<b>Teachers and staff will collaborate to plan and conduct parent training that will equip parents to support academic initiatives at home</b>				<b>\$2,768.60</b>
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6150	100-Salaries	1441 - Melaleuca Elementary School	Title I, Part A		\$2,000.00
			<i>Notes: Part time in system during parent trainings</i>			
	6150	510-Supplies	1441 - Melaleuca Elementary School	Title I, Part A		\$768.60
			<i>Notes: Paper, ink, folders, food/refreshments for parent trainings</i>			
<b>18</b>	<b>G1.B2.S1.A2</b>	<b>Maintain ongoing communication with parents.</b>				<b>\$6,101.43</b>
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6150	370-Communications	1441 - Melaleuca Elementary School	SIG 1003		\$500.00
			<i>Notes: Postage for supplemental mailings</i>			
	6150	510-Supplies	1441 - Melaleuca Elementary School	Title I, Part A		\$2,500.00
			<i>Notes: Student agendas</i>			
	6150	510-Supplies	1441 - Melaleuca Elementary School	Title I, Part A		\$1,500.00
			<i>Notes: Communication folders</i>			
	6150	390-Other Purchased Services	1441 - Melaleuca Elementary School	Title I, Part A		\$1,000.00

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			Notes: Communication post cards			
	6150	750-Other Personal Services	1441 - Melaleuca Elementary School	Title I, Part A		\$601.43
			Notes: Subs for parent teacher conference			
Total:						\$359,358.02