

Miami-Dade County Public Schools

Melrose Elementary School



2016-17 Schoolwide Improvement Plan

Melrose Elementary School

3050 NW 35TH ST, Miami, FL 33142

<http://melrose.dadeschools.net/>

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 PK-5	Yes	96%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	99%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	C	D*	C	C

**Informational Baseline School Grade*

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

School Board Approval

This plan is pending approval by the Dade County School Board.

SIP Authority and Template

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

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 Melrose Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	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.

The mission of Melrose Elementary School is to enable all stakeholders to realize their potentials by utilizing effective communication, adapting to students' individual needs, and fostering an open response line between all stakeholders. Knowing that instruction and accountability are the keys that will unlock our youngsters' personal and academic potential, we will continue to exude enthusiasm in the delivery of instruction and education as our first priority. Our staff will be master instructional leaders and our parents and community will be active participants in the educational process.

b. Provide the school's vision statement.

The vision of Melrose Elementary School is to provide all stakeholders with a nurturing atmosphere, which will produce a multi-learning state-of-the-art environment that will enhance student accountability and achievement.

2. School Environment

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

The school learns about students' cultures and builds relationships between teachers and students in a variety of ways. Throughout the school year students are encouraged to share their traditions and cultures with a variety of assignments, projects and activities. During Hispanic Heritage Month and Black History Month the students are exposed to many facets of history, culture and experiences. During the Second Cup of Coffee monthly parent meetings, the administration and teachers share the monthly calendar of events and encourage parents to participate in classroom and school-wide activities.

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

The school creates an environments where students feel safe and respected with the implementation of the following policies and procedures:

- Mandatory uniforms for all students.
- School Safety Patrols are an example of student behavior.
- A Security Guard is posted at the entrance of the school throughout the school day.
- During morning arrival and afternoon dismissal teachers are assigned a post to assist with student safety.
- All visitors are required to sign-in at the main office and receive a Visitor's Pass.
- All classrooms are locked and only opened by teachers, administrators and authorized personnel.
- Parents receive a Parent-School Compact at the beginning of the school year to read, sign and return as acknowledgment of the school'S safety policies and procedures.
- Parents receive a Parent Handbook at the start of the school year as guide of the school's overall policies and procedures.
- After School Care Programs: Regis House

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.

The school-wide behavioral system is reflected through a variety of strategies and procedures. Melrose Elementary School follows the M-DCPS Code of Student Conduct and the implementation of a school-wide disciplinary behavior system (Change of Colors):

1. Excellent-Green-“A”
2. Verbal Warning/Mediation-Blue-“B”
3. Time-out from Group -Yellow-“C”
4. Detention and Contact Parent/Guardian -Orange-“D”
5. Refer to Counselor/Administration/Exclusion from class -Red-“F”

The plan is discussed during the start of school planning meetings and throughout the school year during faculty meetings.

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.

The social-emotional needs of all students are met through the active engagement of our counseling program and variety of outside agencies. The counselor conducts monthly "Do the Right Thing" acknowledgments for students that have exhibited modeled behaviors through the Value Matters program. Throughout the school year the Guidance Counselor provides students with many lesson on a variety of topics and values, including anti-bullying using the program NEARPOD and Learning for Life. Classroom teachers implement monthly activities of the Cloud Nine World, Character Education program. 5th Grade students participate in the D.A.R.E. program provided by the Miami-Dade County Police Department. All programs and activities are aligned with the District's Values Matter initiative.

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.

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	3	0	0	1	2	0	0	0	0	0	0	0	0	6
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	5	6	21	2	5	0	0	0	0	0	0	0	39
Level 1 on statewide assessment	0	0	0	0	71	64	0	0	0	0	0	0	0	135
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

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

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 accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/315715>.

2. Description

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

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

N/A

See Parent Involvement Plan.

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
Munoz, Sergio	Principal

b. Duties

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

Tier 1(Leadership Team)

Administrator(s): Sergio A. Muñoz, Principal, Daisy Li-Morell, Assistant Principal and Chantal Mom-Point, Assistant Principal

- Will schedule and facilitate regular RtI/MTSS meetings, ensure attendance of team members, ensure follow up of action steps, allocate resources;

In addition to the school administrator(s) the school's Leadership Team will include the following members who will carry out SIP planning and MTSS problem solving

- Special education personnel (Anailys Blanco)

- School guidance counselor (Juana Gutierrez-Garcia)
- School psychologist (Anabelle Rodriguez)
- School social worker (Jean Giordany)
- Speech Language Pathologist (Jaqueline Glaze)
- Student Parent(s) or Guardians
- Classroom Teacher

In addition to Tier 1 problem solving, the Leadership Team members will meet monthly to review consensus, infrastructure, and implementation of building level MTSS.

Tier 2

Selected MTSS Leadership Team members will conduct regular meetings to evaluate intervention efforts for students by subject, grade, intervention, or other logical organization.

In addition to those selected other teachers will be involved when needed to provide information or revise efforts.

Tier 3 SST

Selected MTSS Leadership Team members and parent/guardian make up the Tier 3 SST Problem Solving Team.

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 MTSS Leadership Team use the Tier 1 Problem Solving process to set Tier 1 goals, and monitors academic and behavioral data to evaluate progress towards those goals at least three times per year by:

1. Holding regular team meetings where problem solving is the sole focus.
2. Using the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.
3. Determining how we will know if students have made expected levels of progress towards proficiency? (What progress will show a positive response?)
4. Respond when grades, subject areas, classes, or individual students have not shown a positive response? (MTSS problem solving process and monitoring progress of instruction)
5. Responding when students are demonstrating a positive response or have met proficiency by raising goals or providing enrichment respectively.
6. Gather and analyze data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.
7. Ensure that students in need of intervention are actually receiving appropriate supplemental Tier 2 intervention. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.

Tier 2

The second level of support consists of supplemental instruction and interventions provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support. Tier 2 problem solving meetings occur monthly to:

1. Review OPM data for intervention groups to evaluate group and individual student response.
2. Support interventions where there is not an overall positive group response

3. Select students for SST Tier 3 intervention

The school improvement plan (SIP) summarizes the school's academic and behavioral goals for the year and describes the school's plan to meet those goals. The specific supports and actions needed to implement the SIP strategies are closely examined, planned, and monitored on the MTSS Tier 1 worksheets completed three times per year. The MTSS Problem-Solving process is used to first carry out, monitor, and adjust if necessary, the supports that are defined in the SIP. Annual goals are translated into progress monitoring (3 times per year) and ongoing weekly progress monitoring measures that can reliably track progress on a schedule based on student need across Tiers. Tier 2 supports are provided to students who have not met proficiency or who are at risk of not meeting proficiency.

The team determines whether the gaps are significant or not significant, and warrant Tier 3 problem solving. Based on the group's analysis of assessment data (I-Ready, Interim, Ongoing Progress Monitoring, etc.). If the student's level of performance is significantly below the standard general standard and peer average or median, and the rate of progress is significantly less than Tier 2 peers (students receiving the same Tier 2 intervention or student's particular intervention group), the student should be referred for SST Tier 3 problem solving.

Tier 3

The SST engages in developing intensive Tier 3 interventions for students who are identified as not responding adequately to core instruction, school-wide behavioral supports, and generally effective Tier 2 intervention. The four step problem solving process is used to develop, monitor and revise Tier 3 intervention.

Referral for a Comprehensive Evaluation from the RtI Tier 3 PS Team

The Tier 3 problem solving team (SST members) may refer a student for a comprehensive evaluation under three conditions:

1. Tier 3 problem solving and intervention, done with fidelity, has failed to promote a positive response in a student with academic and/or behavioral difficulties.
2. Tier 3 interventions have promoted a positive response for a student with academic and/or behavioral problems but the student continues to require sustained and intensive supports that may require special education.
3. A student demonstrates severe cognitive impairment, severe speech impairments, physical or sensory impairments, or presents as a danger to self or others (the use of extraordinary circumstances is specific to EBD consideration) is referred for a comprehensive evaluation, as appropriate, and RtI is not required for consideration for Special Education eligibility.

Finally, MTSS End of Year Tier 1 problem solving evaluates the SIP efforts and dictates strategies for the next year's SIP. At this time, previous years trend data across grade levels is used to examine impact grades for support focus or prevention/early intervention efforts.

While the SIP plan does not focus on the primary (untested) grades, the MTSS leadership team extends the intent of the SIP to kindergarten, first, and second grades as they contribute extensively to later grades performance and student engagement.

Title I, Part A

Services are provided to ensure students requiring additional remediation are assisted through extended learning opportunities (before-school and/or after-school programs, Saturday Camp at Melrose Elementary School or summer school). The district coordinates with Title II and Title III in

ensuring staff development needs are provided. Support services are provided to students. Selected personnel will develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered “at risk;” assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Other components that are integrated into the school-wide program include an extensive Parental Program; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

Title I, Part C- Migrant

At this time, Melrose Elementary School does not have any migrant students registered. However, Melrose Elementary School provides services and support to migrant students and parents.

Title I, Part D

The following staff members at Melrose Elementary provide families of neglected and at-risk students with support: Social Worker, and Counselor advise families and provide support by recommending services and/or agencies within our community to assist them with their needs. The Miami-

Dade County Public School District receives funds to support the Educational Alternative Outreach program.

Services are coordinated with district Drop-out Prevention programs.

Title II

The District uses supplemental funds for improving basic education as follows:

- training to certify qualified mentors for the New Teacher (MINT) Program
- Melrose Elementary uses highly qualified teachers who have been MINT trained to assist beginning teachers and teachers who are in need of improvement.
- training for add-on endorsement programs, such as Reading, Gifted, ESOL
- training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation
- Lesson Study Group implementation and protocols

Title III

Title III funds are used to supplement and enhance the programs for English Language Learners (ELL) and immigrant students at Melrose Elementary by providing funds to implement and/or provide:

- Tutorial programs
- Parent outreach activities
- Professional development on best practices for ESOL and content area teachers
- Coaching and mentoring for ESOL and content area teachers
- Reading and supplementary instructional materials
- Software for the development of language and literacy skills in reading, mathematics, and science, is purchased for and used by ELL and immigrant students

Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) and Recently Arrived Immigrant Children and Youth by providing funds to implement and/or provide:

- tutorial programs (K-12)
- parent outreach activities (K-12) through the Bilingual Parent Outreach Program (The Parent Academy)
- professional development on best practices for ESOL and content area teachers
- coaching and mentoring for ESOL and content area teachers(K-12)
- reading and supplementary instructional materials(K-12)

- cultural supplementary instructional materials (K-12)
- purchase of supplemental hardware and software for the development of language and literacy skills in reading, mathematics and science, as well as, thematic cultural lessons is purchased for selected schools to be used by ELL students and recently arrived immigrant students (K-12, RFP Process)
- Cultural Activities through the Cultural Academy for New Americans for eligible recently arrived, foreign born students

The above services will be provided should funds become available for the 2013-2014 school year and should the FLDOE approve the application(s).

Title X- Homeless

Melrose Elementary School and Project Upstart will provide resources (clothing, school supplies, and social services referrals) for students identified as homeless under the McKinney-Vento

Act to eliminate barriers for a free and appropriate education.

- The Project Upstart Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and community.
- Project Upstart, Homeless Children and Youth Program assists schools with the identification, enrollment, attendance, and transportation of homeless students.
- The Project Upstart Liaison provides training for school registrars on the procedures for enrolling homeless students and for school counselors on the McKinney Vento Homeless Assistance Act-ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless and are provided with all entitlements.
- Project Upstart provides a homeless sensitivity and awareness campaign to all the schools. Each school is provided a video and curriculum manual and a contest is sponsored by the homeless trust-a community organization.
- Project Upstart provides tutoring and counseling to twelve homeless shelters in the community.
- The Project Upstart Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.
- The School Counselor, Community Involvement Specialist, and Social Worker work together to provide assistance to homeless families.

Violence Prevention Programs

- The Safe and Drug-Free Schools Program addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers and elementary counselors.
- Training and technical assistance for elementary school teachers, administrators, counselors, and Safe School Specialists is also a component of this program.
- Melrose Elementary offers a non-violence and anti-drug program to students that incorporate activities during Red Ribbon Week, Blue Ribbon Week, School Health Week, field trips, community service, and special guest presentations from members of the community and local law enforcement agencies.
- All 5th grade students will participate in the DARE program sponsored by Miami-Dade County Police Department.

Nutrition Programs

- Melrose Elementary adheres to and implements the nutrition requirements stated in the District Wellness Policy.
- Nutrition education is taught through physical education as per state statute.
- The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.
- Melrose Elementary has a School Wellness Council that is composed of administrators, teachers, cafeteria manager, and students. This council meets monthly to discuss what strategies can be used

to further health awareness, healthy choices, and physical fitness at our school site.

- Healthy foods are offered as part of the National School Breakfast and Lunch Programs that meets USDA nutrition standards.
- Melrose Elementary breakfast and lunch programs meet USDA access standards with a plan in place to avoid “overt identification” of students who qualify for free or reduced-price meals.
- School breakfast and lunch programs meet USDA School Meals Initiative (SMI) standards for reimbursable meals.
- Annual training, covering techniques to reduce fat and sodium in food preparation, and food portion control is completed by 100% of food service staff.
- A written food safety plan is being implemented for preparation and service of school meals, based on Hazard Analysis Critical Control Point (HACCP) principles as identified by USDA's guidance.
- District has adopted a wellness policy containing the elements required by the 2004 Congressional Child Nutrition reauthorization.
- A healthy snack is offered as part of the After School Snack Program reimbursed through the USDA, or an independent meal program that meets the Alliance competitive food and beverage guidelines.
- Health Education is taught through physical education.
- Alternative Healthy Snacks are offered to faculty and students of Melrose Elementary.
- Melrose Elementary is a Silver Level National Recognition Award Winner from the Alliance for a Healthier Generation and the William J. Clinton Foundation.

Head Start

Beginning in the 2012-2013 school year Melrose Elementary took on the Bethune Primary Learning Center (PLC) located at 2900 NW 43rd Terrace, Miami, Florida. This PLC houses Head Start and VPK programs for students ranging from birth through 4 years of age.

Career and Technical Education

•Melrose Elementary exposes their students to different career choices through an annual Career Day, field trips, community service, and special guest presentations from members of the community and local law enforcement.

Other

Melrose Elementary involves parents in the planning and implementation of the Title I Program and extends an open invitation to our school's Parent Resource Center. The Parent Resource Center serves to inform parents regarding available programs, their rights under No Child Left Behind and other referral services.

Increase parental engagement/involvement through developing (with on-going parental input) Melrose Elementary Title I School-Parent Compact; Melrose Elementary Title I Parental Involvement Plan; scheduling the Title I Annual Meeting; and other documents/activities necessary in order to comply with dissemination and reporting requirements.

Melrose Elementary conducts informal parent surveys to determine specific needs of our parents, and schedule workshops, Parent Academy Courses, etc., with flexible times to accommodate our parents as a means of empowering parents to build their capacity for involvement.

In addition, Melrose Elementary completes Title I Administration Parental Involvement Monthly School Reports, Title I Parental Involvement Monthly Activity Reports, and submits these documents to Title I Administration by the 5th of each month as documentation of compliance with NCLB Section 1118. Additionally, the M-DCPS Title I Parent/Family Survey, distributed to Melrose Elementary by Title I Administration, is completed by parents/families annually in May. The Survey's results are used to assist with revising our Title I parental documents for the upcoming school year.

Health Connect in Our Schools

- Health Connect in Our Schools (HCiOS) offers a coordinated level of school-based healthcare which integrates education, medical and/or social and human services on school grounds.
- Teams at designated school sites are staffed by a School Social Worker (shared between schools), a Nurse (shared between schools) and a full-time Health Aide.
- HCiOS services reduces or eliminates barriers to care, connects eligible students with health insurance and a medical home, and provides care for students who are not eligible for other services.
- HCiOS delivers coordinated social work and mental/behavioral health interventions in a timely manner.
- HCiOS enhances the health education activities provided by the schools and by the health department.
- HCiOS offers a trained health team that is qualified to perform the assigned duties related to a quality school health care program.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Sergio Muñoz	Principal
Daisy Li-Morell	Principal
Ossie Randle	Teacher
Lynn Ponimansky	Teacher
Katrina Bramhall	Teacher
Maria Flores	Teacher
Renier Martin	Teacher
Juana Garcia-Gutierrez	Teacher
Christina Grisales	Teacher
Acela Abreu	Teacher
Christina Jones	Education Support Employee
Rey Fernandez	Education Support Employee
Jade Romero	Parent
Yamila Alfonso	Parent
Jean Berrouet	Parent
Maria Aguilar	Parent
Alondra Chacon	Parent
Lesly Aguilar	Parent
Jorge Piedrahita	Parent
Frances Solano	Parent
Jessica Williams	Parent
Enrique Alfonso	Parent
Emma Alfonso	Student
Alex Sequeria	Student
Jeser Puentes	Business/Community

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

EESAC Meetings have been held on September 21, 2016. During the EESAC meeting the following topics have been reviewed and discussed:

- School Improvement plans
- School-Parent Compacts
- Parent Involvement Plan
- Title I Budget and Expenditures

b. Development of this school improvement plan

Implement the state system of school improvement and accountability, to assist in the preparation and evaluation of the School Improvement Plan, and to assist in the preparation of the school's annual budget (SBBP 2125)

Shall be the sole body responsible for final decisionmaking at the school relating to implementation of the State system of school improvement and accountability. (SBBP 2125) and (FSS 1001.452)

c. Preparation of the school's annual budget and plan

-EESAC Funds are to be allocated for the purpose of implementing the School Improvement Plan. These funds are strictly to be used for small purchases for student and teacher recognition such as but not limited to attendance incentives, food related incentives, honor roll recognition, transportation and entrance fees to field trips and other related activities. All purchases made from this fund must be authorized and reflected in the EESAC minutes.

-This amount transferred is not to exceed \$2,999.00.

-All members in attendance agreed to the purpose of the EESAC funds and for all funds to be transferred to the EESAC Internal Funds account.

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

All funds were used for student incentives and recognition.

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

Yes

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

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
Munoz, Sergio	Principal

b. Duties

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

The major initiatives of the Literacy Leadership Team are to positively impact student learning, encourage a literate climate to support effective learning, and build capacity of reading knowledge within the school building. Florida Standards will be utilized to encourage and support lessons to focus on developing and implementing instructional routines that use complex text and incorporate text dependent questions. In addition, the LLT will continue to provide students' differentiated instruction and interventions through Multi-Tiered System of Supports (MTSS) /Response to Instruction/Intervention (RtI) pull out and push in scheduling.

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.

Common planning times are set and provided on a weekly basis. Teachers meet with the reading contact and administrator to collaborate, plan and share best practices. With each district mandated assessment, data chats are initiated with the teacher, reading contact and administrator to align instruction based on student needs and effectively plan for whole group and differentiated instruction.

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

Professional Development will be scheduled and implemented at the school site to expand teaching, academic, and leadership skills to recruit and retain highly qualified, certified-in-field, effective teachers. In addition, the following strategies will also be in place by the principal and assistant principal.

1. Regular meetings of teachers
2. Partnering new teachers with veteran staff
3. Monitor/review District's Applicant Tracking System.
4. College campus job fairs and E-recruiting at universities

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

A tour of the building will be given at the beginning of the school year. The new teacher will be paired with a veteran teacher following the District's MINT program. They meet regularly to discuss various best practices, observations, modeling, lesson planning and classroom management.

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.

Teachers utilized the district pacing guides for all subjects, year-at-a-glance, and the use of the teacher manuals and resources for all content areas. The reading contact, math and science liaisons attend district content area (ICAD) meetings monthly to ensure current information is shared and properly implemented throughout those subject areas.

Technology is infused across all content areas through of Interactive White Boards, district purchased programs and student computer stations.

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.

The school utilizes data to set goals and create flexible groups that are aligned to student needs and target for instruction. Data from district recommended computer programs is analyzed to make instructional decisions based on student progress in grouping for differentiated instruction. All this data is utilized to align instructional resources to the specific need and enrichment of students.

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: Weekend Program

Minutes added to school year: 960

School site teachers will implement additional Reading, Writing, Mathematics and Science instruction to selected Grade 3 through 5 students. The curriculum instructed is based upon the weaknesses demonstrated on all school and district assessments, as well as individual student needs.

Strategy Rationale

The strategy will enhance student performance in Reading, Writing, Mathematics and Science instruction.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Munoz, Sergio, sergiomunoz@dadeschools.net

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

Teachers assess students weekly on the lessons taught. Next, the data is analyzed to determine whether students need additional assistance and if instruction needs to be modified.

Strategy: After School Program

Minutes added to school year: 1,200

School site teachers will implement additional Reading, Writing, Mathematics and Science instruction to selected Grade 3 through 5 students. The curriculum instructed is based upon the weaknesses demonstrated on all school and district assessments, as well as individual student needs.

Strategy Rationale

The strategy will enhance student performance in Reading, Writing, Mathematics and Science instruction.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Munoz, Sergio, sergiomunoz@dadeschools.net

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

Teachers assess students weekly on the lessons taught. Next, the data is analyzed to determine whether students need additional assistance and if instruction needs to be modified.

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.

Melrose Elementary offers a Pre-K program at the Bethune Primary Learning Center. A certified teacher and a paraprofessional will work with all students using High Scope Key Experiences correlated to the Competency Based Curriculum (CBC). Funding to support the public Pre-School program comes from the Voluntary Pre-Kindergarten (VPK) program. The Florida Kindergarten Readiness Screener (FLKRS) and FAIR assessments are the tools utilized to determine the effectiveness of the Pre-Kindergarten transition process.

The staff provides parents with packets of kindergarten activities, registration materials, and offers workshops to assist parents with providing learning opportunities for their children at home.

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.

N/A

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

N/A

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

N/A

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.

N/A

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.

B. Problem Analysis Summary

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

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

G1. To increase student achievement by improving core instruction in all content areas.

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. To increase student achievement by improving core instruction in all content areas. 1a

G087846

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	61.0
AMO Reading - Hispanic	63.0
AMO Reading - ELL	54.0
AMO Reading - SWD	48.0
AMO Reading - ED	61.0

Targeted Barriers to Achieving the Goal 3

- Limited evidence of rigor to include gradual release of responsibility model.

Resources Available to Help Reduce or Eliminate the Barriers 2

- All Content Areas: Grade level meetings, common planning, pacing guides, Promethean Boards, Smart Boards, Reading Contact, Mathematics Liason, Science Liason, Media Specialist, Before and After School Tutoring, computers in every classroom and ESE Teacher. ELA & Writing: McGraw Hills Wonder (Resources) & Wonder Works, i-Ready, Imagine Learning, Reading Contact, ELA Curriculum Support Specialist Mathematics: GO Math (Resources), Gizmos, Mathematics Liason, Mathematics Curriculum Support Specialist Science: Scott Foresman (Resources), Gizmos, FOSS Kits, Science Liason, Science Curriculum Support Specialist

Plan to Monitor Progress Toward G1. 8

Results of grade level assessment data.

Person Responsible

Sergio Munoz

Schedule

On 6/8/2017

Evidence of Completion

Assessment 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. To increase student achievement by improving core instruction in all content areas. 1

G087846

G1.B1 Limited evidence of rigor to include gradual release of responsibility model. 2

B233565

G1.B1.S1 Use the Gradual Release of Responsibility Model as an instructional framework to support students in acquiring skills or strategies. 4

S246447

Strategy Rationale

This helps with gaining learning independence, developing critical thinking abilities, and completing increasingly complex, grade level appropriate tasks.

Action Step 1 5

Introduce the strategy and action steps during collaborative planning.

Person Responsible

Sergio Munoz

Schedule

On 10/27/2016

Evidence of Completion

Agenda & Sign-in Sheets

Action Step 2 5

Facilitate a professional development on the Reading Lesson Framework. Teachers will implement the framework and integrate the Gradual Release Model.

Person Responsible

Sergio Munoz

Schedule

Weekly, from 9/21/2016 to 10/3/2016

Evidence of Completion

Agenda and Sign-in Sheets

Action Step 3 5

Work collaboratively during common planning to develop lessons that incorporate the Gradual Release of Responsibility Model (to include but not limited to daily/weekly targets, essential questions, and daily culminating end products that aligns to the standards.)

Person Responsible

Sergio Munoz

Schedule

Weekly, from 10/3/2016 to 11/30/2016

Evidence of Completion

Agenda, Sign-in Sheets, Lesson Plans, and Student work folders.

Action Step 4 5

Teachers will implement the Gradual Release of Responsibility Model within classroom instruction.

Person Responsible

Sergio Munoz

Schedule

Daily, from 11/30/2016 to 1/27/2017

Evidence of Completion

Classroom Walk-Throughs, Lesson Plans and Student work folders

Action Step 5 5

Follow up support will be provided to select teachers through the implementation of a coaching cycle.

Person Responsible

Sergio Munoz

Schedule

Biweekly, from 11/30/2016 to 1/27/2017

Evidence of Completion

Agendas and Sign-in Sheets

Action Step 6 5

Administrators will monitor the steps of the action plan to ensure that it's followed through with fidelity.

Person Responsible

Sergio Munoz

Schedule

On 1/27/2017

Evidence of Completion

Classroom Walk-Throughs, Lesson Plans, Student work folders, Agendas and Sign-in Sheets

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

The leadership team will participate and monitor in the grade level collaborative planning sessions observing for active participation for discussion regarding the Gradual Release of Responsibility Model.

Person Responsible

Sergio Munoz

Schedule

Weekly, from 9/21/2016 to 1/27/2017

Evidence of Completion

Classroom Walk-throughs, Lesson Plans, Student Work Folders, Agendas and Sign-in Sheets

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

The administration will conduct walk-throughs and formal observations during the implementation of the Gradual Release of Responsibility Model to monitor for fidelity and effectiveness.

Person Responsible

Sergio Munoz

Schedule

Weekly, from 10/3/2016 to 1/27/2017

Evidence of Completion

Lesson Plans, Student Work Folders, and Evaluations

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.B1.S1.A2 A319766	Facilitate a professional development on the Reading Lesson Framework. Teachers will implement the...	Munoz, Sergio	9/21/2016	Agenda and Sign-in Sheets	10/3/2016 weekly
G1.B1.S1.A1 A319765	Introduce the strategy and action steps during collaborative planning.	Munoz, Sergio	8/22/2016	Agenda & Sign-in Sheets	10/27/2016 one-time
G1.B1.S1.A3 A319767	Work collaboratively during common planning to develop lessons that incorporate the Gradual Release...	Munoz, Sergio	10/3/2016	Agenda, Sign-in Sheets, Lesson Plans, and Student work folders.	11/30/2016 weekly
G1.B1.S1.MA1 M333086	The administration will conduct walk-throughs and formal observations during the implementation of...	Munoz, Sergio	10/3/2016	Lesson Plans, Student Work Folders, and Evaluations	1/27/2017 weekly
G1.B1.S1.MA1 M333087	The leadership team will participate and monitor in the grade level collaborative planning sessions...	Munoz, Sergio	9/21/2016	Classroom Walk-throughs, Lesson Plans, Student Work Folders, Agendas and Sign-in Sheets	1/27/2017 weekly
G1.B1.S1.A4 A319768	Teachers will implement the Gradual Release of Responsibility Model within classroom instruction.	Munoz, Sergio	11/30/2016	Classroom Walk-Throughs, Lesson Plans and Student work folders	1/27/2017 daily
G1.B1.S1.A5 A319769	Follow up support will be provided to select teachers through the implementation of a coaching...	Munoz, Sergio	11/30/2016	Agendas and Sign-in Sheets	1/27/2017 biweekly
G1.B1.S1.A6 A319770	Administrators will monitor the steps of the action plan to ensure that it's followed through with...	Munoz, Sergio	11/30/2016	Classroom Walk-Throughs, Lesson Plans, Student work folders, Agendas and Sign-in Sheets	1/27/2017 one-time
G1.MA1 M333088	Results of grade level assessment data.	Munoz, Sergio	8/29/2016	Assessment data	6/8/2017 one-time

V. Professional Development Opportunities

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

G1. To increase student achievement by improving core instruction in all content areas.

G1.B1 Limited evidence of rigor to include gradual release of responsibility model.

G1.B1.S1 Use the Gradual Release of Responsibility Model as an instructional framework to support students in acquiring skills or strategies.

PD Opportunity 1

Facilitate a professional development on the Reading Lesson Framework. Teachers will implement the framework and integrate the Gradual Release Model.

Facilitator

Participants

Teachers

Schedule

Weekly, from 9/21/2016 to 10/3/2016

VI. Technical Assistance Items

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

G1. To increase student achievement by improving core instruction in all content areas.

G1.B1 Limited evidence of rigor to include gradual release of responsibility model.

G1.B1.S1 Use the Gradual Release of Responsibility Model as an instructional framework to support students in acquiring skills or strategies.

TA Opportunity 1

Work collaboratively during common planning to develop lessons that incorporate the Gradual Release of Responsibility Model (to include but not limited to daily/weekly targets, essential questions, and daily culminating end products that aligns to the standards.)

Facilitator

K. Bramhall (Reading Contact), D. Pearce (ELA CSS), A. Abreu (Math Liason), M. Rubio (Mathematics CSS), M. Quarantotto (Science Liason), O. Casañas (Science CSS)

Participants

Teachers

Schedule

Weekly, from 10/3/2016 to 11/30/2016

VII. Budget

1	G1.B1.S1.A1	Introduce the strategy and action steps during collaborative planning.	\$0.00
2	G1.B1.S1.A2	Facilitate a professional development on the Reading Lesson Framework. Teachers will implement the framework and integrate the Gradual Release Model.	\$0.00
3	G1.B1.S1.A3	Work collaboratively during common planning to develop lessons that incorporate the Gradual Release of Responsibility Model (to include but not limited to daily/weekly targets, essential questions, and daily culminating end products that aligns to the standards.)	\$0.00
4	G1.B1.S1.A4	Teachers will implement the Gradual Release of Responsibility Model within classroom instruction.	\$0.00
5	G1.B1.S1.A5	Follow up support will be provided to select teachers through the implementation of a coaching cycle.	\$0.00
6	G1.B1.S1.A6	Administrators will monitor the steps of the action plan to ensure that it's followed through with fidelity.	\$0.00
Total:			\$0.00