

Melaleuca Elementary School



2017-18 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)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School KG-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	92%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	C	C	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 was approved by the Palm Beach County School Board on 11/8/2017.

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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE'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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for Melaleuca Elementary School

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

Teachers also participate in regular data chats in which they use evidence to show and explain the data about their students, the ways they are monitoring student progress, analyzing data and planning specific next steps to further student growth.

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.(Strategic Initiative #1: Pillars of Effective Instruction)

Our single school culture for behavior includes a School Wide Positive Behavior Support Plan that

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. Our school instills an appreciation for multicultural diversity through its anti-bullying campaign, structured lessons and implementation of SwPBS incentive programs such as Caught Being Good. Positive classroom behavior is implemented through the use of CHAMPS. (Strategic Initiative #9: Develop an approach for bullying prevention)

In order to recognize the contribution of all students, staff and promote positive relationships among all stakeholders, our school ensures a Single school for climate as well. Our guidance counselors implement evidence based strategies to develop cultural awareness, improve student-teacher relations, and close existing social justice/equity gaps. Our teachers work together to identify our school wide expectations and values that will guide our interpersonal interaction between teachers and students. (Strategic Initiative #2: Embed cultural competence, equity and access within instructional practices)

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 Eagle 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.

Strategic Plan Alignment: Strategic Initiative #1 (Pillars of Effective Instruction):

The Pillars of Effective Instruction lead our practices in providing all of our students with opportunities that will support their academic success. All students are:

1. Collaborating in a student-centered, personalized environment: Students take ownership of their learning through voice and choice in order to demonstrate mastery through a variety of means. Students take ownership of a culture of learning in a strategy-rich environment which uses space and technology to maximize student potential.

2. Empowered and supported through high expectations to be college and career ready: Through the integration of AVID philosophy and notetaking and collaborative strategies (WICOR) students experience rigorous, standards based instruction grounded in the expectation that all students can succeed. Students have access to a support system of services to feel safe, supported, and cared for by peers, adults, and the broader community.

Students with Disabilities (SWD) and Best Practices for Inclusive Education (BPIE)

Our school will infuse the content required by Florida Statutes, Section 1003.4205, as applicable to appropriate situations, including but not limited to Disability Awareness. All SWDs have the same opportunities as students without disabilities to participate in all school sponsored, non-academic, age appropriate activities including electives, sports, dances, clubs, field trip, school plays, and community service activities.

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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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. We will use all available data to develop a comprehensive school counseling program (Student Development Plan) with dedicated time to develop, implement and evaluate supplemental (small group) and intensive (individual) interventions, in addition to connecting students and their families to needed school-based and community resources. Students with Disabilities (SWD) and Best Practices for Inclusive Education (BPIE) Melaleuca will consider individual students needs and IEP goals when planning for intervention strategies in order to close the achievement gap.

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	48	22	31	28	17	22	0	0	0	0	0	0	0	168
One or more suspensions	1	1	4	6	6	12	0	0	0	0	0	0	0	30
Course failure in ELA or Math	25	24	70	68	24	34	0	0	0	0	0	0	0	245
Level 1 on statewide assessment	0	0	0	79	39	77	0	0	0	0	0	0	0	195
	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	7	17	55	20	42	17	0	0	0	0	0	0	0	158

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, counselors and administration.

Melaleuca will develop and implement a comprehensive school counseling program (Student Development Plan) with dedicated time to develop, implement and evaluate supplemental (small group) and intensive (individual) interventions, in addition to connecting students and their families to needed school-based and community resources.

Students with Disabilities (SWD) and Best Practices for Inclusive Education (BPIE)

We will consider individual students needs and IEP goals when planning for intervention strategies in order to close the achievement gap

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP 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/456607>.

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.

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 the West Palm Beach Rotary. 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

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
Collier, Cheryl	Instructional Coach
Morales, Irene	Instructional Coach
Fernandez, Ramona	Instructional Coach
Martinez, michelle	

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 a half time reading coach, a math resource teacher, and a half time reading resource teachers. The reading coach 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, 90 4th and 5th graders will have the opportunity to play an instrument (i.e., flute, trumpet, trombone, clarinet, drums, saxophone) thanks to the support fro TeamWork, USA. 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 addition, Melaleuca was awarded a grant and is in the second year of implementation of AVID (Advancement Via Individual Determination) in grades 3, 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 anti-bullying campaign, structured lessons, use of diversified curriculum materials, school wide exploration of social issues and SwPBS programs.

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

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

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
Calmin Rivera	Teacher
Ramona Fernandez	Teacher
Roxana Arias	Parent
Linda Francois	Parent
Catherine Camino	Parent
Sonia Perez	Parent
Carolina Lorrhondo	Parent
Karen Gayle	Parent
Nelson Moreno	Parent
Lidia Robiero	Parent
Fraolia Natividad	Parent
Kenia Fallat	Parent
Veronica Renderos	Parent
Saray Ramones	Parent
Sabina Callejas	Parent
Marileves Torres	Parent
Kenya Henriques	Parent
Barbara Morino	Parent
Ilanthe Henry	Parent
Nathalie Henvise	Parent
Nathalie Poinville	Parent
Norma Michaud	Parent
Jill Vogel	Teacher
Ramona Fernandez	Teacher
Annette Ashby	Education Support Employee
Judith Wilson	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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

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.

Yes

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

A business partner has been asked to join our SAC and will be joining at our next meeting.

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 2018 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 addition, our LLT will focus on the implementation of our comprehensive phonics program (Foundations) in grades K-2.

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

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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

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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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 part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If we provide effective, relevant, and rigorous instruction to meet the needs of all students then we will increase reading on grade level by 3rd grade and 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 provide effective, relevant, and rigorous instruction to meet the needs of all students then we will increase reading on grade level by 3rd grade and the percentage of students matriculating to middle school meeting indicators of high school readiness. 1a

G094820

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics Achievement	65.0
Math Gains	75.0
Math Lowest 25% Gains	75.0
Statewide Science Assessment Achievement	53.0

Targeted Barriers to Achieving the Goal 3

- Lack of productive and collaborative planning sessions
- Lack of extended instructional time in key academic areas for intervention or enrichment
- Lack of resources for students and instruction
- Low family participation in school activities
- Lack of opportunities for personalized learning opportunities in math and science to prepare students for high school

Resources Available to Help Reduce or Eliminate the Barriers 2

.

Plan to Monitor Progress Toward G1. 8

FSQ scores, walkthrough data, differentiated schedules for interventions will be reviewed throughout the year.

Person Responsible

Deborah Maupin

Schedule

Every 3 Weeks, from 9/1/2017 to 6/1/2018

Evidence of Completion

FSQ data, walkthrough data, student proficiency RRR data

Action Plan for Improvement

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

Problem Solving Key

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

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

G1. If we provide effective, relevant, and rigorous instruction to meet the needs of all students then we will increase reading on grade level by 3rd grade and the percentage of students matriculating to middle school meeting indicators of high school readiness. **1**

 **G094820**

G1.B1 Lack of productive and collaborative planning sessions **2**

 **B255017**

G1.B1.S1 Melaleuca will promote a culture of learning and professional development by providing opportunities for professional growth. **4**

 **S269457**

Strategy Rationale

Teachers need opportunities to collaborate and engage in professional learning communities.

Action Step 1 **5**

General education, ESE and ESOL teachers will collaboratively plan during 90 minute PLCs in order to effectively implement the co-teaching model for students throughout the year.

Person Responsible

Irene Morales

Schedule

Weekly, from 8/21/2017 to 6/1/2018

Evidence of Completion

Agendas, sign in sheets, meeting minutes, work products (lessons) and student work samples

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

Biweekly meetings to discuss PLCs and their implementation

Person Responsible

Deborah Maupin

Schedule

Biweekly, from 8/28/2017 to 6/1/2018

Evidence of Completion

Notes from meetings with coaches regarding PLCs, feedback regarding PLCs, teacher surveys

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

Biweekly assessment of progress will be conducted

Person Responsible

Deborah Maupin

Schedule

Every 6 Weeks, from 8/28/2017 to 6/1/2018


Evidence of Completion

Student FSQ scores, lesson plan products, walkthrough data, notes from walkthroughs that reference PLC learning.

G1.B2 Lack of extended instructional time in key academic areas for intervention or enrichment **2**

 B255018

G1.B2.S1 Melaleuca will ensure academic proficiency of all students through personalized learning opportunities. **4**

 S269458

Strategy Rationale

Action Step 1 **5**

Provide extended learning opportunities for intervention and enrichment through before, during after school, and Saturday tutorial.

Person Responsible

Kelly Patrick

Schedule

Weekly, from 8/14/2017 to 5/25/2018

Evidence of Completion

Time sheets, lesson plans, student schedules

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

Weekly meetings with tutors

Person Responsible

Kelly Patrick

Schedule

Weekly, from 9/1/2017 to 5/25/2018

Evidence of Completion

Notes from meetings with tutors, updated schedules, reflections from tutors

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

Review student progress towards benchmarks, standards, and track student progress continually

Person Responsible

Kelly Patrick

Schedule

Every 3 Weeks, from 10/2/2017 to 5/25/2018

Evidence of Completion


Student progress on benchmark assessments, FSQ scores, student tracking sheets

G1.B3 Lack of resources for students and instruction **2**

 B255019

G1.B3.S1 Melaleuca will provide supplemental classroom resources to enhance classroom instruction.

4

 S269459

Strategy Rationale

Action Step 1 **5**

Integrate supplemental resources that support word work/core instruction in grades k-2 like Foundations, various tutorial resources, books to expand classroom libraries, STEAM materials, and iii/Rtl resources.

Person Responsible

michelle Martinez

Schedule

Daily, from 8/14/2017 to 6/1/2018

Evidence of Completion

Schedules, lesson plans, PLC Agendas/minutes

Action Step 2 **5**

Integrate supplemental resources that support word work/core instruction in grades k-2 like Foundations, various tutorial resources, books to expand classroom libraries, STEAM materials, and iii/Rtl resources.

Person Responsible

Deborah Maupin

Schedule

Daily, from 8/14/2017 to 6/1/2018

Evidence of Completion

Teacher schedules, lesson plans, notes from meeting with coaches

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

Meetings with coaches, resource teachers and teachers during PLCs to discuss resources and materials necessary.

Person Responsible

Deborah Maupin

Schedule

Monthly, from 8/28/2017 to 5/31/2018

Evidence of Completion

Notes/minutes from PLCs, reflections from coaches, minutes from meetings with coaches

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

Meetings with coaches, resource teachers and teachers during PLCs to discuss resources and materials necessary.

Person Responsible

Deborah Maupin

Schedule

Monthly, from 8/28/2017 to 5/31/2018

Evidence of Completion

Notes/minutes from PLCs, reflections from coaches, minutes from meetings with coaches

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

Review of classroom data (RRR, FSQs, diagnostic data)

Person Responsible

Irene Morales

Schedule

Every 3 Weeks, from 8/28/2017 to 5/28/2018

Evidence of Completion

PLC meeting minutes, notes from meetings with coaches, data chats

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

Review of classroom data (RRR, FSQs, diagnostic data)

Person Responsible

Irene Morales

Schedule

Every 3 Weeks, from 8/28/2017 to 5/28/2018

Evidence of Completion

PLC meeting minutes, notes from meetings with coaches

G1.B4 Low family participation in school activities 2

 B255020

G1.B4.S1 Plan and host family events that will train parents in how to work with students at home. 4

 S269460

Strategy Rationale

Action Step 1 5

Plan and organize family events that provide opportunities for families to interact with and learn as a part of the school community.

Person Responsible

Ramona Fernandez

Schedule

Triannually, from 8/28/2017 to 5/31/2018

Evidence of Completion

Agendas, schedules, flyers, parent link announcements

Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

Review sign in sheets and parent evaluations of events

Person Responsible

Ramona Fernandez

Schedule

Triannually, from 8/28/2017 to 5/1/2018

Evidence of Completion

Sign in sheets, agendas, evaluations

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7

Review of pre/post evaluations

Person Responsible

Ramona Fernandez

Schedule

Triannually, from 10/2/2017 to 5/31/2018

Evidence of Completion

Sign in sheets, evaluations, parent reflections

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7

Review of pre/post evaluations

Person Responsible

Deborah Maupin

Schedule

Triannually, from 10/2/2017 to 5/31/2018

Evidence of Completion

Sign in sheets, evaluations, parent reflections

G1.B5 Lack of opportunities for personalized learning opportunities in math and science to prepare students for high school **2**

 B255021

G1.B5.S1 Melaleuca Elementary will engage students with instructional programming customized to the individual strengths, needs, interests, and aspirations of each learner. **4**

 S269461

Strategy Rationale

Action Step 1 **5**

Implement school wide mathematics and science enrichment opportunities through a science lab and accelerated math program (AMP).

Person Responsible

Cheryl Collier

Schedule

Daily, from 8/14/2017 to 6/1/2018

Evidence of Completion

Resource teacher schedules, lesson plans

Action Step 2 **5**

Implement school wide mathematics and science enrichment opportunities through a science lab and accelerated math program (AMP).

Person Responsible

Cheryl Collier

Schedule

Daily, from 8/14/2017 to 6/1/2018

Evidence of Completion

Resource teacher schedules, lesson plans

Plan to Monitor Fidelity of Implementation of G1.B5.S1 6

Discussions or reflections from resource teachers and coaches

Person Responsible

Kelly Patrick

Schedule

Every 3 Weeks, from 8/28/2017 to 5/31/2018

Evidence of Completion

Notes from meeting with coaches, resource teachers, lesson plans and schedule reflections

Plan to Monitor Effectiveness of Implementation of G1.B5.S1 7

Review of student data including FSQs, Diagnostics, RRR, etc.

Person Responsible

Deborah Maupin

Schedule

Monthly, from 9/1/2017 to 5/31/2018

Evidence of Completion



Student data (FSQ, diagnostics, RRR, iready)

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2018					
G1.B4.S1.MA1 M384530	Review sign in sheets and parent evaluations of events	Fernandez, Ramona	8/28/2017	Sign in sheets, agendas, evaluations	5/1/2018 triannually
G1.B2.S1.MA1 M384522	Review student progress towards benchmarks, standards, and track student progress continually	Patrick, Kelly	10/2/2017	Student progress on benchmark assessments, FSQ scores, student tracking sheets	5/25/2018 every-3-weeks
G1.B2.S1.MA1 M384523	Weekly meetings with tutors	Patrick, Kelly	9/1/2017	Notes from meetings with tutors, updated schedules, reflections from tutors	5/25/2018 weekly
G1.B2.S1.A1 A359843	Provide extended learning opportunities for intervention and enrichment through before, during...	Patrick, Kelly	8/14/2017	Time sheets, lesson plans, student schedules	5/25/2018 weekly
G1.B3.S1.MA1 M384524	Review of classroom data (RRR, FSQs, diagnostic data)	Morales, Irene	8/28/2017	PLC meeting minutes, notes from meetings with coaches, data chats	5/28/2018 every-3-weeks
G1.B3.S1.MA1 M384525	Review of classroom data (RRR, FSQs, diagnostic data)	Morales, Irene	8/28/2017	PLC meeting minutes, notes from meetings with coaches	5/28/2018 every-3-weeks
G1.B3.S1.MA1 M384526	Meetings with coaches, resource teachers and teachers during PLCs to discuss resources and...	Maupin, Deborah	8/28/2017	Notes/minutes from PLCs, reflections from coaches, minutes from meetings with coaches	5/31/2018 monthly
G1.B3.S1.MA1 M384527	Meetings with coaches, resource teachers and teachers during PLCs to discuss resources and...	Maupin, Deborah	8/28/2017	Notes/minutes from PLCs, reflections from coaches, minutes from meetings with coaches	5/31/2018 monthly
G1.B4.S1.MA1 M384528	Review of pre/post evaluations	Fernandez, Ramona	10/2/2017	Sign in sheets, evaluations, parent reflections	5/31/2018 triannually
G1.B4.S1.MA1 M384529	Review of pre/post evaluations	Maupin, Deborah	10/2/2017	Sign in sheets, evaluations, parent reflections	5/31/2018 triannually
G1.B4.S1.A1 A359846	Plan and organize family events that provide opportunities for families to interact with and learn...	Fernandez, Ramona	8/28/2017	Agendas, schedules, flyers, parent link announcements	5/31/2018 triannually
G1.B5.S1.MA1 M384531	Review of student data including FSQs, Diagnostics, RRR, etc.	Maupin, Deborah	9/1/2017	Student data (FSQ, diagnostics, RRR, iready)	5/31/2018 monthly
G1.B5.S1.MA1 M384532	Discussions or reflections from resource teachers and coaches	Patrick, Kelly	8/28/2017	Notes from meeting with coaches, resource teachers, lesson plans and schedule reflections	5/31/2018 every-3-weeks
G1.MA1 M384533	FSQ scores, walkthrough data, differentiated schedules for interventions will be reviewed...	Maupin, Deborah	9/1/2017	FSQ data, walkthrough data, student proficiency RRR data	6/1/2018 every-3-weeks
G1.B1.S1.MA1 M384520	Biweekly assessment of progress will be conducted	Maupin, Deborah	8/28/2017	Student FSQ scores, lesson plan products, walkthrough data, notes from walkthroughs that reference PLC learning.	6/1/2018 every-6-weeks
G1.B1.S1.MA1 M384521	Biweekly meetings to discuss PLCs and their implementation	Maupin, Deborah	8/28/2017	Notes from meetings with coaches regarding PLCs, feedback regarding PLCs, teacher surveys	6/1/2018 biweekly
G1.B1.S1.A1 A359842	General education, ESE and ESOL teachers will collaboratively plan during 90 minute PLCs in order...	Morales, Irene	8/21/2017	Agendas, sign in sheets, meeting minutes, work products (lessons) and student work samples	6/1/2018 weekly
G1.B3.S1.A1 A359844	Integrate supplemental resources that support word work/core instruction in grades k-2 like...	Martinez, michelle	8/14/2017	Schedules, lesson plans, PLC Agendas/minutes	6/1/2018 daily
G1.B3.S1.A2 A359845	Integrate supplemental resources that support word work/core instruction in grades k-2 like...	Maupin, Deborah	8/14/2017	Teacher schedules, lesson plans, notes from meeting with coaches	6/1/2018 daily

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B5.S1.A1  A359847	Implement school wide mathematics and science enrichment opportunities through a science lab and...	Collier, Cheryl	8/14/2017	Resource teacher schedules, lesson plans	6/1/2018 daily
G1.B5.S1.A2  A359848	Implement school wide mathematics and science enrichment opportunities through a science lab and...	Collier, Cheryl	8/14/2017	Resource teacher schedules, lesson plans	6/1/2018 daily

V. Professional Development Opportunities

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

G1. If we provide effective, relevant, and rigorous instruction to meet the needs of all students then we will increase reading on grade level by 3rd grade and the percentage of students matriculating to middle school meeting indicators of high school readiness.

G1.B1 Lack of productive and collaborative planning sessions

G1.B1.S1 Melaleuca will promote a culture of learning and professional development by providing opportunities for professional growth.

PD Opportunity 1

General education, ESE and ESOL teachers will collaboratively plan during 90 minute PLCs in order to effectively implement the co-teaching model for students throughout the year.

Facilitator

Irene MOrales

Participants

K-5 teachers

Schedule

Weekly, from 8/21/2017 to 6/1/2018