

Miami-Dade County Public Schools

Melrose Elementary School



2017-18 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)	2016-17 Title I School	2016-17 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	100%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	D	C	D*	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 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 Melrose 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.

The mission of Melrose Elementary School is to enable all stakeholders to realize their potential 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 environment 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):

- Excellent-Green-"A"
- Verbal Warning/Mediation-Blue-"B"
- Time-out from Group -Yellow-"C"
- Detention and Contact Parent/Guardian -Orange-"D"
- 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 a variety of outside agencies. The counselor conducts monthly acknowledgments for students that have exhibited modeled behaviors through "Do the Right Thing" and the Value Matters initiative. Throughout the school year the Guidance Counselor provides students with lessons 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. Fifth 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 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.

Melrose Elementary uses the Early Warning Systems to monitor school attendance, suspensions, and course failure in ELA and Mathematics. In monitoring the Early Warning Systems, the goal at Melrose is to increase school attendance to 95 percent or higher, decrease the number of outdoor suspensions in all grade levels, decrease students retained in grades PreK-5, and decrease the amount of students that are non-proficient in reading by 3rd grade.

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	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	1	3	12	30	8	3	0	0	0	0	0	0	0	57
Level 1 on statewide assessment	0	14	31	38	28	33	0	0	0	0	0	0	0	144

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	1	13	21	32	26	27	0	0	0	0	0	0	0	120

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

Melrose Elementary is an extended day school. This extra hour is dedicated to providing all students with additional reading intervention. Through the RTi process, students are monitored and receive tutoring and intervention. On-going progress monitoring takes place on a consistent basis and the classroom teacher and the instructional coaches will adjust the instruction to meet the needs of the individual student. During the instructional block, differentiated instruction is provided. Additional instructional services take place before, during and after school to improve the academic performance of our students that are identified by the early warning system. The students identified by the early warning system are monitored and provided with services by support staff personnel.

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?

No

1. PFEP Link

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

2. Description

To build positive relationships with parents, numerous incentives, activities, and programs have been implemented. The Community Involvement Specialist hosts monthly meetings for parents. During the meetings instructional coaches present information on reading, math, and science topics to increase parents' conceptual understanding, enabling them to assist their children. The Success Coach provides attendance workshops to parents and attendance interventions with a meaningful understanding of the strong correlation between daily attendance and student achievement. The Community Involvement Specialist also assists and encourages parents to become school volunteers so that they have a more active role in the school. Parents are encouraged to visit the Parent Resource Center which is open daily and provides a comfortable environment for parents to receive assistance. Parents are informed of activities and school events through Connected-Ed messages, monthly calendars, the school's website and social media.

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.

Melrose Elementary develops and sustains partnerships with the local community through it's parental outreach program, 2nd Cup of Coffee monthly meetings. Melrose Elementary's parent outreach program connects parents to academic and socially enriched programs within the community. The parent 2nd

Cup of Coffee monthly meetings are designed to expose students and families to programs that develop academic foundations, cultural, career, and health and wellness needs for students and families to succeed in school and in life. Melrose Elementary's outreach and partnerships will connect families with experiences that help students and their families build the academic skills and love for learning and life.

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
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, Angela Almaguer, Assistant Principal and Chantal Mom-Point, Assistant Principal

- Will schedule and facilitate regular Response to Intervention/Multi-Tiered Support Systems (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 School Improvement Plan (SIP) planning and MTSS problem solving:

- Special education personnel (Dianelys Nunez-Fuentes)
- School guidance counselor (Juana Gutierrez-Garcia)
- School psychologist (Anabelle Rodriguez)
- School social worker (Jean Giordany)
- Speech Language Pathologist (Tiara Cottle)
- 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 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. 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.

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.

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
- 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)
- Cultural Activities through the Cultural Academy for New Americans for eligible recently arrived, foreign born students

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 based 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

- Training and technical assistance for elementary school teachers, administrators, and counselors, 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.

Head Start

- Melrose Elementary offers a Pre-K program at the Bethune Primary Learning Center, which 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.

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
Ossie Randle	Teacher
Lynn Ponimansky	Teacher
Katrina Bramhall	Teacher
Renier Martin	Teacher
Juana Garcia-Gutierrez	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
Jeser Puentes	Business/Community
Angela Almaguer	Education Support Employee

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 EESAC met to review the School Improvement Plan from the 2016-2017 school year. During the review of the School Improvement Plan the team analyzed if the school targets were met. The team identified that the schools goals for the 2016-2017 were not met and a discussion was held on how to improve on the goals for the 2017-2018 school year. The EESAC suggested school wide goals after analyzing the schools needs.

b. Development of this school improvement plan

The EESAC assisted in reviewing the strategies recommended in the final instructional review from the 2016-2017 school year. The EESAC assisted with the development of the 2017-2018 school improvement plan and reviewed the budget in order to allocate appropriate funds for school needs.

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

-EESAC Funds are to be allocated for the purpose of implementing the SIP. 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.

School improvement funds are allocated towards instructional material needs throughout the school. There is approximately 1,600.00 dollars available. This money will be used for purchasing curriculum/ instructional support materials and to enhance technology in the classrooms.

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 MTSS/RtI pull-out and push-in scheduling.

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.

Common planning times are set and provided on a weekly basis in order for teachers to meet with the reading coach and administrator to collaborate, plan and share best practices. With each district mandated assessment, data chats are initiated with the teacher, reading coach 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 utilize 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 coach, math coach and science liaisons attend monthly district content area iCAD meetings to ensure current information is shared and properly implemented throughout those subject areas. Technology is infused across all content areas through the use 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 needs 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

Teachers will implement additional Reading/Writing, Mathematics, and Science instruction to selected students in grades 3-5.

Strategy Rationale

The strategy will increase 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 bi-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: Extended School Day

Minutes added to school year: 10,800

A Reading intervention program is provided for all students in grades K-5. In order for the school to increase the amount and quality of learning time while maintaining an enriched and accelerated curriculum, the following will be implemented as extended learning opportunities:

1. Small group Reading instruction during the extended hour
2. Teacher Push-In Collaboration during Differentiated Instruction
3. Pull-Out Tutoring

Strategy Rationale

Students needing additional Reading support will receive an additional sixty minutes of Reading Intervention each day. Tutoring sessions are offered to further assist in giving the student an opportunity to meet the Florida Standards.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

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

Data in the areas of Behavior, Reading, Writing, Math, and Science is collected on a bi-weekly basis. Data is reported to the school Principal by the Transformation Coaches. The data is disaggregated through Data Chats conducted by the School Principal.

Strategy: After School Program

Minutes added to school year: 1,200

Teachers will implement additional Reading, Writing, Mathematics and Science instruction to selected students in grades 3-5.

Strategy Rationale

The strategy will increase 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 on the lessons taught weekly. The data is then 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 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.

Melrose Elementary offers a Pre-K program at the Bethune Primary Learning Center. A certified teacher and a paraprofessional 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) assessments is the tool 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

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 core instruction improves in all content areas, then student achievement will increase.

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 core instruction improves in all content areas, then student achievement will increase. 1a

G096674

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	40.0
FSA Mathematics Achievement	55.0

Targeted Barriers to Achieving the Goal 3

- Teachers are gathering, reviewing, and modifying instruction in isolation or in small groups.

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 Coach, Mathematics Coach, Science Liason, Media Specialist, Before and After School Tutoring, computers in every classroom and ESE Teachers. ELA & Writing: McGraw Hills Wonder (Resources) & Wonder Works, i-Ready, Imagine Learning, Reading Coach, ELA Curriculum Support Specialist, Wonder Works Foundational Skills, Saxon. Mathematics: GO Math (Resources), Gizmos, Mathematics Coach, Mathematics Curriculum Support Specialist. Science: Scott Foresman (Resources), J&J Bootcamp, Gizmos, FOSS Kits, Science Liason, Science Curriculum Support Specialist.

Plan to Monitor Progress Toward G1. 8

Leadership team will review data to ensure that students are making progress towards the goal.

Person Responsible

Sergio Munoz

Schedule

Every 3 Weeks, from 9/25/2017 to 6/7/2018

Evidence of Completion

Unit/chapter assessments, iReady data, topic assessments, data chat protocol

Action Plan for Improvement

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

Problem Solving Key

G = Goal

B =
Barrier


S = Strategy

 = Problem Solving Step  S123456 = Quick Key

G1. If core instruction improves in all content areas, then student achievement will increase. 1

 G096674

G1.B4 Teachers are gathering, reviewing, and modifying instruction in isolation or in small groups. 2

 B260027

G1.B4.S1 The coaches will meet weekly with all teachers in their content area to strategically plan for data driven instruction, Differentiated Instruction and student progress monitoring. 4

 S275472

Strategy Rationale

Teachers were planning in isolation. Teachers are now required to meet weekly with their content area coaches for planning and review of student progress.

Action Step 1 5

Administrators will participate in monthly iCADS to support content area instruction.

Person Responsible

Sergio Munoz

Schedule

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

Evidence of Completion

Sign-in sheet, agenda, schedule

Action Step 2 5

Transformation Coaches will participate in monthly Transformation Coach Cohort meetings (TCCs) to support content area instruction.

Person Responsible

Sergio Munoz

Schedule

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

Evidence of Completion

Sign-in sheet, agenda, schedule

Action Step 3 5

Conduct the Instructional Review process and identify action steps required to eliminate the priority barrier.

Person Responsible

Sergio Munoz

Schedule

Triannually, from 9/11/2017 to 5/25/2018

Evidence of Completion

Action Plan

Action Step 4 5

Leadership team will collaboratively participate in strategic planning meetings to make informed and strategic decisions to enhance student performance based on the school's quantitative and qualitative data.

Person Responsible

Sergio Munoz

Schedule

Triannually, from 7/18/2017 to 5/25/2018

Evidence of Completion

Strategic Planning schedule, assessment data

Action Step 5 5

Principal will collaboratively participate in Data Assessment and Technical Assistance Coordination of Management (DATA/COM) to gain a deeper understanding of the progress in the school in order to make informed and strategic decisions that will improve student outcomes on District and State assessments.

Person Responsible

Sergio Munoz

Schedule

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

Evidence of Completion

DATA/COM schedule, presentation, sign-in sheet, follow-up notes

Action Step 6 5

Content area teams will meet weekly to conduct common planning.

Person Responsible

Sergio Munoz

Schedule

Weekly, from 8/21/2017 to 5/25/2018

Evidence of Completion

Sign-in sheet, support logs, agenda

Action Step 7 5

Provide meaningful professional development during faculty meetings.

Person Responsible

Sergio Munoz

Schedule

Monthly, from 8/17/2017 to 5/25/2018

Evidence of Completion

Agenda, sign-in sheet

Action Step 8 5

Hire a Science Coach to provide content knowledge and explicit planning.

Person Responsible

Sergio Munoz

Schedule

On 6/8/2018

Evidence of Completion

Support Logs, Agendas, sign-in sheets

Action Step 9 5

Hire Hourly Interventionists to provide targeted small group instruction for students reading below grade level.

Person Responsible

Sergio Munoz

Schedule

On 6/7/2018

Evidence of Completion

Schedules, student intervention work folders, OPM data

Action Step 10 5

Purchase of Accelerated Reader Enterprise to provide individualized reading comprehension and vocabulary development. In addition, the purchase of Flocabulary licenses to supplement instruction and develop core literacy skills.

Person Responsible

Sergio Munoz

Schedule

On 6/7/2018

Evidence of Completion

Program reports, lesson plans

Action Step 11 5

Field trips will be used to support and enrich the academic programs.

Person Responsible

Sergio Munoz

Schedule

On 6/1/2018

Evidence of Completion

Field Trip packet, student reflections, classroom activities

Action Step 12 5

Purchase of various supplies, not limited to student headphones, ink, Math & Reading consumables, Math & Science manipulatives, student dry erase boards, interactive board accessories and other supplies in order to enhance student achievement and differentiate instruction in the classroom.

Person Responsible

Sergio Munoz

Schedule

On 6/7/2018

Evidence of Completion

student data, walk-troughs and observations

Action Step 13 5

Purchase additional hardware for FSA computer-based assessments in the areas of Literacy and Mathematics, i-Ready usage and K-5 Computer Based Test practice and testing for grades 3-5.

Person Responsible

Sergio Munoz

Schedule

On 5/31/2018

Evidence of Completion

Purchase orders

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

Leadership team will conduct classroom walkthroughs to monitor the implementation of the action plan cycles.

Person Responsible

Sergio Munoz

Schedule

Weekly, from 9/25/2017 to 6/7/2018

Evidence of Completion

Administrator walk-throughs, lesson plans, student journals, student work folders

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

Leadership team will meet weekly to monitor the implementation of the intervention framework.

Person Responsible

Sergio Munoz

















Schedule

Weekly, from 9/25/2017 to 6/7/2018

Evidence of Completion

Intervention schedules, intervention data

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.A1  A369859	Administrators will participate in monthly iCADS to support content area instruction.	Munoz, Sergio	9/1/2017	Sign-in sheet, agenda, schedule	5/25/2018 monthly
G1.B4.S1.A2  A369860	Transformation Coaches will participate in monthly Transformation Coach Cohort meetings (TCCs) to...	Munoz, Sergio	9/1/2017	Sign-in sheet, agenda, schedule	5/25/2018 monthly
G1.B4.S1.A3  A369861	Conduct the Instructional Review process and identify action steps required to eliminate the...	Munoz, Sergio	9/11/2017	Action Plan	5/25/2018 triannually
G1.B4.S1.A4  A369862	Leadership team will collaboratively participate in strategic planning meetings to make informed...	Munoz, Sergio	7/18/2017	Strategic Planning schedule, assessment data	5/25/2018 triannually
G1.B4.S1.A5  A369863	Principal will collaboratively participate in Data Assessment and Technical Assistance Coordination...	Munoz, Sergio	8/14/2017	DATA/COM schedule, presentation, sign-in sheet, follow-up notes	5/25/2018 triannually
G1.B4.S1.A6  A369864	Content area teams will meet weekly to conduct common planning.	Munoz, Sergio	8/21/2017	Sign-in sheet, support logs, agenda	5/25/2018 weekly
G1.B4.S1.A7  A369865	Provide meaningful professional development during faculty meetings.	Munoz, Sergio	8/17/2017	Agenda, sign-in sheet	5/25/2018 monthly
G1.B4.S1.A13  A369871	Purchase additional hardware for FSA computer-based assessments in the areas of Literacy and...	Munoz, Sergio	11/1/2017	Purchase orders	5/31/2018 one-time
G1.B4.S1.A11  A369869	Field trips will be used to support and enrich the academic programs.	Munoz, Sergio	11/6/2017	Field Trip packet, student reflections, classroom activities	6/1/2018 one-time
G1.MA1  M398285	Leadership team will review data to ensure that students are making progress towards the goal.	Munoz, Sergio	9/25/2017	Unit/chapter assessments, iReady data, topic assessments, data chat protocol	6/7/2018 every-3-weeks
G1.B4.S1.MA1  M398283	Leadership team will meet weekly to monitor the implementation of the intervention framework.	Munoz, Sergio	9/25/2017	Intervention schedules, intervention data	6/7/2018 weekly
G1.B4.S1.MA1  M398284	Leadership team will conduct classroom walkthroughs to monitor the implementation of the action...	Munoz, Sergio	9/25/2017	Administrator walk-throughs, lesson plans, student journals, student work folders	6/7/2018 weekly
G1.B4.S1.A9  A369867	Hire Hourly Interventionists to provide targeted small group instruction for students reading below...	Munoz, Sergio	9/25/2017	Schedules, student intervention work folders, OPM data	6/7/2018 one-time
G1.B4.S1.A10  A369868	Purchase of Accelerated Reader Enterprise to provide individualized reading comprehension and...	Munoz, Sergio	10/16/2017	Program reports, lesson plans	6/7/2018 one-time
G1.B4.S1.A12  A369870	Purchase of various supplies, not limited to student headphones, ink, Math & Reading consumables,...	Munoz, Sergio	10/16/2017	student data, walk-troughs and observations	6/7/2018 one-time
G1.B4.S1.A8  A369866	Hire a Science Coach to provide content knowledge and explicit planning.	Munoz, Sergio	10/16/2017	Support Logs, Agendas, sign-in sheets	6/8/2018 one-time

V. Professional Development Opportunities

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

G1. If core instruction improves in all content areas, then student achievement will increase.

G1.B4 Teachers are gathering, reviewing, and modifying instruction in isolation or in small groups.

G1.B4.S1 The coaches will meet weekly with all teachers in their content area to strategically plan for data driven instruction, Differentiated Instruction and student progress monitoring.

PD Opportunity 1

Provide meaningful professional development during faculty meetings.

Facilitator

Transformation Coaches

Participants

Teachers

Schedule

Monthly, from 8/17/2017 to 5/25/2018

PD Opportunity 2

Hire a Science Coach to provide content knowledge and explicit planning.

Facilitator

Transformation Coach

Participants

Teachers

Schedule

On 6/8/2018

PD Opportunity 3

Purchase of Accelerated Reader Enterprise to provide individualized reading comprehension and vocabulary development. In addition, the purchase of Flocabulary licenses to supplement instruction and develop core literacy skills.

Facilitator

Transformation Coaches & Media Specialist

Participants

Teachers and students

Schedule

On 6/7/2018

VI. Technical Assistance Items

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

VII. Budget

1	G1.B4.S1.A1	Administrators will participate in monthly iCADS to support content area instruction.				\$0.00
2	G1.B4.S1.A10	Purchase of Accelerated Reader Enterprise to provide individualized reading comprehension and vocabulary development. In addition, the purchase of Flocabulary licenses to supplement instruction and develop core literacy skills.				\$18,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			3181 - Melrose Elementary School	UniSIG		\$18,000.00
3	G1.B4.S1.A11	Field trips will be used to support and enrich the academic programs.				\$5,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			3181 - Melrose Elementary School	UniSIG		\$5,000.00
			Notes: Notes			
4	G1.B4.S1.A12	Purchase of various supplies, not limited to student headphones, ink, Math & Reading consumables, Math & Science manipulatives, student dry erase boards, interactive board accessories and other supplies in order to enhance student achievement and differentiate instruction in the classroom.				\$27,486.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			3181 - Melrose Elementary School	UniSIG		\$27,486.00
			Notes: Notes			
5	G1.B4.S1.A13	Purchase additional hardware for FSA computer-based assessments in the areas of Literacy and Mathematics, i-Ready usage and K-5 Computer Based Test practice and testing for grades 3-5.				\$35,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			3181 - Melrose Elementary School	UniSIG		\$35,000.00
6	G1.B4.S1.A2	Transformation Coaches will participate in monthly Transformation Coach Cohort meetings (TCCs) to support content area instruction.				\$0.00
7	G1.B4.S1.A3	Conduct the Instructional Review process and identify action steps required to eliminate the priority barrier.				\$0.00
8	G1.B4.S1.A4	Leadership team will collaboratively participate in strategic planning meetings to make informed and strategic decisions to enhance student performance based on the school's quantitative and qualitative data.				\$0.00

Dade - 3181 - Melrose Elementary School - 2017-18 SIP
Melrose Elementary School

9	G1.B4.S1.A5	Principal will collaboratively participate in Data Assessment and Technical Assistance Coordination of Management (DATA/COM) to gain a deeper understanding of the progress in the school in order to make informed and strategic decisions that will improve student outcomes on District and State assessments.				\$0.00
10	G1.B4.S1.A6	Content area teams will meet weekly to conduct common planning.				\$0.00
11	G1.B4.S1.A7	Provide meaningful professional development during faculty meetings.				\$0.00
12	G1.B4.S1.A8	Hire a Science Coach to provide content knowledge and explicit planning.				\$76,454.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			3181 - Melrose Elementary School	UniSIG		\$76,454.00
			<i>Notes: Notes</i>			
13	G1.B4.S1.A9	Hire Hourly Interventionists to provide targeted small group instruction for students reading below grade level.				\$90,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			3181 - Melrose Elementary School	UniSIG		\$90,000.00
			<i>Notes: Notes</i>			
Total:						\$251,940.00