Melaleuca Elementary School

2018-19 Schoolwide Improvement Plan

Table of Contents

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)	**2017-18 Title I School**	**2017-18 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School KG-5	Yes	94%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	91%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	B	C	C	C*

School Board Approval

This plan was approved by the Palm Beach County School Board on 11/14/2018.

SIP Authority

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.

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. 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: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

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

School Leadership Team

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
Atwell, Amy	Teacher, ESE
Gonzalez, Monica	Instructional Coach
Moreno, Rachel	Other

Duties

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

The school-based MTSS/RTI Leadership team is comprised of the following members:
Principal, Assistant Principal, ESE contact, ELL coordinator, Dual Language Coach, School Psychologist, Speech/Language Pathologist, Classroom Teachers, Guidance Counselor, School Nurse and the Reading Teacher (SAI).

The Principal and Assistant Principal provide a common vision for the use of data-based decision-making to ensure:
• standards based planning and teacher are occurring on a regular basis
sound, effective, research based academic programs are in place for core instruction, iii, and intervention blocks
• 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.

Early Warning Systems

Year 2017-18

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	12	29	20	39	22	15	0	0	0	0	0	0	0	137
One or more suspensions	2	1	6	4	9	4	0	0	0	0	0	0	0	26
Course failure in ELA or Math	3	31	33	54	43	19	0	0	0	0	0	0	0	183
Level 1 on statewide assessment	0	0	0	64	54	41	0	0	0	0	0	0	0	159

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	2	13	14	46	39	21	0	0	0	0	0	0	0	135

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	2	18	0	0	0	0	0	0	0	0	0	20
Retained Students: Previous Year(s)	3	3	4	18	17	13	0	0	0	0	0	0	0	58

Date this data was collected

Tuesday 9/18/2018

Year 2016-17 - As Reported

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

Year 2016-17 - Updated

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

Part II: Needs Assessment/Analysis

Assessment & Analysis
Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

Overall reading scores in 3, 4, and 5 based on the FSA was 48% proficient. This is an increase from last year, however it is a trend over the course of the last 5 years.

Which data component showed the greatest decline from prior year?

4th grade reading proficiency decreased 2% and 4th grade math decreased 7%.

Which data component had the biggest gap when compared to the state average?

3rd grade reading shows the biggest gap when compared to the state average.

Which data component showed the most improvement? Is this a trend?

5th grade reading increase 11%, 5th grade math increase 10% and 5th grade science increased 12%

Describe the actions or changes that led to the improvement in this area.

Focused PLC's with standards based planning and teaching in addition to tutorial in all 3 areas for 5th graders.

School Data
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	44%	57%	56%	41%	52%	52%
ELA Learning Gains	52%	61%	55%	53%	56%	52%
ELA Lowest 25th Percentile	51%	56%	48%	52%	51%	46%
Math Achievement	56%	65%	62%	59%	61%	58%
Math Learning Gains	64%	63%	59%	59%	61%	58%
Math Lowest 25th Percentile	66%	53%	47%	58%	51%	46%
Science Achievement	50%	56%	55%	45%	53%	51%

EWS Indicators as Input Earlier in the Survey							
Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Attendance below 90 percent	12 (48)	29 (22)	20 (31)	39 (28)	22 (17)	15 (22)	137 (168)
One or more suspensions	2 (1)	1 (1)	6 (4)	4 (6)	9 (6)	4 (12)	26 (30)
Course failure in ELA or Math	3 (25)	31 (24)	33 (70)	54 (68)	43 (24)	19 (34)	183 (245)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	64 (79)	54 (39)	41 (77)	159 (195)

Grade Level Data
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	41%	56%	-15%	57%	-16%
	2017	38%	54%	-16%	58%	-20%
Same Grade Comparison		3%				
Cohort Comparison						

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
04	2018	41%	58%	-17%	56%	-15%
	2017	43%	57%	-14%	56%	-13%
Same Grade Comparison		-2%				
Cohort Comparison		3%				
05	2018	42%	59%	-17%	55%	-13%
	2017	31%	52%	-21%	53%	-22%
Same Grade Comparison		11%				
Cohort Comparison		-1%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	52%	63%	-11%	62%	-10%
	2017	44%	62%	-18%	62%	-18%
Same Grade Comparison		8%				
Cohort Comparison						
04	2018	36%	63%	-27%	62%	-26%
	2017	42%	64%	-22%	64%	-22%
Same Grade Comparison		-6%				
Cohort Comparison		-8%				
05	2018	61%	66%	-5%	61%	0%
	2017	51%	61%	-10%	57%	-6%
Same Grade Comparison		10%				
Cohort Comparison		19%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	45%	56%	-11%	55%	-10%
	2017					
Cohort Comparison						

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	19	48	54	35	64	58	14				
ELL	37	53	53	47	53	72	27				
BLK	35	44	41	54	70	60	61				
HSP	46	55	52	57	63	70	47				
WHT	48	63		61	71						
FRL	43	51	50	56	64	66	49				

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	17	50	41	27	48	58	33				
ELL	26	42	49	40	51	38	12				
BLK	28	49	47	31	49	58	27				
HSP	40	46	46	52	56	43	32				
WHT	54	50		75	69		70				
FRL	38	47	45	49	54	48	32				

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	To ensure progress towards student achievement within ELA instruction in alignment with the District's Strategic Plan to support the expectations of the long term outcome of ensuring high school readiness.
Rationale	Based on prior year FSA scores, ELA is the lowest performing achievement area and showed a decline in 4th grade from 2017-2018. Our school currently demonstrates a 48% proficiency in ELA in grades 3, 4,5. If we increase proficiency by 8%-10%, we will be on track to meet the district strategic plan goals of 75% proficiency by 2021.
Intended Outcome	Improve ELA proficiency by 8% to be on target for meeting the long term outcome of the strategic plan by 2021.
Point Person	Deborah Maupin (deborah.maupin@palmbeachschools.org)

Action Step	
Description	Our school integrates single school culture and an appreciation of multicultural diversity in all grades including but not limited to: History of Holocaust, History of Africans and African-Americans, Hispanic Contributions, Women's Contributions, Sacrifices to Veterans and the value of Metal of Honor recipients per Florida State statute 1003.42 (2) and and S.B. Policy 2.09 (8) (b) Pillars of Effective Instruction-students will be immersed in rigorous tasks encompassing the full intent of the Florida State Standards. We will continue to develop a single school culture and appreciation of multicultural diversity with a focus on Reading and Writing across the content areas. Students will use use Top Score Writing in grades 4, 5. Students will utilize computer based programs such as iStation, iReady, and Imagine Learning to reinforce reading skills in addition to focused small group instruction.
Person Responsible	Deborah Maupin (deborah.maupin@palmbeachschools.org)

Plan to Monitor Effectiveness	
Description	FSQ scores, walkthrough data, differentiated schedules for interventions will be reviewed throughout they year. PLC's will occur on a 6 day rotation to ensure standards based planning is being done with fidelity.
Person Responsible	Deborah Maupin (deborah.maupin@palmbeachschools.org)

Part IV: Title I Requirements

Additional Title I Requirements
This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

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

PFEP Link

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

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, 1:1 and 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.

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 professional 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 and 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.

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/RTI Leadership Team will meet regularly to review universal screening data, diagnostic, and progress monitoring data. This information will help the team identify activities needed to create effective learning environments. Once Tier 1/Core instruction is in place, the team will identify students who are not meeting identified academic targets. Identified students will be referred to the MTSS/RTI 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 single school culture coordinator, part time math coach, part time math resource teacher and a part time science/math teacher. The SSC leads our PLC meetings to ensure that best practices/standards are being utilized when planning. She also leads the MTSS team to ensure teachers and team members understand the process, interventions and how to best monitor fidelity of the interventions. The Math Coach/Resource Teacher teaches 5th grade AMP students and provides coaching/professional development development to teachers. The Science teacher teachers students in grade K-5 in the science lab for hands on experiments and practice with the scientific model.Title I funding also provides professional development, tutorials and additional funding for family involvement resources.

Title I, Part C- Migrant and support services are provided by district support personnel in coordination with school based facilitators. Celia Elrod-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 (100% Accessible Breakfast Program, Free and Reduced Lunch,Free Dinner, Fresh Fruits and Vegetables) for qualifying students are supported.The school provides "Commit to Be Fit" agendas for all students. Melaleuca also participates in the AHA Jump Rope for Heart and the Heart Program.

Melaleuca has several grants which provide resources to support student achievement. We currently have a grant with the Mary & Robert Pew Foundation-provides books/resources to prevent the "Summer Reading Slide."

TeamWork USA funded a piano keyboard lab-provides instrumental instruction for students K-5. About 100 3-5 students have the opportunity to play an instrument.

TeamWork, USA also funds the Leadership grant which gives us the opportunity to provide $1000 college scholarships to select five students selected from 3, 4 and 5th grade students. They also supports us in our 3rd year of implementation of AVID in grades 2-5 to help students prepare for life after High School and be college/career ready. Homeless/Delinquent- will coordinate with the district McKinney Vento Act. Beth Lefler is the district contact person for homeless/delinquent students.Our school integrates Single School Culture by having Universal Guidelines(Eagle Expectations), following our matrix, teaching expected behaviors, communicating with parents, monitoring the SwPBS. Title X provides support to students and families identified as homeless as needed.

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

Melaleuca is and AVID Level 2 Certified School. All students participate in activities that prepare students for college and career. All students and staff set long and short term goals, study growth mindset and are afforded opportunities to take tours of Florida Colleges/Universities in grades 4 and 5.

Part V: Budget

Total:	$2,018.00