

The School District of Palm Beach County

Melaleuca Elementary School



2020-21 Schoolwide Improvement Plan

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Melaleuca Elementary School

5759 GUN CLUB RD, West Palm Beach, FL 33415

<https://mele.palmbeachschools.org>

Demographics

Principal: Deborah Maupin

Start Date for this Principal: 7/1/2012

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-5
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students* White Students Economically Disadvantaged Students*
School Grades History	2018-19: C (53%) 2017-18: B (55%) 2016-17: C (46%) 2015-16: C (52%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

This plan is pending approval by the Palm Beach County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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.

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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)	2019-20 Title I School	2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School KG-5	Yes	89%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	90%

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	C	C	B	C

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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, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Title	Job Duties and Responsibilities
Maupin, Deborah	Principal	Provide instructional leadership and ensure a safe orderly environment for all.
Morales, Irene	Instructional Coach	Facilitates professional learning communities and overseas the MTSS process to ensure that all students are meeting the academic expectations.
Atwell, Amy	Teacher, ESE	Responsible for the scheduling of and supporting students' Individual Education Plans. Is the contact in charge of providing direct support to parents in the development and implementation of IEPs.
Moreno, Rachel	Other	The ESOL coordinator manages, maintains, updates the ELL plans of ELs. Coordinates and administers initial placement assessment; monitors instruction and provides modeling support and coaching to teachers of ELs.
Swiatlowski, Crystal	Assistant Principal	Provide instructional leadership and ensure a safe orderly environment for all.
Dos Santos, Gloria	Instructional Coach	Provides coaching, support and assistance to teachers in our Dual language program

Demographic Information

Principal start date

Sunday 7/1/2012, Deborah Maupin

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

4

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

14

Total number of teacher positions allocated to the school

63

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-5
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students* White Students Economically Disadvantaged Students*
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2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	

ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

Early Warning Systems

Current Year

The number of students by grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	73	87	96	112	120	125	0	0	0	0	0	0	0	613
Attendance below 90 percent	0	23	28	23	21	29	0	0	0	0	0	0	0	124
One or more suspensions	0	0	0	1	1	2	0	0	0	0	0	0	0	4
Course failure in ELA	0	3	15	15	19	11	0	0	0	0	0	0	0	63
Course failure in Math	0	3	7	12	12	16	0	0	0	0	0	0	0	50
Level 1 on 2019 statewide ELA assessment	0	0	0	35	26	41	0	0	0	0	0	0	0	102
Level 1 on 2019 statewide Math assessment	0	0	0	22	26	49	0	0	0	0	0	0	0	97
FY20 ELA Winter Diag Level 1 & 2	0	0	0	71	68	76	0	0	0	0	0	0	0	215
FY20 Math Winter Diag Level 1 & 2	0	0	0	63	53	69	0	0	0	0	0	0	0	185

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	3	11	14	18	26	0	0	0	0	0	0	0	72

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	1	0	0	0	0	0	0	0	0	0	0	1
Students retained two or more times	0	0	0	0	0	2	0	0	0	0	0	0	0	2

Date this data was collected or last updated

Tuesday 7/21/2020

Prior Year - 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	
Number of students enrolled	94	82	113	123	116	132	0	0	0	0	0	0	0	660
Attendance below 90 percent	26	19	18	19	20	23	0	0	0	0	0	0	0	125
One or more suspensions	1	4	1	3	2	6	0	0	0	0	0	0	0	17
Course failure in ELA or Math	4	24	26	30	21	15	0	0	0	0	0	0	0	120
Level 1 on statewide assessment	0	0	0	37	37	72	0	0	0	0	0	0	0	146

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	2	10	4	23	17	28	0	0	0	0	0	0	0	84

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		1	1	3	9	1	0	0	0	0	0	0	0	15
Students retained two or more times		0	0	0	0	0	2	0	0	0	0	0	0	2

Prior Year - 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	
Number of students enrolled	94	82	113	123	116	132	0	0	0	0	0	0	0	660
Attendance below 90 percent	26	19	18	19	20	23	0	0	0	0	0	0	0	125
One or more suspensions	2	4	1	3	2	6	0	0	0	0	0	0	0	18
Course failure in ELA or Math	4	24	25	29	19	10	0	0	0	0	0	0	0	111
Level 1 on statewide assessment	0	0	0	35	36	41	0	0	0	0	0	0	0	112

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	4	10	12	36	27	43	0	0	0	0	0	0	0	132

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		1	1	3	9	1	0	0	0	0	0	0	0	15
Students retained two or more times		0	0	0	0	2	1	0	0	0	0	0	0	3

Part II: Needs Assessment/Analysis

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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	49%	58%	57%	40%	53%	55%
ELA Learning Gains	61%	63%	58%	48%	59%	57%
ELA Lowest 25th Percentile	61%	56%	53%	44%	55%	52%
Math Achievement	60%	68%	63%	50%	62%	61%
Math Learning Gains	58%	68%	62%	55%	62%	61%
Math Lowest 25th Percentile	48%	59%	51%	48%	53%	51%
Science Achievement	32%	51%	53%	34%	51%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
	(0)	(0)	(0)	(0)	(0)	(0)	0 (0)

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	2019	46%	54%	-8%	58%	-12%
	2018	41%	56%	-15%	57%	-16%
Same Grade Comparison		5%				
Cohort Comparison						
04	2019	50%	62%	-12%	58%	-8%
	2018	41%	58%	-17%	56%	-15%
Same Grade Comparison		9%				
Cohort Comparison		9%				
05	2019	42%	59%	-17%	56%	-14%
	2018	42%	59%	-17%	55%	-13%
Same Grade Comparison		0%				
Cohort Comparison		1%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	64%	65%	-1%	62%	2%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2018	52%	63%	-11%	62%	-10%
Same Grade Comparison		12%				
Cohort Comparison						
04	2019	45%	67%	-22%	64%	-19%
	2018	36%	63%	-27%	62%	-26%
Same Grade Comparison		9%				
Cohort Comparison		-7%				
05	2019	55%	65%	-10%	60%	-5%
	2018	61%	66%	-5%	61%	0%
Same Grade Comparison		-6%				
Cohort Comparison		19%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	29%	51%	-22%	53%	-24%
	2018	45%	56%	-11%	55%	-10%
Same Grade Comparison		-16%				
Cohort Comparison						

Subgroup Data

2019 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 2017-18	C & C Accel 2017-18
SWD	20	46	52	36	54	52	27				
ELL	43	55	50	56	56	46	25				
BLK	35	59	58	50	55	50	3				
HSP	52	62	63	61	58	47	39				
WHT	57	61		80	79		50				
FRL	48	61	63	59	58	48	28				
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				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	54
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	59
Total Points Earned for the Federal Index	428
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	42
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	49
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0

Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	46
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	55
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	65
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	53
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

A review of the subgroup data for ELA Winter Diagnostic showed that Students with Disabilities, both male and female, had the lowest achievement. Female students with disabilities had an achievement level at 19% and male students with disabilities with 11%. In addition, compared to all other subgroups, this subgroup also had the lowest achievement (20%) on the FY 2019 FSA ELA. Our K-2 iReady diagnostic showed similar findings with male students with disabilities achievement levels going down from 6.7% to 0% from diagnostic 1 to diagnostic 2.

A contributing factor to the low performance is the lack of professional development on the resources used to target specific needs of how students with disabilities.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

When comparing our math FSA FY19 data to our math diagnostic FY20 data, our students achievement score showed a decline from 57% to 50%. It's important to notice that our 2019 math learning gains decreased 6% from the previous year declining from 64% to 58%. The math learning gains of the students in the L25 decreased from 66% (2018) to 48% (2019). With many of our students with disabilities being in the L25, this data correlates with the FY20 Math diagnostic data that showed our female students with disabilities performed the lowest (19%) compared to the 2019 math FSA. With teachers learning a new math curriculum and using new resources, it contributed to the lack rigor of rigor taught in the classrooms. Also, the diagnostic covered material that had not yet been taught yet when following the scope and sequence.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

When looking at science data, our school had a 16% decline from 2018. We moved from 45% to 29% proficient. Additionally, there was a 22% gap in comparison to the school and district/state performance. The decline is most likely due to the lack of rigor in the science classrooms in grades K-4th. In addition, the learning of a new science series and resources showed to be a challenge.

Which data component showed the most improvement? What new actions did your school take in this area?

Overall, when looking at K-2 i Ready ELA data from FY20, female students with disabilities had the most growth compared to all other subgroups. They showed a 20% increase in achievement going from 20% on Diagnostic 1 to 40% on Diagnostic 2. The improvements were due to more standards based scaffolding when differentiating instruction in small groups, as well as, having more professional development on the connection of our Benchmark curriculum and the ELA standards. For FY 2019, our greatest gains were also seen in ELA achievement. Overall ELA proficiency went from 44% in 2018 to 49% in 2019. In addition, learning gains improved from 52% (2018) to 61%(2019). These improvements were due to having high quality Professional Learning Communities that allowed teachers to unpack standards and and increase rigor in both whole group and small group.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

The EWS from Part 1, potential areas of concern are the number of students performing at a level 1 or level 2 on the FY20 ELA Winter Diagnostic in 3rd, 4, and 5th grade. A total of 215 students scored

a level 1 or 2, which is about 60% of students not achieving proficiency on their ELA diagnostic. Our focus will be on providing rigorous standards based instruction that meets the full intent and rigor of the standards, while providing opportunities for remediation of basic foundational skills. Data shows that our students lack the basic foundational skills to support reading comprehension when they reach the intermediate grades. To remedy this, we will look at the ELA clusters of standards assessed on the diagnostic to determine what needs to be addressed and retaught at the beginning of the school year. Students will be identified for intensive reading support and provided with access to differentiated instruction that will remediate their skill gaps.

Attendance below 90% continues to be an area of concern. Our number has roughly stayed the same since last year only declining by 1 from 125 to 124 students. Data shows roughly the same amount of students (23-29) per grade level. Absences keep students from getting the consistent instruction they need to build on basic skills. We have developed an SEL team to prioritize attendance and implement a plan to engage these priority students. We will target those students through our School Based Team (SBT) processes and implement specific initiatives.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. Improve science instruction and achievement across all grade levels. In the previous year, our science achievement dropped from 45% to 29% proficiency. In order to improve rigor during science instruction, PLC's will be designed to incorporate planning science and ELA across content. Resources and strategies will be aligned to the grade level standards. Implementation of science instruction across the grade levels will be closely monitored throughout the school year. There is a need to re-focus in science with an emphasis on implementation of content and deeper understanding. We need to provide additional support to help with achievement in this content area including but not limited to mentoring, tutorials, focused teacher planning/collaboration & professional development to ensure we meet the needs of all of our students in an equitable and accessible manner. Science needs to be a focus in grades K-5. Therefore, pull out services will not be able to occur during this time.

2. Standards based ELA instruction with the integration of reading and writing across curriculum. Our ELA FY20 Winter Diagnostic showed a 41% achievement. We reviewed student data and developed support schedules that allow for every student that is in tiers, as well as students with warning signs, to be supported for intervention. Throughout the school day, we will offer opportunities for students to receive tutoring so skill gaps can be remediated. The goal is to continue increasing the number of students that are proficient in ELA. This requires a school wide focus on literacy to ensure that students are mastering the content at every level. Through the implementation of Benchmark Literacy as a supplemental core program, the goal is to develop stronger readers and writers at the primary level.

Additionally, this data shows that there is a major need to improve reading instruction in the primary grades. One primary focus will be on the mastery of foundational reading skills and the integration of content knowledge into the literacy block. Specifically, science and social studies will be strongly integrated into the literacy block each day. The goal is to provide the students with the background knowledge and academic vocabulary that will continue to support their literacy development. Approximately 45% of our students are ELLs who lack the academic vocabulary necessary to be successful in the intermediate grades. If we are unsuccessful in addressing these skill deficits at the early grades, we will continue to see low proficiency rates as students enter the 3, 4, and 5th grades. In school tutorial opportunities will be provided for students who are struggling.

3. Increase rigor and differentiated instruction in math classrooms. From FY19 FSA to FY20 Winter Diagnostic, our achievement levels dropped for all subgroups. In order to increase math instruction differentiation, support teachers will be working in specific math classrooms. More tutorial math

groups will also be added for each grade level. Mathematics learning at the elementary level correlates over the long term with school readiness and academic achievement. Mathematics introduces students to concepts, skills and thinking strategies that are essential in everyday life and support learning across the curriculum. It helps students make sense of the numbers, patterns and shapes they see in the world around them, offers ways of handling data in an increasingly digital world and makes a contribution to their development as successful learners. Mathematics offers students a powerful way of communicating. They learn to explore and explain their ideas using symbols, diagrams and spoken and written language.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Standards-aligned Instruction

Area of Focus Description and Rationale:	To ensure progress towards student achievement in ELA and math to with the district strategic plan including the focus on LTO #1: Ensuring 3rd grade reading proficiency. Although our ELA proficiency tends to have higher gains, our achievement levels have consistently been low. Our students with disabilities had the lowest achievement on the FY 20 Winter Diagnostic, and historically our ELL and Black students have had the lowest achievement over the past three years. In order to meet our target for the strategic plan, we need to increase overall ELA proficiency by more than 13 points. Looking at math data, we dropped significantly in learning gains for students in the L25 (FY19 FSA) and dropped 7% (57% to 50%) on the most recent FY20 Winter Diagnostic.
Measurable Outcome:	By the end of SY21 school year, we will increase ELA proficiency and math learning gains by 15%. We will increase ELA proficiency from 49% to 58% and increase the math learning gains from 58% to 65%.
Person responsible for monitoring outcome:	Irene Morales (irene.morales@palmbeachschools.org)
Evidence-based Strategy:	<ol style="list-style-type: none"> 1. ELA teachers will implement standards based instruction with emphasis on the connections between reading and writing. 2. Teachers will engage students in grade level instruction supported with differentiation and scaffolding in math and ELA classrooms. 3. Professional Learning Communities will have a focus on standards based instruction. Teachers will collaborate on determining next steps when students have not mastered specific standards. Teachers will determine the student needs and assess how instruction impacted student learning. 4. Students will practice and deepen their knowledge of ELA and Math standards through personalized learning solutions that provide support/reteaching at their level (iready and Successmaker).
Rationale for Evidence-based Strategy:	<ol style="list-style-type: none"> 1. In grade Kindergarten -4th, teachers will implement the benchmark curriculum. The materials align with state standards and allow for teachers to incorporate writing into all parts of the ELA framework. These materials also support our ESOL and Dual Language students by providing sequenced lesson in both english and spanish. 2. Differentiation provides an opportunity for teachers to personalize the learning and provide direct instruction to students at varying levels. Although, students may be at different levels, it's important to provide grade level material and scaffold based on what the students need. 3. PLC's allow teachers the opportunity to directly improve their teaching by encouraging reflection and analyzation of student progress. Student success is the focus of PLC's and allows for teams to progress monitor the achievement of all the students. Following the PLC cycle: determining student needs, developing plans, delivering instruction, and assessing will allow for our students to recieve quality instruction and feedback. 4. Ensure that students are engaged in rigorous, standards based instruction throughout the school day.

Action Steps to Implement

1. ELA teachers will implement standards based instruction with emphasis on the connections between reading and writing.
 - a. Teachers will engage in preschool PD to determine scope and sequence and standards for beginning of distance learning
 - b. Teachers will work collaboratively in PLC to develop lessons aligned to to the standards

- c. Professional development will be provided to build expertise for using curriculum materials online
- d. Leadership and SSCC will monitor and support PLC's to ensure data analysis and progress monitoring.

Person Responsible Irene Morales (irene.morales@palmbeachschools.org)

2. Teachers will engage students in grade level instruction supported with differentiation and scaffolding in math and ELA classrooms.

- a. Identify students in tiers and students with warning signs.
- b. Teachers schedules will be developed to ensure students receive additional supports
- c. Teachers and coaches collaborate to develop scaffolded lessons based on the students needs
- d. Administration will collect data on students receiving additional supports and have progress monitoring meetings with support teachers to discuss student progress.

Person Responsible Crystal Swiatlowski (crystal.swiatlowski@palmbeachschools.org)

3. Professional Learning Communities will have a focus on standards based instruction. Teachers will collaborate on determining next steps when students have not mastered specific standards. Teachers will determine the student needs and assess how instruction impacted student learning.

- a. SSCC will develop PLC schedule that allows 90 minutes for each grade level to collaborate.
- b. SSCC will provide weekly PLC notes and updates to teachers in order for them to prepare for meetings
- c. Teachers will bring student work to analyze and determine student needs as a grade level
- c. Administration will conduct grade level walkthroughs following PLC's to monitor standards based instruction and provide feedback

Person Responsible Irene Morales (irene.morales@palmbeachschools.org)

4. Ensure that students are engaged in rigorous, standards based instruction throughout the school day.

- a. Provide preschool PLC's focused on distance learning engagement strategies
- b. Identify student material and resources needed to provide rigorous instruction at each grade level
- c. Conduct PLC's that include unpacking both the ELA and math standards
- d. Administration and coaches will conduct frequent walkthroughs to ensure teachers are provided feedback on instruction

Person Responsible Deborah Maupin (deborah.maupin@palmbeachschools.org)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

Our school has a Single School Culture for behavior and academics. Our Universal Guidelines and Eagle Expectations are taught to students, communicated to parents, and monitored through our School Wide PBS committee. In addition, our school ensures that in accordance with school board 2.09 and Florida State Statute 1003.42 that we infuse multicultural diversity within the curriculum and the arts. Our students engage in a variety of activities that immerse them in rigorous tasks to meet the expectations of the Florida Standards. In addition, content required by State statute 1003.42 is infused across the curriculum in a variety of ways. Instruction focuses on content related to: The history of the Holocaust, the history of Black and African Americans, the contributions of Latinos and Hispanics, the contributions of women and the sacrifices of veterans and Medal of Honor recipients within US History.

Additional content required for instruction by Florida Statute 1003.42(2) as applicable to appropriate grade levels, include:

- Declaration of Independence
- Constitution of the United States and the Bill of Rights
- Federalist papers: Republican form of government
- Flag education
- Civil government: functions and interrelationships
- History of the United States
- Principles of Agriculture
- Effects of alcohol and narcotics
- Kindness to animals
- Florida history
- Conservation of natural resources
- Health education
- Free enterprise
- Character-development program (required K-12) with curriculum to address: patriotism; responsibility; citizenship; kindness; respect for authority, life, liberty, and personal property; honesty; charity; self-control; racial, ethnic, and religious tolerance; and cooperation.

Our PBIS universal school guidelines and matrix will be demonstrated and taught through specific practices and students will be responsible to abide by the guides to be a Safe, Optimistic, Achieving, Respectful student. A single school culture of excellence will also be achieved by using our advisory sessions throughout the year.

Suite 360 is the curriculum that the school district selected to implement the five- hour state mandated instruction related to youth mental health and awareness. Throughout the suite 360 curriculum, students participated in lessons on the following topics: Mental Health Awareness and Assistance, Healthy Coping Skills for Teens, #STOPTHESTIGMA- The Truth About Mental Health Conditions, Supporting Someone with a Mental Health Condition, Prevention of Substance Misuse, Child Trafficking, and Awareness of Resources and the Process of Assessing Treatment.

The School Behavioral Health Professional (SBHP) supports the behavioral and mental health of students. The SBHP position started for the 2019-2020 school year as part of the Marjory Stoneman Douglas High School Public Safety Act to have more mental health professionals in schools and is funded through local referendum dollars. All schools in Palm Beach County have a SBHP.

Safe and Drug Free Schools initiatives such as Red Ribbon Week and other programs that support prevention of violence in and around the school are implemented on an ongoing basis. A DATA Counselor (Drug/Alcohol) is located full-time on campus, along with a co-located therapist, behavioral health specialist, and case manager. These staff and programs work in concert to prevent the use of alcohol, tobacco, drugs, and foster a safe, drug free learning environment supporting student wellness, student achievement, and appreciation for diversity.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

At Melaleuca we establish high expectations for all students and staff. Our School- wide Positive Behavior systems motivate and encourage students to work together and celebrate success academically and behaviorally. Our students know and use our Eagle Expectations of being Respectful, Responsible, and Ready to Learn. To celebrate success in all areas, students can earn brag tags individually or as group. Students can also earn Eagle Dollars when working as a group or class. These Eagle Dollars promote teamwork and collaboration throughout the school campus. In order to have all stakeholders involved, we review the Eagle Expectations and include brag tags and Eagle Dollars at all of our after school events. During the school year, we send out a monthly newsletter to families that provides information on important events going on at school. In addition, we have a character development program that is promoted monthly focusing on a specific trait. Students have a chance of being chosen and celebrated at an assembly.

During distance learning, we wanted to implement additional school wide activities that helped our virtual and face to face students remain connected to our core values. We began the implementation of a "House" system in which students are sorted into 6 different houses. The houses represent a different content, country and language and character trait. Students earn points for their house by participating appropriately, following our school wide expectations, and by demonstrating teamwork in a variety of different ways.

Melaleuca is also an AVID school that ensures College and Career Readiness. Schoolwide, Kindergarten through 5th grade, our students learn how to be organized, self advocate, and socially interact and communicate with one another. In addition, Melaleuca began to incorporate Global Education outcomes throughout our curriculum. Students are expected to learn to: 1) Investigate the world 2) Understand different perspectives; 3) Communicate with diverse groups of people and 4) Take action to solve local or globally significant problems. Our 5th graders participate in Service Learning where they learn the importance of volunteering and giving back to our school community.

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction	\$739.00
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	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5000	120-Classroom Teachers	1441 - Melaleuca Elementary School	School Improvement Funds	739.0	\$739.00
			<i>Notes: Pending SAC Approval</i>			
					Total:	\$739.00