

The School District of Palm Beach County

Melaleuca Elementary School



2021-22 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	18
Planning for Improvement	28
Positive Culture & Environment	32
Budget to Support Goals	34

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
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 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%)
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	
* 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.

Table of Contents

Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	18
Planning for Improvement	28
Title I Requirements	0
Budget to Support Goals	34

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)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School KG-5	Yes	91%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	93%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		C	C	B

School Board Approval

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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.

The mission of the School District of Palm Beach County is to educate, affirm, and inspire each student in an equity-embedded school system.

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	Position Title	Job Duties and Responsibilities
Maupin, Deborah	Principal	<p>Vision of Academic Success for All</p> <ol style="list-style-type: none"> 1. Deepens understanding of standards and engages faculty, students, parents, and community members to understand the standards and the vision of academic success aligned to college- and career-readiness. 2. Meets one-on-one, in teams, and as a whole faculty to reinforce high expectations for students and staff, develop plans to achieve the visions and standards, review with evidence progress toward the goals, and identify exemplars of the vision in action and barriers to it. 3. Establishes and communicates non-negotiables related to teaching and learning in intellectually stimulating ways that promote application of learning. 4. Challenges beliefs and practices that interfere with achieving the vision. 5. Demonstrates through daily decisions and actions that the school's priority is academic success for every student. 6. Serves as the cheerleader, coach, and standard bearer for the vision. 7. Functions collaboratively with the School Advisory Council to assess school needs, develop a meaningful School Improvement Plan, and introduce those changes in school programs and personnel assignments that will result in achievement of school performance objectives and other District goals. 8. Monitors the implementation of effective instruction to meet the needs of all students. 9. Monitors the implementation of cultural competence, equity, and access within the instructional practices at the school center. <p>Climate</p> <ol style="list-style-type: none"> 10. Creates time within the school day for professional learning and collaboration amongst teachers and resource staff and facilitates and leads professional learning focused on content, instruction, and pedagogical content knowledge. 11. Be present in classrooms and learning communities frequently to lend support to teachers and keeps abreast of their professional learning and instructional needs. 12. Creates school-wide and team norms and expectations for collective responsibility for student success. 13. Develops staff's capacity to collaborate effectively about standards and effective instruction. 14. Celebrates success as well as opportunities for growth. 15. Eliminates barriers and distractions that interfere with effective teaching and learning. 16. Provides a clean, safe and nurturing school environment. 17. Builds a culture of pride, trust, and respect. 18. Implements and monitors an effective approach to bullying prevention. 19. Aligns new and existing community and parent partnerships. <p>Cultivating Leadership</p> <ol style="list-style-type: none"> 20. Focuses the administrative and school leadership teams' work on implementation of standards and reformed instruction. 21. Advocates, selects, develops, and supports teacher leaders to expand instructional leadership and job-embedded professional learning in the school.

Name	Position Title	Job Duties and Responsibilities
		<p>22. Provides professional learning for teacher leaders to ensure they have the knowledge, skills, and dispositions to fulfill their responsibilities as facilitators of learning among peers, have deep understanding of content and standards, instructional credibility, and professional respect and trust.</p> <p>23. Sets expectations for staff for engaging with teacher leaders in ongoing efforts to improve instruction and student learning.</p> <p>24. Coordinates and narrows teacher leaders' work on learning-focused behaviors and tasks.</p> <p>25. Provides ongoing coaching with constructive feedback to teacher leaders.</p> <p>26. Implements a comprehensive performance management system.</p> <p>27. Implements rigorous project management, structures, protocols, and processes.</p> <p>Improving Instruction</p> <p>28. Develops deep understanding of standards and requisite classroom curriculum and instruction to achieve the standards.</p> <p>29. Sets clear goals with individuals, teams, and the whole faculty for student achievement and effective instruction aligned with the vision for academic success aligned to the new standards.</p> <p>30. Provides intellectually stimulating individual, team, and school-wide professional learning focused on meeting the vision for academic success aligned with standards as a routine part of teachers' workday.</p> <p>31. Engages teachers in visiting one another's classrooms to promote transparency and shared expertise and to increase consistency in expectations and learning opportunities across classrooms, subjects, and grade levels.</p> <p>32. Quickly and proactively addresses problems in instruction and student learning.</p> <p>33. Visits classrooms to support and monitor instruction and provides frequent constructive feedback to individuals, teams, and whole faculty on progress toward those goals.</p> <p>34. Monitors and improves instruction.</p> <p>35. Monitors the implementation of instructional programming, digital, and blended learning customized to the individual strengths, needs, and aspirations of each learner.</p> <p>People, Data, and Processes</p> <p>36. Hires and retains highly qualified and effective employees.</p> <p>37. Hires teachers with deep content knowledge, competence in pedagogy, and understanding of pedagogical content knowledge; provides intensive mentoring to new staff members to bring them up-to-date with other staff to prevent gaps in student learning.</p> <p>38. Taps the expertise of teachers who have solved persistent instructional problems and supports sharing of these practices and ongoing inquiry among staff.</p> <p>39. Uses data to inform decisions and instruction, professional learning, performance, and student learning.</p> <p>40. Analyzes the scope of change required within their school and classrooms to select and implement appropriate leadership practices to improve instruction and student learning.</p>

Name	Position Title	Job Duties and Responsibilities
		<p>41. Reflects on competing priorities and focuses attention on those that will have the greatest leverage in improving instruction and learning while simultaneously working with colleagues and supervisors to eliminate or diminish those that interfere with instructional leadership.</p> <p>42. Collaborates with peers, staff, and supervisors to clarify priorities for student and staff learning.</p> <p>43. Supervises and evaluates all school-based personnel, including conducting performance appraisal sessions which are extensions of a Board-approved personnel assessment system, making reappointment recommendations and providing staff development/training opportunities.</p> <p>44. Manages and supervises the school's financial resources, including the preparation of the school's budget, the monitoring of internal accounts, and the review and approval of purchases and payments for all goods and services received.</p> <p>45. Maintains appropriate records related to pupil attendance, FTE generation, instructional and non-instructional school-based personnel, and property inventories and ensures the accuracy and timeliness of all school reports.</p> <p>46. Supervises the school's food, transportation, maintenance, facility and support services.</p> <p>47. Provides effective communications with and seeks input from parents, teachers, students and the community via systematic processes.</p> <p>48. Coordinates community activities relevant to the school within the school area.</p> <p>49. Keeps fully abreast of and diligently enforces appropriate federal, state, and local statutes; and complies with audit requirements, School Board policies and administrative directives.</p> <p>50. Implements and monitors career and leadership advancement pathways.</p> <p>51. Monitors systemic customer service.</p> <p>52. Effectively implements resource optimization, including programmatic decisions based on program evaluation or return on investment.</p> <p>Performance Effectiveness Criteria:</p> <p>In addition to the employee being responsible for each of the performance responsibilities listed herein, annual progress will be assessed with respect to support and achievement of the District Strategic Plan and associated applicable scorecards.</p> <p>Additional Job Functions:</p> <ol style="list-style-type: none"> 1. Follows adopted policies and procedures in accordance with School Board priorities. 2. Conducts oneself in the best interest of students, in accordance with the highest traditions of public education and in support of the District's Mission Statement. 3. Performs other duties as assigned.
Swiatlowski, Crystal	Assistant Principal	<p>Vision of Academic Success for All</p> <ol style="list-style-type: none"> 1. Deepens understanding of standards and engages faculty, students, parents, and community members to understand the standards and the

Name	Position Title	Job Duties and Responsibilities
		<p>vision of academic success aligned to college- and career-readiness.</p> <p>2. Meets one-on-one, in teams, and as a whole faculty to reinforce high expectations for students and staff, develop plans to achieve the visions and standards, review with evidence progress toward the goals, and identify exemplars of the vision in action and barriers to it.</p> <p>3. Communicates non-negotiables related to teaching and learning in intellectually stimulating ways that promote application of learning.</p> <p>4. Challenges beliefs and practices that interfere with achieving the vision.</p> <p>5. Demonstrates through daily decisions and actions that the school's priority is academic success for every student.</p> <p>6. Serves as the cheerleader, coach, and standard bearer for the vision.</p> <p>7. Functions collaboratively with the School Advisory Council to assess school needs, develop a meaningful School Improvement Plan, and introduce those changes in school programs and personnel assignments that will result in achievement of school performance objectives and other District goals.</p> <p>8. Monitors the implementation of effective instruction to meet the needs of all students.</p> <p>9. Monitors the implementation of cultural competence, equity, and access within the instructional practices at the school center.</p> <p>Climate</p> <p>10. Supports professional learning and collaboration amongst teachers and resource staff and facilitates and leads professional learning focused on content, instruction, and pedagogical content knowledge.</p> <p>11. Be present in classrooms and learning communities frequently to lend support to teachers and keeps abreast of their professional learning and instructional needs.</p> <p>12. Supports school-wide and team norms and expectations for collective responsibility for student success.</p> <p>13. Develops staff's capacity to collaborate effectively about standards and effective instruction.</p> <p>14. Celebrates success as well as opportunities for growth.</p> <p>15. Assists with eliminating barriers and distractions that interfere with effective teaching and learning.</p> <p>16. Ensures the provision of a clean, safe and nurturing school environment.</p> <p>17. Supports the principal in building a culture of pride, trust, and respect.</p> <p>18. Supports the principal in implementing and monitoring an effective approach to bullying prevention.</p> <p>19. Assists the principal in aligning new and existing community and parent partnerships.</p> <p>Cultivating Leadership</p> <p>20. Focuses school leadership teams' work on implementation of standards and reformed instruction.</p> <p>21. Advocates and supports teacher leaders to expand instructional leadership and job-embedded professional learning in the school.</p> <p>22. Supports professional learning for teacher leaders to ensure they have the knowledge, skills, and dispositions to fulfill their responsibilities as</p>

Name	Position Title	Job Duties and Responsibilities
		<p>facilitators of learning among peers, have deep understanding of content and standards, instructional credibility, and professional respect and trust.</p> <p>23. Carries out the principal's expectations for staff for engaging with teacher leaders in ongoing efforts to improve instruction and student learning.</p> <p>24. Coordinates and narrows teacher leaders' work on learning-focused behaviors and tasks.</p> <p>25. Provides ongoing coaching with constructive feedback to teacher leaders.</p> <p>26. Assists the principal in implementing a comprehensive performance management system.</p> <p>27. Assists the principal in implementing rigorous project management, structures, protocols, and processes.</p> <p>Improving Instruction</p> <p>28. Develops deep understanding of standards and requisite classroom curriculum and instruction to achieve the standards.</p> <p>29. Communicates clear goals with individuals, teams, and the whole faculty for student achievement and effective instruction aligned with the vision for academic success aligned to the new standards.</p> <p>30. Supports intellectually stimulating individual, team, and school-wide professional learning focused on meeting the vision for academic success aligned with standards as a routine part of teachers' workday.</p> <p>31. Engages teachers in visiting one another's classrooms to promote transparency and shared expertise and to increase consistency in expectations and learning opportunities across classrooms, subjects, and grade levels.</p> <p>32. Quickly and proactively addresses problems in instruction and student learning.</p> <p>33. Visits classrooms to support and monitor instruction and provides frequent constructive feedback to individuals, teams, and whole faculty on progress toward those goals.</p> <p>34. Monitors and improves instruction.</p> <p>35. Monitors the implementation of instructional programming, digital, and blended learning customized to the individual strengths, needs, and aspirations of each learner.</p> <p>People, Data, and Processes</p> <p>36. Provides intensive mentoring to new staff members to bring them up-to-date with other staff to prevent gaps in student learning.</p> <p>37. Taps the expertise of teachers who have solved persistent instructional problems and supports sharing of these practices and ongoing inquiry among staff.</p> <p>38. Uses data to inform decisions and instruction, professional learning, performance, and student learning.</p> <p>39. Analyzes the scope of change required within the school and classrooms to select and implement appropriate leadership practices to improve instruction and student learning.</p> <p>40. Collaborates with peers, staff, and supervisors to clarify priorities for</p>

Name	Position Title	Job Duties and Responsibilities
		<p>student and staff learning.</p> <p>41. Supervises and provides input on evaluations for school-based personnel as part of a Board-approved personnel assessment system, including providing input on staff development/training opportunities.</p> <p>42. Supports the effective, efficient and accurate maintenance of appropriate records related to pupil attendance, FTE generation, instructional and non-instructional school-based personnel, and property inventories.</p> <p>43. Assists the principal in supervising the school's food, transportation, maintenance, facility and support services.</p> <p>44. Provides effective communications with and seeks input from parents, teachers, students and the community via systematic processes.</p> <p>45. Coordinates community activities relevant to the school within the school area.</p> <p>46. Keeps fully abreast of and diligently enforces appropriate federal, state, and local statutes; and complies with audit requirements, School Board policies and administrative directives.</p> <p>47. Assist the principal in implementing and monitoring career and leadership advancement pathways.</p> <p>48. Monitors systemic customer service.</p> <p>Performance Effectiveness Criteria: In addition to the employee being responsible for each of the performance responsibilities listed herein, annual progress will be assessed with respect to support and achievement of the District Strategic Plan and associated applicable scorecards.</p> <p>Additional Job Functions: 1. Follows adopted policies and procedures in accordance with School Board priorities. 2. Conducts oneself in the best interest of students, in accordance with the highest traditions of public education and in support of the District's Mission Statement. 3. Performs other duties as assigned.</p>
Dos Santos, Gloria	Instructional Coach	<p>The Dual Language coach modes lessons and provides instructional support to Spanish DL teachers throughout the academic day, as well as be knowledgeable of interventions delivered in Spanish to DL students. They should be current on the latest research in two-way immersion. The DL coach will facilitate presentations to teachers and parents, conduct school-based trainings as needed, and share best practices with all DL classroom teachers. They are to attend monthly District DL coach meetings. In addition, the coach will be representing the students serviced within this program when it comes to educational decisions made at School-Based Team meetings. DL coaches are responsible for completing</p>

Name	Position Title	Job Duties and Responsibilities
		coaching logs, action plans, and communicating with administration on DL initiatives and requirements
Morales, Irene	Other	<p>Essential Functions:</p> <ol style="list-style-type: none"> 1. Provides teachers with instructional leadership and support for the continuous academic improvement of all students in accordance with Florida Standards. 2. Functions as Florida Standards expert in mentoring and coaching teachers to build literacy instruction. 3. Provides coaching, support, and professional learning strategies to individual teachers to improve classroom instruction and facilitate growth as highly effective educators. 4. Provides modeling and coaching support for small group instruction. 5. Provides curricular support for Summer bridge / Summer slide programs. 6. Applies principles and practices of Multi-Tiered System of Supports (MTSS) in behavior/academic intervention determination and student progress monitoring in the Response to Intervention (RtI) process. 7. Assists the District in ensuring cultural/social competence and responsiveness within the instructional practices and in the implementation of the school-wide culture. 8. Monitors and ensures effective instruction and equitable access to resources necessary for the success of all students. 9. Uses existing data appropriately to diagnose and assess student needs; guides teachers in tailoring instruction to meet individual needs. 10. Provides side-by-side support at Learning Team Meetings (LTM) or Professional Learning Communities (PLC). 11. Facilitates the implementation of instructional programming, digital, and blended learning customized to the individual strengths, needs, and aspirations of each student. 12. Guides teachers in effectively using data to make adjustments to instruction, successful alignment and implementation of school improvement decisions, and development of the school-wide culture. 13. Meets regularly with school/district administration to ensure continual alignment to the District Strategic Plan. 14. Stays abreast of the latest research regarding curriculum, instruction, and professional development related to their content areas. <p>Additional Job Functions:</p> <ol style="list-style-type: none"> 1. Follows adopted policies and procedures in accordance with School Board priorities. 2. Conducts oneself in the best interest of students, in accordance with the highest traditions of public education and in support of the District's Mission Statement. 3. Performs other duties as assigned.
Moreno, Rachel	Other	<p>The ESOL Coordinator serves as the instructional liaison between multicultural department and the school.</p> <p>Their responsibilities are as follows:</p>

Name	Position Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> • Model lessons, share best practices, and provide instructional support to teachers; • Facilitate presentations to teachers and parents; • Conduct school-based professional development as needed; • Represent the students serviced within the program at School-Based Team meetings; • Comply with State and Federal regulations regarding ELL placement and progress; and • Attend regular meetings held by the Regional ESOL Instructional Coordinators in order to receive information about best practices in second language acquisition and research-based instructional strategies.
Tucker, Heather	Other	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.

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

53

Total number of students enrolled at the school

614

Identify the number of instructional staff who left the school during the 2020-21 school year.

5

Identify the number of instructional staff who joined the school during the 2021-22 school year.

4

Demographic Data

Early Warning Systems

2021-22**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	102	88	89	102	115	121	0	0	0	0	0	0	0	617
Attendance below 90 percent	0	29	20	25	19	29	0	0	0	0	0	0	0	122
One or more suspensions	0	2	0	1	1	2	0	0	0	0	0	0	0	6
Course failure in ELA	0	7	15	18	28	12	0	0	0	0	0	0	0	80
Course failure in Math	0	3	14	12	25	10	0	0	0	0	0	0	0	64
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	46	43	46	0	0	0	0	0	0	0	135
Level 1 on 2019 statewide FSA Math assessment	0	0	0	61	54	64	0	0	0	0	0	0	0	179
Number of students with a substantial reading deficiency	0	25	23	38	70	64	0	0	0	0	0	0	0	220
FY21 ELA Winter Diag Level 1 & 2	0	0	0	87	68	81	0	0	0	0	0	0	0	236
FY21 Math Winter Diag Level 1 & 2	0	0	0	60	66	71	0	0	0	0	0	0	0	197

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	1	1	2	6	7	14	0	0	0	0	0	0	0	31

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	3	5	12	24	0	0	0	0	0	0	0	44
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Monday 8/30/2021

2020-21 - 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	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

2020-21 - 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	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

Part II: Needs Assessment/Analysis**School Data Review**

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				49%	58%	57%	44%	57%	56%
ELA Learning Gains				61%	63%	58%	52%	61%	55%
ELA Lowest 25th Percentile				61%	56%	53%	51%	56%	48%
Math Achievement				60%	68%	63%	56%	65%	62%
Math Learning Gains				58%	68%	62%	64%	63%	59%
Math Lowest 25th Percentile				48%	59%	51%	66%	53%	47%
Science Achievement				32%	51%	53%	50%	56%	55%

Grade Level Data Review - State Assessments

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	2021					
	2019	46%	54%	-8%	58%	-12%
Cohort Comparison						
04	2021					
	2019	50%	62%	-12%	58%	-8%
Cohort Comparison		-46%				
05	2021					
	2019	42%	59%	-17%	56%	-14%
Cohort Comparison		-50%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	64%	65%	-1%	62%	2%
Cohort Comparison						
04	2021					
	2019	45%	67%	-22%	64%	-19%
Cohort Comparison		-64%				
05	2021					
	2019	55%	65%	-10%	60%	-5%
Cohort Comparison		-45%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	29%	51%	-22%	53%	-24%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

Tracking student progress throughout the school year is extremely important to monitoring the academic growth of all students. Student performance data is collected, tracked and analyzed in order to evaluate the effectiveness of instruction. On a classroom level, the results are used to adjust instruction to better support students. Our grade level teams and leadership use the data to make or support instructional and curricular decisions.

A variety of data points will be used to monitor and support student learning throughout the school year. In grade K-2, the primary data used is derived from iready for Fall, Winter and Spring. In the primary grades, Successmaker in the fall and spring is used to monitor student progress in math. In grades 3-5, Successmaker (math) and the Unit Standardized Assessments (reading and science) are used in the fall, winter and spring. The Unit Standardized Assessments (USA's) are used to determine how well the taught academic standards have been mastered.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	32	23	45
	Economically Disadvantaged	26	18	44
	Students With Disabilities	29	14	36
	English Language Learners	25	13	36
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students		68	76
	Economically Disadvantaged		63	71
	Students With Disabilities		80	75
	English Language Learners		64	84
Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	15	11	18
	Economically Disadvantaged	16	12	17
	Students With Disabilities	7	0	7
	English Language Learners	7.5	2.7	8.3
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students		76	73
	Economically Disadvantaged		76	72
	Students With Disabilities		67	46
	English Language Learners		71	63

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students		55	47
	Economically Disadvantaged		40	32
	Students With Disabilities		40	32
	English Language Learners		46	44
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students		60	45
	Economically Disadvantaged		47	28
	Students With Disabilities		47	28
	English Language Learners		52	41
Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students		59	58
	Economically Disadvantaged		44	35
	Students With Disabilities		44	35
	English Language Learners		46	45
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	53	49	48
	Economically Disadvantaged	52	49	48
	Students With Disabilities	44	47	41
	English Language Learners	33	37	37

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students		55	62
	Economically Disadvantaged		52	60
	Students With Disabilities		33	38
	English Language Learners		34	43
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	61	56	43
	Economically Disadvantaged	62	55	40
	Students With Disabilities	43	31	10
	English Language Learners	43	36	20
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	64	59	70
	Economically Disadvantaged	61	58	69
	Students With Disabilities	43	33	53
	English Language Learners	44	36	62

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	15	28	35	15	6	7	3				
ELL	33	38	50	31	24	22	18				
BLK	28	39		26	14		8				
HSP	39	38	38	36	24	17	25				
WHT	71	57		48	14		40				
FRL	37	38	37	33	21	14	21				
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				

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
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				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	33
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	47
Total Points Earned for the Federal Index	261
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	18
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	33
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	

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%	
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%	
Black/African American Students	
Federal Index - Black/African American Students	27
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	33
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
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%	
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%	
White Students	
Federal Index - White Students	46
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	31
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Analyzing data over the last three years, we see a trend downward in some subject areas. In comparing 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. In addition, science scores saw similar declines from 2018 proficiency at 45%, 29% in 2019 and 22% in 2021. Reading scores were a bit more consistent over the three year period, in 2018 41%; 4th 2019 6% and in 2021 34% for our 3rd grade students. Fourth grade in 2018 was 41%, in 2019 50% and in 2021 42%. Finally, fifth grade faced some of the sharpest declines with reading proficiency at 42% in 2018, 42% in 2019 and 32% in 2021.

Based on this data analysis, our focus will be to increase the learning gains and proficiency rates of our students in math, science and ELA. The use of in school tutors for reading and math will ensure that all student who need the support will be able to receive the additional support.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Based on progress monitoring and the 2019 assessments, the areas in need of the greatest improvement are number of proficient students in math and science. In 2019, overall math proficiency was at 60% which represents a decrease of 6 percentage points from the previous year. The gap between the ESE subgroup and our other subgroups is also an area in need of improvement. Only 10% of our ESE students were proficient compared to 36% of the overall population. In addition, the science proficiency scores have trended downward for the last two years, with only 22% of 5th grade students demonstrating proficiency. It is interesting to note that while the NGSS science proficiency was 22%, an analysis of the USAs trend higher, with about 70% of students meeting the threshold. So, while the district assessments indicate students are making progress, that progress is not realized on the actual state assessment. Therefore, our focus for this year will be a strong focus on math and science, with supports for students who have learning gaps. Focusing on the needs of our ESE students through the implementation of through the use PLCs for our ESE teachers and adjusting the master schedule to provide additional supports for those students will help us to meet the needs of all students. In addition, progress monitoring of student achievement using a variety of formative assessments will occur with follow up action planning for immediate remediation to address deficiencies.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

During FY 19, some staffing adjustments occurred that created teacher openings. While we were able to fill the positions with certified staff members, all were new and inexperienced. In SY 20, we started the year again with staffing issues that made it difficult to provide consistent core instructions to our students. We were unable to fill two full time teaching positions with certified personnel and were forced to increase class sizes of our 3rd and 4th grade classes. While this ensured that all students were receiving instruction with a certified teacher, it also placed additional burdens on the grade levels. Add to the staffing issues the fact that about 40% of our students remained virtual throughout

the school year. Our teachers needed to teach virtual and in person students simultaneously, which added additional challenges and obstacles. Teachers needed to learn the technology and effective methods of delivering lessons simultaneously. We also saw many of students and teachers need to quarantine and the lack of substitutes made providing continuous instruction almost impossible in some cases. While our teachers supported each other, continued to engage in professional learning communities, and participated in PD to learn to use a variety of new technological platforms, the lack of consistency were difficult to overcome. In order to address this need for improvement, we need to continue to support students with extended absences. Providing opportunities for professional learning communities, just in time professional development and developing a plan for students/teachers who have extended absences should help us to address this need for improvement.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Based on 2019 state assessment, we saw the most improvement with our white female and Hispanic female subgroups. Proficiency percentages increased from 40% to 57% in 2019 for white females; 37% to 57% for Hispanic females. The same improvement was seen in these two subgroups in math, with the scores of white females increasing from 50% to 63% in 2019; Hispanic females increased from 47% to 60% in 2019. Based on progress monitoring data, approximately 47% of 3rd grade students were meeting the threshold scores on the USAs. In 4th grade, 57% and in 5th grade 62%. We noticed that while the percentages of students meeting threshold were higher, we still saw major decreases in the overall 2019 FSA scores in ELA. Contributing factors to this finding may be student stamina, lack of practice with the test items as presented on FSA, and that lack of practice with higher level questions. The one subgroup that showed improvement from 2019 state assessments to the 2021 state assessment was the SWD subgroup. The percent proficient in 2019 was approximately 7% and that number increased to 10% in 2021.

What were the contributing factors to this improvement? What new actions did your school take in this area?

We changed our core instruction to support a more focused approach to both reading and math. The components of the reading and math blocks were spelled out we worked during PLCs to develop instructional routines that would support our ELLs. Teachers were able to consistently monitor student progress using the formative assessments. We also added a greater diversity of reading material to our classroom libraries and core reading materials. Students were presented with more culturally relevant texts. We continued to focus on academic standard and to utilize professional learning community time to unpack, understand and develop effective instruction for teaching those standards.

The teachers focused on the following instructional practices:

- 1) Using data to identify tier 2 and tier 3 students and the instructional needs.
- 2) Professional development focused on small group instruction based on student needs.
- 3) A comprehensive method for progress monitoring for student academic success was implemented
- 4) Data chats were held with individual teachers and students to set goals and understand instructional priorities.

Due to these changes, proficiency percentages increased from 40% to 57% in 2019 for white females; 37% to 57% for Hispanic females.

What strategies will need to be implemented in order to accelerate learning?

In order to accelerate learning in all curriculum areas, we need a renewed focus on the academic standards. We need all teachers to have a clear understanding of the intent and rigor of the standard and be able to monitor whether or not students are meeting mastery. We will resume in person PLCs to allow teachers to collaborate, share resources and develop plans for instruction that are engaging, culturally relevant and supportive of all students. In science, we need a renewed school wide focus on

science. Cross grade level planning to ensure that the appropriate vocabulary, skills and understanding of scientific concepts happens at all levels will be crucial. During PLCs, we will focus on analyzing data and developing protocols for reteaching and remediation immediately. We will also provide opportunities for teachers to engage in sharing best practices of small group instruction, balanced literacy, effective ELD strategies and differentiated learning. In addition, grade level learning communities will develop formative assessments to track and monitor the progress of all students. An additional focus needs to be on the learning gains of all students, especially those with significant learning loss. It will be important to track and progress monitor all students, including students in the L25, our ESE and ESOL students. Remediation and acceleration support will be provided by tutors and/or interventionists throughout the school day. In addition, if possible, we will provide expanded after school and Saturday tutorial opportunities.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

PLCs will continue to be an active part of our school schedule. Professional development will be provided on student engagement and the new academic standards (B.E.S.T) for our K-2 teachers. It is clear that we need to reset and refocus our efforts on in person core instruction. Therefore, professional development opportunities will center around reviewing and renewing teacher understanding of best practices in core instruction, including small group, differentiated instruction.

In addition, due to the fact that a large part of school follows a dual language methodology, we will refocus our professional development efforts on ensuring effective practices within the dual language environment. Professional development on "bridging," total physical response (TPR), Go-To strategies will help us to support the large number of ELL students in our school. In addition, project based learning and Global Education professional development will be provided to help teachers implement a more relevant and rigorous curriculum.

In order to support our school wide implementation of Global Education, additional professional development will be provided regarding global education learning outcomes and strategies. Teachers will engage in PD on project based learning to support our whole school implementation and supporting students in: 1) Investigating the world 2) Communicating effectively 3) Recognize perspectives and 4) Take action.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

A large focus for our school will be the implementation of standards based instruction in all content areas. In order to ensure that all students make learning gains we will implement the following:

- 1). Small group differentiated instruction-- teachers will implement data driven small group sessions that meet the needs of all students. All students will be carefully progress monitored and remediation and/or enrichment provided as needed.
- 2) Reading and writing across the content areas will also be a major focus. In order to combat the loss of instruction due to COVID, it is important that we strongly integrate reading and writing across all content areas. During PLCs and collaborative planning sessions, teachers will plan literacy strategies that span the content areas including a focus on the text, task and talk required for each lesson.
- 3) Increase reading proficiency at grade 3-- we will focus on k-2 foundational reading skills mastery as a way to improve student readiness for grade 3. Teachers in grades K-2 will engage in professional development and PLCs that focus on understanding the new BEST standards.
- 4) Remediation and Acceleration opportunities will be available to students throughout the school day. Funds have been allocated to provide for academic tutors and additional interventionists to provide additional small group reading support for struggling students.

5) Renewed focus on SEL strategies and a more comprehensive PBIS system will be introduced. Our team will work with teachers, parents, and students to identify rewards and celebrations of academic achievement and attendance.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA**Area of Focus Description and Rationale:**

If we focus on differentiated small group instruction to increase learning gains in school wide ELA and Math, then we will increase student achievement and ensure alignment with the District's Strategic Plan. This area of focus aligns directly with our District Strategic Plan, Theme 1 Goal: Increase reading on grade level by third grade.

Based on the data reviewed, it is clear that many of our students are struggling with both reading and math. The number of students demonstrating proficiency decreased significantly from 49% in ELA to 39% proficiency. However, learning gains decreased significantly from 61% to 41% and for the students in L25 from 61% to 39%. These decreases demonstrate that we need to renew our focus on standards based teaching. We need to use data to identify the specific strengths, weaknesses and learning gaps of each of our students and ensure that our instruction meets the needs of individuals. Therefore, a clear focus on differentiation via small groups, targeted remediation and intervention will improve and support our instructional practice. A similar focus is necessary for math where scores declined from 60% proficiency to 35% proficiency in 2021; Learning gains were 22% and 14% for the L25 which are decreases of 36 and 34 percentage points. These decreases in learning gains demonstrate that differentiation is a critical need for math. We need to provide targeted support and instruction to all students to help fill in the gaps and increase academic performance of our students.

Our goal is to be strategic and focus on differentiated small groups and standards based instruction in all content areas. The focus on differentiated small groups will help to accelerate student progress and minimize the learning gaps that occurred due to the challenges of educating our students during the COVID 19 pandemic.

Measurable Outcome:

By FY22, we will increase the number of students making learning gains to 65% for both ELA and Math. Our goal is to make up the difference that of the declines incurred during virtual/simultaneous teaching in 2020. We will increase the learning gains of all subgroups by at least 10% (ESE, ELL, etc).

Monitoring:

Monitoring is an important part of student achievement. Improving student achievement requires the ability to make adjustments based on data. The continuous improvement model, plan, do, act will be followed to ensure that we are constantly making those adjustments to best support our students.

Some specific monitoring techniques we will use this year include:

Review of Lesson Plans, Data Analysis, Classroom walks, Student work samples/portfolio/binder

reviews, Student attendance, Data Chats, Formal Observations, Professional Learning Communities

attendance/participation, all Formative/Summative Assessments and Technology (iReady, iStation, successmaker)

The monitoring will be supported by key members of our academic leadership team:

Assistant Principal

Single School Culture Coordinator

ESOL Coordinator

Dual Language Coach

ESE Coordinator

Person responsible for monitoring outcome:

Deborah Maupin (deborah.maupin@palmbeachschools.org)

Evidence-based Strategy:

1. Incorporate differentiated Small group instruction to support students learning at their ability with a variety of tasks, process, and product.
2. Targeted, structured tutorial programs aimed at closing gaps in student knowledge, skills and abilities.
3. Math teachers will incorporate the use of technology-based programs including Successmaker; Language Arts teachers will use iready, AVID strategies to enhance students' ability to integrate knowledge.
4. Professional Learning Community (PLC)/Professional Development will ensure teachers work collaboratively to focus on best practices and methodologies. and ensure equity.
5. Professional development will improve teacher capacity to incorporate best practices in all core areas.

Rationale for Evidence-based Strategy:

- 1) Using data to develop and implement small group instructional practices will allow teachers to identify gaps in learning and provide immediate remediation/enrichment for individual students.
- 2) Once weaknesses are noticed, providing in school, after school, Saturday tutorials will provide the opportunities for remediation.
- 3). Programs such as successmaker and iready provide personalized learning for students. These programs can be monitored closely and adjust as necessary to help students continually make progress.
- 4)PLC's allow teachers an opportunity to collaborate, to analyze data, and to make decisions to improve student achievement and progress.

Action Steps to Implement

1. ELA teachers will implement standards based instruction with emphasis on the connections between reading and writing.
 - a. Teachers will utilize FSQ, USA, and personalized technology data to develop small groups
 - 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)

Provide in school, before school, after school, and Saturday tutorials for students.

- a) identify students in need of additional support
- b) Provide time within the master schedule for academic tutors, interventionists and resource teacher to support instruction.
- c) Identify tutorial needs beyond the school day and implement beginning in November.

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

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

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

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

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

When looking at SafeSchoolsforAlex.org we see our school ranks 1001 out of 1395, which was high when compared to other elementary schools. We reported 1.0 incidents per 100 students.

This

rating was for a total enrollment of 668, with 7 incidents for 2019-2020 school year.

When looking at the ranking details the incidents rated high are violent incidents. Our issues fall under Fighting,

Physical Attack, Bullying, and Harassment, and include 6 incidents. We had zero property incidents.

To support our students and make an impact on incidents we will integrate a Single School Culture by

sharing our Universal Guidelines and Expectations and communicating these expectations to parents; and monitoring SwPBS through data and AVID strategies, lessons and resources.

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.

We have established a Social Emotional Learning team that consists of a behavior resource specialist, two guidance counselors and a co-located licenced clinical therapist. This team works with administration to monitor, support and assist students with all social and emotional aspects of school.

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.

Our school developed Universal guidelines and Eagle expectations that are communicated to our students and families throughout the school year. We implemented a "House" system in which students are sorted into 6 different houses. 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, our students learn how to be organized, socially interact and communicate with one another. In addition, Melaleuca incorporates Global Education outcomes throughout our curriculum. Students are expected to learn to: 1) Investigate the world 2) Understand different perspectives; 3) Communicate effectively, and 4) Take action to solve problems. Our PBIS universal school guidelines and matrix is demonstrated and taught through specific practices. Following these guidelines will help us develop students that are Responsible, Respectful and Ready to learn.

Melaleuca continues to maintain a Single School Culture of excellence and strives to improve climate in a variety of ways. Trimester celebrations and "house" assemblies help maintain our Single School Culture. We also are implementing the mental health lessons mandated by the state of Florida utilizing the Suite360 lessons which are delivered to the students through our guidance department. 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: Prevention of Substance Misuse, Child Trafficking. We also Implement Safe and Drug Free Schools initiatives such as Red Ribbon Week and other programs that support prevention of violence in and around the school on an ongoing basis.

In addition, as stipulated within Florida Statute & Policy 2.09 our school ensures all students receive equal access to the pillars of Effective Instruction: Students immersed in rigorous tasks encompassing the full intent of the Florida State Standards and content required by Florida State Statute 1003.42. Continuing to develop a single school culture and appreciation of multicultural diversity in alignment to S.B. 2.09 Instruction applicable to appropriate grade levels including but not limited to:

(a) History of the Holocaust; the systematic, planned annihilation of European Jews and other groups by Nazi Germany. A watershed event in the history of humanity to taught in a manner that leads to an investigation of human behavior. An understanding of the ramifications of prejudice, racism, and stereotyping. An examination of what it means to be a responsible and respectful person, for the purposes of encouraging tolerance of diversity in a pluralistic society and for nurturing and protecting democratic values and institutions, including the policy, definition, and historical and current examples of anti-Semitism, as described in s. 1000.05(7), and the prevention of anti-Semitism. The second week in November, designated as "Holocaust Education Week" in this state in recognition that November is the anniversary of Kristallnacht, widely recognized as a precipitating event that led to the Holocaust.

(b) History of African and African Americans including the history of African peoples before the political conflicts that led to the development of slavery, the passage to America, the enslavement experience, abolition, and the contributions of African Americans to society. Instructional materials shall include the contributions of African Americans to American society.

(c) Women's Contribution Standards prioritize listing women of accomplishment, which reflects the standards' overall tendency to celebrate individual leadership and achievement. Instructional materials shall include the contributions of Women to society.

(d) Sacrifices of Veterans and the value of Medal of Honor recipients In order to encourage patriotism, the sacrifices that veterans and Medal of Honor recipients have made in serving our country and protecting democratic values worldwide.

These integrated concepts introduced as stand-alone teaching points or into other core subjects: math, reading, social studies, science. Our goal is for our students to learn the content and curriculum taught through Florida State Statute 1003.42 to ensure inclusiveness for all.

Teachers follow the scope and sequence as outlined on the Palm Beach County curriculum resource blender. This ensures that teachers have a concrete timeline as well as the resources to provide quality instruction on the mandated curriculum. Additionally, topics addressed in greater depth through the school counselor during instruction and during special events held throughout the school year.

Students will also learn character development, the character development curriculum shall stress the qualities of patriotism; responsibility; citizenship; kindness; respect for authority, life, liberty, and personal property; honesty; charity; self-control; racial, ethnic, and religious tolerance; and cooperation.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Principal: Promoting collaboration among staff members, and ensuring that staff members have professional development and support on developing positive relationships with students. In addition, ensures that a safe and positive environment is created in which teachers can collaborate and meet the needs of all students.

School Counselor: Supports a positive culture and environment through lessons the lesson they teach that are unique and different from academic instruction. Collaborates with teachers to identify students who may need assistance and support to meet academic expectations.

The School Behavioral Health Professional (SBHP) supports the behavioral and mental health of students. 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.

Resources- 2-1-1 is a community helpline and crisis hotline that provides suicide prevention, crisis intervention, information, assessment, and referral to community services for people of all ages. Caring staff will listen to each individual's situation to provide information on available social services, community services and resources that include food assistance, medical clinics, foreclosure prevention, parenting info on developmental concerns (Help Me Grow) & special needs, senior services that include free "Sunshine" daily calls, services for teens and more. Calls are Free, Confidential, and available 24/7.

Additional resources (e.g., clothing, backpacks, supplies) are provided to students experiencing homelessness. Our Case Manager and School Counselors work in partnership with families and the District McKinney-Vento liaison to ensure the needs of these families and students are met.

The school nurse provides support and nutrition information for those students who have food allergies or have been diagnosed with diabetes.

A District Migrant Liaison coordinates with our ESOL Coordinator and ESOL School Counselor to provide

school and community support services for the families of our migrant students. These supports are supplemental to school-wide supports for students and families.

Our ESOL Coordinator and ESOL School Counselor work in conjunction with the District's Multicultural Department to ensure the implementation with fidelity of programs and services designed to improve the outcomes of our English Language Learners.

School-wide Positive Behavior is used to encourage students' academic and behavioral success. To celebrate that success students, receive brag tags, certificates, individual reward tickets, and incentives. To highlight teachers' contributions to students' success, the School-wide Positive Behavior Team will provide incentives to teachers throughout the year for going above and beyond.

Teachers: incorporate SwPBS; a framework that brings together school communities to develop positive, safe,

supportive learning cultures. SWPBS assists schools to improve social, emotional, behavioral and academic outcomes for students. Monitoring of attendance, including late drop-offs and early pick-ups by our teachers, the counselors, and the SBT is key to building a positive culture. To address the issue, the school-based team currently meets to discuss truancy with students and families. When appropriate, attendance contracts are signed and/or a home visit is made. On a daily basis, One Voice is used to call the homes of students that are absent. In addition, the school will be using postcards to reach out to families to inform them of their student(s)' total absences and the instruction that they missed as a result of the absence(s).

In addition, our club sponsors instill citizenship through our Safety Patrols. This group consists of only 5th grade students who are responsible, respectful, and set a good example for all students. Their main job is to maintain the safety of our students. They begin their day on post at 7:30 AM by assisting students throughout our campus. In addition, all 5th grade students have an opportunity to participate in Service Learning and volunteer to support our school community. Other clubs sponsors such as Student government, Leadership also provide opportunities to instill citizenship and volunteerism in our students. Melaleuca implements multiple measures of analyzing school-wide data that drives the RTI process. Student assessments include but are not limited to FLKRS, Diagnostics, Performance Matters Assessments, Florida Standards Assessments, iReady district diagnostics, and RRs. The annual test administered for ELL students is ACCESS. In addition, the WIDA is used to assess ELL students' proficiency in the areas of speaking, listening, reading, and writing. Teachers are trained by instructional coaches to assess data, modify, and implement differentiated instruction based on the results of data.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: ELA				\$2,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5000	120-Classroom Teachers	1441 - Melaleuca Elementary School	School Improvement Funds	620.0	\$2,500.00
			<i>Notes: Pending SAC Approval</i>			
Total:						\$2,500.00