



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Melaleuca Elementary School

5759 GUN CLUB RD

West Palm Beach, FL 33415

561-598-7300

www.edline.net/pages/melaleuca_elementary_school

School Demographics

School Type
Elementary School

Title I
Yes

Free and Reduced Lunch Rate
93%

Alternative/ESE Center
No

Charter School
No

Minority Rate
92%

School Grades History

2013-14
C

2012-13
B

2011-12
C

2010-11
B

2009-10
A

SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Melaleuca Elementary School

Principal

Deborah Maupin

School Advisory Council chair

Carlos Castro

Names and position titles of the School-Based Leadership Team (SBLT)

Name

Title

Kelly Negri

Assistant Principal

District-Level Information

District

Palm Beach

Superintendent

Mr. E. Wayne Gent

Date of school board approval of SIP

11/19/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

Our School Advisory Council is currently made up of 20 members. Our SAC members are elected at the first meeting of the school year and agree to attend monthly meetings. Currently, 25% of our SAC members are Palm Beach County School Board employees.

Involvement of the SAC in the development of the SIP

The School Advisory Council will meet on the first Wednesday of each month at 5:30 in the media center. SAC members provide input on the development and revision of the School Improvement Plan throughout the school year by reviewing data at various points of the year and discussing school based strategies for improvement.

Activities of the SAC for the upcoming school year

The School Advisory Council will also give their input as to how the School Improvement Funds are spent. FCAT data as well as diagnostic testing data will be discussed as it becomes available.

Projected use of school improvement funds, including the amount allocated to each project

Approximately \$1500 of School Improvement funds will be used to purchase materials for after school tutorial. \$ 500 will be allocated for incentives for the Reading Counts/Book Buddy program.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators

2

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Deborah Maupin

Principal

Years as Administrator: 9

Years at Current School: 2

Credentials

Bachelor of Arts in Elementary Education from University of Florida

M.ed in Special Education from University of Florida

Ed.D. in Curriculum and Instruction from Florida Atlantic University

Certifications: Elementary Education(1-6), Emotionally Handicapped (K-12), School Principalship(all levels)

Performance Record

Principal, Melaleuca Elementary 2012-13

School grade= B. High Standards in reading: 41%; High Standards in math 58%, Science 59%, and Writing 57%. Learning gains in reading 73% and Low 25% learning gains was 80%. Learning gains in math was 74% and Low 25% learning gains in math was 73%.

Principal Melaleuca Elementary. 2011-2012 School Grade= C. High Standards in reading: 34%; High Standards in math:41%; Writing: 76%; Science: 34%. Learning Gains in reading: 67%; Learning gains in Math: 77%; Lowest 25% in reading learning gains: 74%; Lowest 25% in math learning gains: 78%. Did not meet Annual Measure Objectives in any subgroup.

Assistant Principal of Freedom Shores Elementary in 2010-2011: Grade: A. High Standards in Reading: 86%, High Standards in Math:83%, High Standards in Science: 75%, High Standards in Writing:94%. AYP: Met 77%, Did not meet AYP Math in all subgroups except White. Did not meet AYP Reading in Black, Econ. Disadv. and SWD.

2009-2010: Grade: A. High Standards in Reading: 86%, High Standards in Math:89%, High Standards in Science: 74%, High Standards in Writing:88%. AYP: Met 85%, Did not meet AYP Math or Reading in Black, ELL and SWD.

2008-2009: Grade: A, High Standards in Reading: 86%, High Standards in Math: 85%, High Standards in Science: 65%, High Standards in Writing: 95%. AYP: Met 92%, met AYP all subgroups in Reading. Did not meet AYP in Black, Econ. Disadv., and SWD Math.

2007-2008:

Grade: A, High Standards in Reading: 80%, High Standards in Math: 81%, High Standards in Science: 56%, High Standards in Writing: 90%. AYP: Met 92%, Did not meet AYP in ELL Reading. Did not meet AYP in Black and ELL Math.

2006-2007: Grade: A, High Standards in Reading: 80%, High Standards in Math:78%, High Standards in Science: 57%, High Standards in Writing: 82%. AYP: Met 90%, Did not meet AYP in SWD Reading. Did not meet AYP in Black, Econ. Disadv. and SWD Math.

Kelly Negri

Asst Principal

Years as Administrator: 1

Years at Current School: 1

Credentials

Bachelor of Arts- Elementary & Special Education-State University of New York at Geneseo Masters of Education in Literacy Studies- Hofstra University Certification in Educational Leadership- Florida Atlantic University CERTIFICATION: Educational Leadership (all Levels), Elementary Education K-6, ESE K-12, Reading K-12

Performance Record

2012-2013 Assistant Principal, Melaleuca Elementary School grade= B. High Standards in reading: 41%; High Standards in math 58%, Science 59%, and Writing 57%. Learning gains in reading 73% and Low 25% learning gains was 80%. Learning gains in math was 74% and Low 25% learning gains in math was 73%.

2011-2012-ESE Contact, Discovery Key Elementary School: Grade A, Reading Mastery: 90%, Math Mastery:70%, Science Mastery: 86%, Writing Mastery 81%, Learning Gains Reading: 74%, Learning Gains Math: 71%, Adequate Progress Lowest 25% Reading: 67%, Adequate Progress Lowest 25% Math: 65%.

Instructional Coaches**# of instructional coaches**

1

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Michelle Martinez

Part-time / School-based

Years as Coach: 8

Years at Current School: 24

Areas

Reading/Literacy

Credentials

Bachelor of Arts

– Elementary Education, Saint Edwards University;

Master of Arts – Reading, Nova Southeastern University

CERTIFICATION:

Professional Educators: Elem. Ed. 1-6; K-12 Reading; ESOL
Endorsement**Performance Record**

Reading Coach at Melaleuca Elementary 2005-2013

School grade= B. High Standards in reading: 41%; High Standards in math 58%, Science 59%, and Writing 57%. Learning gains in reading 73% and Low 25% learning gains was 80%. Learning gains in math was 74% and Low 25% learning gains in math was 73%.

2011-2012: School Grade= C. High Standards in reading: 34%; High Standards in math: 41%; Writing: 76%; Science: 34%.

Learning Gains in reading: 67%; Learning gains in Math: 77%; Lowest 25% in reading learning gains: 74%; Lowest 25% in math learning gains: 78%.

2010-2011: Grade B, AYP Criteria met: 69%

Reading: Proficiency: 62% Learning Gains: 56% Lowest 25%: 56% All subgroups did not make AYP

2009-2010: Grade A, AYP Criteria not met: 69%, All Subgroups did not make AYP Reading : Proficiency: 67%, Learning Gains: 63% Lowest 25%: 67%

2008-2009: Grade A, All AYP subgroups met proficiency according to AYP and Safe Harbor Guidelines Reading:

Proficiency: 70%, Learning Gains: 71%, Lowest 25% Gains: 61%

2007-2008: Grade B Mastery: 63%, Learning Gains: 63%, Lowest 25% Gains: 63%

Classroom Teachers**# of classroom teachers**

70

receiving effective rating or higher

70, 100%

Highly Qualified Teachers

100%

certified in-field

62, 89%

ESOL endorsed

13, 19%

reading endorsed

1, 1%

with advanced degrees

15, 21%

National Board Certified

3, 4%

first-year teachers

3, 4%

with 1-5 years of experience

16, 23%

with 6-14 years of experience

25, 36%

with 15 or more years of experience

25, 36%

Education Paraprofessionals

of paraprofessionals

0

Highly Qualified

0

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

The Principal will participate in district job fairs to identify potential highly qualified, certified, effective educators. Once hired, new teachers will participate in the Educator Support Program and be assigned a mentor teachers to assist them throughout the year. In addition, regular meetings with the principal will be held.

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

New teachers will be paired with an experienced teacher within the same grade level and subject area. The mentors will provide assistance and guidance to the new teachers throughout the year. Mentors are required to meet regularly with their partner to work through the Educator Support Program.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

The school-based MTSS/RTI Leadership Team will meet regularly to review universal screening data, diagnostic data, and progress monitoring data. Based on this information, the team will identify the activities needed to create effective learning environments. After determining that effective Tier 1 Core instruction is in place, the team will identify students who are not meeting identified academic targets. The identified students will be referred to the school-based MTSS/RTI Leadership team. Once students are identified, the MTSS/RTI leadership team will work through the problem solving process to determine small group interventions, teacher supports, or additional resources that are needed to meet the needs of individual students.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

The school-based MTSS/RTI Leadership team is comprised of the following members: principal, assistant principal, ESE contact, ELL coordinator, school psychologist, reading coach, classroom teachers, guidance counselor, School Nurse, and a Multicultural Psychologist. The Principal and Assistant Principal provide a common vision for the use of data-based decision-making to ensure:

- a sound, effective academic program is in place
- a process to address and monitor subsequent needs is created
- The MTSS team is implementing the RTI processes with fidelity
- assessment of RTI skills of school staff is conducted
- fidelity of implementation of intervention support is documented
- adequate professional development to support RTI implementation is provided
- effective communication with parents regarding school-based RTI plans and activities occurs

The Guidance counselor serves as the MTSS/RTI leader. The main role being to facilitate the meetings and maintain the documentation.

All other members of the leadership team provide expertise or assistance regarding interventions as well as serve as case liaisons for individual students. They follow up with teachers regarding specific students to ensure the fidelity of implementation of interventions and provide support and assistance with interventions. They assist in the design and implementation of progress monitoring, collecting and analyzing data, contribute to the development of intervention plans, and the implementation Tier 2 and Tier 3 interventions

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

The MTSS process and SIP are reviewed periodically and compared stated goals and objectives. The team discusses the number of students served through the MTSS problem solving process, the types of interventions, and the effectiveness of the interventions. The team meets once per semester to monitor the fidelity of the MTSS and SIP.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Baseline data:

- Florida Comprehensive Assessment Test (FCAT)
- Curriculum Based Measurement
- Florida Assessment for Instruction in Reading (FAIR) -- Kindergarten
- Palm Beach County Fall
- Palm Beach Writes

- K-5 Literacy Assessment System
- Diagnostic Assessment for Reading (DAR)
- Progress Monitoring and Reporting Network (PMRN)
- Comprehensive English Language Learning Assessment (CELLA)
- Office Discipline Referrals
- Retentions
- Absences

Midyear data:

- Florida Assessment for Instruction in Reading (FAIR)--Kindergarten
- Diagnostic Assessment for Reading (DAR)
- Palm Beach County Winter Diagnostics
- Palm Beach Writes
- Progress Monitoring and Reporting Network (PMRN)
- K-5 Literacy Assessment System

End of year data:

- Florida Assessment for Instruction in Reading (FAIR)-Kindergarten
- Florida Comprehensive Assessment Test (FCAT)
- FCAT Writes
- K-5 Literacy Assessment System

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

The faculty and staff receive professional development in the MTSS and data based problem solving process throughout the school year. In addition, parents are informed of the process and receive information at School Advisory Council meetings, Parent Teacher Association meetings and parent conferences throughout the school year.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program

Minutes added to school year: 900

After school tutorial on Tuesdays and Thursdays from October to April for Reading and Math. Students performing at level 1 and level 2 as well as students that are within the low 25% groups are invited to participate in the after school tutorial program.

Strategy Purpose(s)

- Instruction in core academic subjects

How is data collected and analyzed to determine the effectiveness of this strategy?

Data from diagnostic testing is monitored as well as FCAT and RRR data for the students who participate in the afterschool tutorial.

Who is responsible for monitoring implementation of this strategy?

The Principal, Assistant Principal, Reading Coach, and Math Resource Teacher are responsible for monitoring the implementation of the strategy.

Strategy: Weekend Program

Minutes added to school year: 1,200

Saturday tutorial for reading, math, science and writing for students not meeting academic standards in each area. Students performing at level 1 and level 2 as well as students that are within the low 25% groups are invited to participate in the after school tutorial program.

Strategy Purpose(s)

- Instruction in core academic subjects

How is data collected and analyzed to determine the effectiveness of this strategy?

Data from diagnostic testing is monitored as well as FCAT and RRR data for the students who participate in the afterschool tutorial.

Who is responsible for monitoring implementation of this strategy?

The Principal, Assistant Principal, Reading Coach, and Math Resource Teacher are responsible for monitoring the implementation of the strategy.

Strategy: Summer Program**Minutes added to school year:** 3,600

A five week summer reading program for students in grades K-2 is offered to students who are far below grade level in reading.

Strategy Purpose(s)

""

How is data collected and analyzed to determine the effectiveness of this strategy?

Students are administered RRR at the start of the summer program then again at the end to measure growth.

Who is responsible for monitoring implementation of this strategy?

The Principal, Assistant Principal, and Reading Coach are responsible for monitoring the implementation of the strategy.

Literacy Leadership Team (LLT)**Names and position titles of the members of the school-based LLT**

Name	Title
Deborah Maupin	Principal
Kelly Negri	Assistant Principal
Michelle Martinez	Reading Coach
Jill Vogel	Kindergarten Teacher
Charity Santiago	First Grade Teacher
Theresa Gonzalez	Second Grade Teacher
Lisa Evans	Third Grade Teacher
Francine Salomoni	Fourth Grade Teacher
Irene Morales	Fifth Grade Teacher

How the school-based LLT functions

The LLT meets monthly to review initiatives and issues involving literacy instruction at the school. The goal of the LLT is to provide support and guidance in the implementation of balanced literacy, Readers Workshop and Writers Workshop. The team members provide training, support, as well as facilitate team meetings to address literacy issues.

Major initiatives of the LLT

The major initiatives addressed this year will involve planning for Readers and Writers workshop and balanced literacy.

The implementation of Common Core State Standards in grades K-5 as well ensuring the levels of text complexity are appropriate for students

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

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

Melaleuca Elementary has various programs and strategies in place to help children transition from early childhood to elementary school. Melaleuca provides a Kindergarten Orientation (Round Up) in the Spring as well as a Meet your Teacher Day.

Guided tours are made available to parents and families in surrounding preschools. In addition, a staggered start schedule during the first week of school is offered.

Flyers, information as well as the school website are publicized and shared with local preschools to help the students begin to connect with the local elementary school.

Allow classroom visitations for transitioning students and their parents.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	48%	44%	No	53%
American Indian				
Asian				
Black/African American	40%	31%	No	46%
Hispanic	48%	45%	No	54%
White	58%	56%	No	62%
English language learners	38%	35%	No	45%
Students with disabilities	34%	17%	No	41%
Economically disadvantaged	43%	42%	No	49%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	106	30%	40%
Students scoring at or above Achievement Level 4	49	14%	20%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		0%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		100%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	261	73%	80%
Students in lowest 25% making learning gains (FCAT 2.0)	59	80%	90%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	156	50%	55%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	79	25%	30%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	58	18%	30%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	59	56%	80%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		100%

Area 3: Mathematics**Elementary and Middle School Mathematics****Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	52%	58%	Yes	57%
American Indian				
Asian				
Black/African American	42%	47%	Yes	48%
Hispanic	56%	62%	Yes	60%
White	54%	59%	Yes	59%
English language learners	46%	56%	Yes	51%
Students with disabilities	42%	33%	No	48%
Economically disadvantaged	52%	58%	Yes	57%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	127	36%	45%
Students scoring at or above Achievement Level 4	79	22%	30%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		100%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		100%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	265	74%	80%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	53	73%	80%

Area 4: Science**Elementary School Science****Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	47	38%	45%
Students scoring at or above Achievement Level 4	25	20%	25%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		100%

Area 5: Science, Technology, Engineering, and Mathematics (STEM)**All Levels**

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	2		4
Participation in STEM-related experiences provided for students	1	75%	100%

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	25	2%	1%
Students retained, pursuant to s. 1008.25, F.S.	24	2%	1%
Students who are not proficient in reading by third grade	83	62%	30%
Students who receive two or more behavior referrals	44	5%	2%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	25	2%	1%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

Currently, parents participate in a variety of activities on our campus. For 2014, our goal is to increase then number of parent trainings offered to parents as well as the percentage of our parents participating in the offerings.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase the number of parents participating in on campus activities.	200	25%	30%

Area 10: Additional Targets**Additional targets for the school**

Melaleuca Elementary will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8)(b), as applicable to appropriate grade levels, including but not limited to:

- History of Holocaust
- History of Africans and African Americans
- Hispanic Contributions
- Women's Contributions
- Sacrifices of Veterans

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Implement the Social Issues Unit of Study which includes the Holocaust and Human Rights Studies Unit in Collaboration with Florida Atlantic University	750	100%	100%
Ensure a multicultural approach to reading by infusing the study of African Americans, women, and Hispanics into read alouds and our classroom libraries	65	100%	100%
		%	%

Goals Summary

- G1.** Increase the percent of student making learning gains on FCAT 2.0.
- G2.** Increase the percent of students scoring at proficiency on FCAT 2.0.
- G3.** Increase the number of parent involvement activities held on campus by at least 2 additional activities during the 2014 school year. In addition, increase the number of parents participating to at least 30% of the population at each event.

Goals Detail

G1. Increase the percent of student making learning gains on FCAT 2.0.

Targets Supported

- Reading (FCAT2.0, Learning Gains)
- Math (Elementary and Middle School, Elementary and Middle FCAT 2.0, Elementary and Middle Learning Gains)

Resources Available to Support the Goal

- A math resource teacher will provide support and professional development to teachers as well as provide computer based instruction to students in grades 3-5.

Targeted Barriers to Achieving the Goal

- Teachers may not have the opportunity to develop curriculum plans that focus on classroom data/student needs
- Students may not have the opportunity to engage in focused practice of previously learned skills.

Plan to Monitor Progress Toward the Goal

Progress towards the goal will be monitored by collecting data from a variety of assessments including Think Central, Florida Achieves, Core K-12, RRR., FCAT, FCAT Diagnostics, Classroom based assessments, etc.

Person or Persons Responsible

Grade Level Teams

Target Dates or Schedule:

On Going

Evidence of Completion:

Bi Weekly during Learning Team Meetings

G2. Increase the percent of students scoring at proficiency on FCAT 2.0.

Targets Supported

- Reading (AMO's, FCAT2.0, Learning Gains)
- Science
- Science - Elementary School

Resources Available to Support the Goal

- Teachers will participate in professional development provided by Columbia Teachers College for the implementation of Readers and Writers Workshop.
- Provide classroom libraries with varying levels of text to all classrooms.
- Literacy Coach to provide on site, just in time professional development and support in balanced literacy.
- Learning Team Facilitator to assist with analysis of data, collaborative planning, facilitation of learning team meetings throughout the school year.

Targeted Barriers to Achieving the Goal

- Students not meeting grade level standards often need additional support and intensive instruction in small groups.
- Students may lack the motivation to read independently at home.
- Teachers may not have the resources and materials to successfully and fully implement Readers Workshop in the classroom.
- Materials and resources for tutorial program may not be aligned to FCAT 2.0.
- Teachers may lack the necessary skills and ability to successfully implement curriculum standards in the classroom.

Plan to Monitor Progress Toward the Goal

Data will be examined to determine if students are making adequate progress. Improvements in student data would indicate students are moving towards proficiency.

Person or Persons Responsible

Principal and Assistant Principal

Target Dates or Schedule:

Each Trimester

Evidence of Completion:

RRR data charts, data chat logs, classroom observations. FCAT, FCAT FALL AND WINTER DIAGNOSTICS FOR READING, MATH AND SCIENCE. CORE K-12, THINK CENTRAL ASSESSMENTS, AND OTHER BENCHMARK ASSESSMENTS.

G3. Increase the number of parent involvement activities held on campus by at least 2 additional activities during the 2014 school year. In addition, increase the number of parents participating to at least 30% of the population at each event.

Targets Supported

- Parental Involvement

Resources Available to Support the Goal

-

Targeted Barriers to Achieving the Goal

- Parents are often unaware how they can assist their students with school work and lack access to the necessary materials to engage students in meaningful learning activities outside of school.

Plan to Monitor Progress Toward the Goal

Sign in sheets, agendas, and calendars will assist us in determining whether we are on track for meeting the goal.

Person or Persons Responsible

Principal and parent resource committee

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Sign in sheets, agendas, surveys

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Increase the percent of student making learning gains on FCAT 2.0.

G1.B1 Teachers may not have the opportunity to develop curriculum plans that focus on classroom data/ student needs

G1.B1.S1 Provide teachers with the opportunity to plan collaborative and participate in shared discussions regarding student data.

Action Step 1

K-5 teachers will have the opportunity to participate in collaborative planning sessions. Substitutes may be provided to cover classrooms to allow teachers to participate in the planning sessions.

Person or Persons Responsible

K-5 teachers.

Target Dates or Schedule

Monthly

Evidence of Completion

Sign in sheets, agendas, unit plans, artifacts of the planning process

Facilitator:

Learning Team Facilitator

Participants:

K-5 Teachers

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

Sign in sheets, agendas and benchmark/focus calendars will be monitored and reviewed.

Person or Persons Responsible

Principal and Assistant Principal

Target Dates or Schedule

Monthly

Evidence of Completion

Sign in sheets, agendas, Focus and Benchmark Calendars

Plan to Monitor Effectiveness of G1.B1.S1

If effectively implemented, data on benchmark assessments should demonstrate improved student achievement. Benchmark assessments, unit tests, common/grade level assessments will be reviewed periodically.

Person or Persons Responsible

Grade level teams

Target Dates or Schedule

on going

Evidence of Completion

Core K-12 reports, Think Central Reports, etc.

G1.B2 Students may not have the opportunity to engage in focused practice of previously learned skills.

G1.B2.S1 Teachers will utilize technology(IXL program and Reading A-Z) to support instruction of skills/concepts.

Action Step 1

Teachers will utilize the IXL software program in the classroom to support instruction. Reading A-Z will be available as a resource for additional RRR support.

Person or Persons Responsible

Teachers in grades 3-5 will utilize IXL. Subscriptions to Reading A-Z will be purchased for intervention teachers to utilize to provide interventions to students.

Target Dates or Schedule

Daily

Evidence of Completion

IXL Reports, RRR.

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

Participation rates of students will be monitored, including skills completed, hours practiced, etc.

Person or Persons Responsible

Math Resource Teacher and Math Committee; MTSS Committee

Target Dates or Schedule

Monthly

Evidence of Completion

Monthly IXL progress Logs, RRR

Plan to Monitor Effectiveness of G1.B2.S1

Data from benchmark assessments and RRR will be analyzed for improvements. Lack of improvement will be addressed and changes made to the implementation of the strategy.

Person or Persons Responsible

Principal, teachers, School Based/MTSS team

Target Dates or Schedule

Ongoing

Evidence of Completion

Student reports, data chats

G2. Increase the percent of students scoring at proficiency on FCAT 2.0.

G2.B1 Students not meeting grade level standards often need additional support and intensive instruction in small groups.

G2.B1.S1 Provide after school, Saturday and summer tutorial opportunities for students who require interventions in reading, math, science, writing.

Action Step 1

After school and Saturday reading, writing and math tutorial will be offered to students in level 1-2 based on FCAT/FCAT diagnostic levels. A summer reading tutorial will be offered during the month of July.

Person or Persons Responsible

Students in grades 3-5 will participate in after school and Saturday tutorial. Summer tutorial will be offered to below grade level students in grades K-2.

Target Dates or Schedule

After school tutorial begins in October. Saturday tutorial begins in December. Summer tutorial begins in July.

Evidence of Completion

Tutorial plans, student rosters and invitations will serve as evidence that the programs have been implemented. Final reports of attendance will show evidence of completion.

Plan to Monitor Fidelity of Implementation of G2.B1.S1

The action steps of setting up and implementing each tutorial program will be monitored closely for fidelity.

Person or Persons Responsible

Principal and Assistant Principal

Target Dates or Schedule

October, November/December, June/July

Evidence of Completion

Student lists, letters/invitations to each program, permission slips, class rosters, and attendance rosters for each program.

Plan to Monitor Effectiveness of G2.B1.S1

Data from FCAT/FCAT Diagnostics as well as RRR will be used to monitor the effectiveness of the tutorial programs. An effective tutorial program will see increases in the performance of students. Data are constantly reviewed and adjustments made in the program to ensure that students are making adequate progress.

Person or Persons Responsible

Assistant Principal and Principal

Target Dates or Schedule

October, December, April, June, July

Evidence of Completion

FCAT, FCAT Diagnostics, Analysis of scores of students participating in tutorial.

G2.B1.S2 Utilize the support of a resource teachers to provide on site small group, intensive support throughout the school day.

Action Step 1

Resource teachers will be hired to provide additional instruction in reading and math. Reading resource teachers will be hired to provide intensive small group instruction to tier 2 and tier 3 students in grades k-5. A math resource teacher will be hired to provide computer based instruction to students in grades 3-5.

Person or Persons Responsible

Principal

Target Dates or Schedule

Staff will be hired at the start of the school year and utilized for the entire school year.

Evidence of Completion

Faculty list and class rosters.

Plan to Monitor Fidelity of Implementation of G2.B1.S2

The support provided to students throughout the school year will be monitored closely.

Person or Persons Responsible

Principal

Target Dates or Schedule

Ongoing

Evidence of Completion

Meeting logs, data chat logs, lesson plans.

Plan to Monitor Effectiveness of G2.B1.S2

Students should show growth in reading/math as they participate with the resource teachers. Data from RRR and math benchmark assessments will be reviewed and discussed periodically. Lack of sufficient progress will result in changing the focus of the programs or identifying new strategies to implement with students.

Person or Persons Responsible

Principal, resource teachers, Assistant Principal

Target Dates or Schedule

Monthly

Evidence of Completion

Data Chats, Lesson plans, student progress monitoring logs

G2.B2 Students may lack the motivation to read independently at home.

G2.B2.S1 Implement a Reading Counts incentive program to motivate students to read at home.

Action Step 1

Develop and implement a reading incentive program to provide incentives to students for reading and passing Reading Counts tests.

Person or Persons Responsible

Reading Coach and Media Specialist

Target Dates or Schedule

October through May

Evidence of Completion

Reading Counts reports and numbers of students receiving incentives

Plan to Monitor Fidelity of Implementation of G2.B2.S1

Reading counts reports will be reviewed.

Person or Persons Responsible

Reading coach, Literacy Committee and media specialist

Target Dates or Schedule

Monthly

Evidence of Completion

Report of students earning the incentives and certificates at the end of the trimester.

Plan to Monitor Effectiveness of G2.B2.S1

The percent of students participating will be collected. Successful implementation will produce an increase in student RRR scores and overall student achievement as shown by diagnostic/FCAT scores.

Person or Persons Responsible

Reading Coach, Literacy Committee, and Media Specialist

Target Dates or Schedule

Each trimester

Evidence of Completion

A report of student progress based on RRR versus Reading Counts points will be generated for participating students.

G2.B2.S2 Motivate and Encourage Home Reading the "Book Buddy" program.

Action Step 1

Implement at home reading incentive program for students in grades K-1 in which students receive incentives for reading at home and logging the books that they read.

Person or Persons Responsible

Reading Coach and Literacy Committee

Target Dates or Schedule

September through June

Evidence of Completion

Book Buddy Participation logs

Plan to Monitor Fidelity of Implementation of G2.B2.S2

Review "Book Buddy" Logs and Monthly Completion lists

Person or Persons Responsible

Reading Coach, Literacy Committee and Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Completed logs, monthly incentive lists

Plan to Monitor Effectiveness of G2.B2.S2

Increased reading at home should lead to improved performance on formative assessments, such as RRR, in school.

Person or Persons Responsible

Classroom teachers, Literacy Committee and Reading Coach

Target Dates or Schedule

Each Trimester

Evidence of Completion

Reports of RRR scores of student participants in the Book Buddy program.

G2.B3 Teachers may not have the resources and materials to successfully and fully implement Readers Workshop in the classroom.

G2.B3.S1 Provide a variety of resources for the implementation of Readers workshop including chart paper, post it notes, markers, ink for printers, books for classroom libraries.

Action Step 1

Purchase items such as chart paper, post it notes, markers, ink for printers, composition notebooks, etc

Person or Persons Responsible

Principal

Target Dates or Schedule

August - June

Evidence of Completion

Teacher feedback and classroom walkthroughs

Plan to Monitor Fidelity of Implementation of G2.B3.S1

Classroom walkthroughs and observations will be conducted to ensure that classrooms are implementing Readers Workshop with fidelity.

Person or Persons Responsible

Principal, Assistant Principal

Target Dates or Schedule

Continuously throughout the school year.

Evidence of Completion

lobservation reports, classroom walkthrough logs

Plan to Monitor Effectiveness of G2.B3.S1

Effective implementation of the strategy will yield improved reading scores of students in grade K-5. Reading running record data will be collected and analyzed periodically. In addition, classroom walkthroughs and observations should show classrooms with anchor charts, response journals, student projects and book baggies that are continuously in use.

Person or Persons Responsible

Principal and Assistant Principal

Target Dates or Schedule

On going

Evidence of Completion

iobservation reports, reading running record reports and data chats

G2.B4 Materials and resources for tutorial program may not be aligned to FCAT 2.0.

G2.B4.S1 Identify and select appropriate teaching materials for the tutorial program such as Florida Ready consumable workbooks and materials.

Action Step 1

Purchase consumable materials to use during tutorial programs.

Person or Persons Responsible

Assistant Principal

Target Dates or Schedule

September, January, June

Evidence of Completion

Purchase order requests

Plan to Monitor Fidelity of Implementation of G2.B4.S1

Materials for each tutorial session will be reviewed and analyzed for their alignment to FCAT 2.0.

Person or Persons Responsible

Principal and Assistant Principal

Target Dates or Schedule

September, January, and June

Evidence of Completion

Materials purchased for each tutorial session.

Plan to Monitor Effectiveness of G2.B4.S1

Pretest/posttest data including diagnostics, FCAT and RRR data may be used to monitor the effectiveness of the materials used during the tutorial programs.

Person or Persons Responsible

Principal, Assistant Principal, Reading Coach

Target Dates or Schedule

December, April, August

Evidence of Completion

Final reports and comparison data of students participating in tutorial programs.

G2.B5 Teachers may lack the necessary skills and ability to successfully implement curriculum standards in the classroom.

G2.B5.S1 Provide professional development with a consultant from Teachers College Columbia University throughout the school year.

Action Step 1

Teachers will participate in 2 days of professional development with consultants from Teachers College.

Person or Persons Responsible

Principal and Teachers College Consultant

Target Dates or Schedule

September and March

Evidence of Completion

Agendas, PD artifacts,

Facilitator:

TC Consultant

Participants:

K-5 Reading Teachers

Plan to Monitor Fidelity of Implementation of G2.B5.S1

The professional development opportunities will be observed. In addition, walkthroughs, observations and follow up professional development will take place to ensure fidelity of implementation.

Person or Persons Responsible

Principal, Assistant Principal, Reading Coach, Learning Team Facilitator

Target Dates or Schedule

Monthly learning team meetings will be conducted.

Evidence of Completion

Student assessment data showing the effectiveness of the workshop model, teacher feedback and curriculum units will represent evidence of completion.

Plan to Monitor Effectiveness of G2.B5.S1

Reading Running Record Data, Diagnostic and FCAT Data will be collected

Person or Persons Responsible

Principal, Assistant Principal, Reading Coach

Target Dates or Schedule

Each trimester (November, January, and June)

Evidence of Completion

Data charts, reports of student progress, teacher feedback.

G2.B5.S2 Provide substitutes to allow teachers to participate in on site professional development or collaborative planning with TC consultants throughout the school year.

Action Step 1

Teachers will have the opportunity to engage in collaborative planning/professional development while classes are staffed by substitutes. Teacher may also attend in state or out state conferences such as the Language and Culture Conference, La Cosecha, Readers and Writers Workshop.

Person or Persons Responsible

Principal, Assistant Principal

Target Dates or Schedule

Monthly throughout the school year

Evidence of Completion

Sign in sheets, agendas, artifacts from curriculum/collaboration.

Facilitator:

Learning Team Facilitator

Participants:

K-5 Classroom reading teachers

Plan to Monitor Fidelity of Implementation of G2.B5.S2

Sign in sheets and agendas will be reviewed and monitored.

Person or Persons Responsible

Principal, Assistant Principal, Reading Coach

Target Dates or Schedule

September, March, and Monthly collaborative planning sessions

Evidence of Completion

Sign in sheets, agendas, artifacts

Plan to Monitor Effectiveness of G2.B5.S2

Classroom walkthroughs and observations will be reviewed for fidelity of implementation of professional development learning.

Person or Persons Responsible

Principal and Assistant Principal

Target Dates or Schedule

on going

Evidence of Completion

lobservation reports

G3. Increase the number of parent involvement activities held on campus by at least 2 additional activities during the 2014 school year. In addition, increase the number of parents participating to at least 30% of the population at each event.

G3.B1 Parents are often unaware how they can assist their students with school work and lack access to the necessary materials to engage students in meaningful learning activities outside of school.

G3.B1.S1 Create a resource room and provide parent training throughout the school year.

Action Step 1

Create a resource room with materials that can be borrowed by parents as well as serve as a location where parents can receive training during the school year.

Person or Persons Responsible

Parent Resource Committee

Target Dates or Schedule

October - June

Evidence of Completion

Completed Resource Room

Action Step 2

We will plan and organize activities such as kindergarten round up, science night, literacy night, and FCAT parent night to train parents.

Person or Persons Responsible

Administrators

Target Dates or Schedule

Throughout the school year.

Evidence of Completion

Sign in sheets, parent surveys, pre/post assessments, etc.

Plan to Monitor Fidelity of Implementation of G3.B1.S1

The Parent Resource Committee will develop an action plan for creating and managing a resource room for parents. The plan will be monitored for completion at various points specified by the committee and the principal.

Person or Persons Responsible

Principal and Resource Committee

Target Dates or Schedule

Ongoing

Evidence of Completion

Resource room and training plan

Plan to Monitor Effectiveness of G3.B1.S1

Parent surveys will be conducted at the conclusion of each training. Data will be analyzed for the effectiveness of trainings.

Person or Persons Responsible

Principal and Parent Resource Committee

Target Dates or Schedule

Ongoing

Evidence of Completion

Surveys, data analysis

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Title I funding is used at the school to purchase a reading coach and a math resource teacher. The reading coach and math resource teacher provide coaching and professional development development to teachers. The funding provides professional development, tutorials and additional funding for family involvement resources.

Supplemental Academic Instruction (SAI) is provided by an SAI instructor who instructs students in grades 2-5.

Migrant and support services are provided by district support personnel in coordination with school based facilitators.

Title II programs such as programs and Professional Development provided by Safe Schools – Single School Culture; Academic, Behavior and Climate, Programs, Bullying Prevention, Character Education, and School Wide Positive Behavior Support are integrated into the school's curriculum.

Nutrition programs such as the 100% Accessible Breakfast Program. Free and Reduced Lunch for qualifying students are supported and encouraged at the school. In addition, the school provides "Commit to Be Fit" agendas as a part of the curriculum to provide instruction in nutrition and health awareness.

In addition, Melaleuca currently has a grant with the Mary & Robert Pew Foundation for \$10,000. The purpose of the grant is to support implementation of Readers and Writers workshop in grades 3-5. The grant provides funding for materials, including books and classrooms supplies as well as professional development for teachers.

Our school integrates Single School Culture by sharing our Universal Guidelines for Success (High Fives), following our behavioral matrix and teaching expected behaviors, communicating with parents, and monitoring the SwPBS. The Action Plans are updated during our learning team meetings. An appreciation for multicultural diversity is instilled through our anti-bullying campaign, structured lessons, use of diversified curriculum materials, school wide exploration of social issues and SwPBS programs.

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

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G1. Increase the percent of student making learning gains on FCAT 2.0.

G1.B1 Teachers may not have the opportunity to develop curriculum plans that focus on classroom data/ student needs

G1.B1.S1 Provide teachers with the opportunity to plan collaborative and participate in shared discussions regarding student data.

PD Opportunity 1

K-5 teachers will have the opportunity to participate in collaborative planning sessions. Substitutes may be provided to cover classrooms to allow teachers to participate in the planning sessions.

Facilitator

Learning Team Facilitator

Participants

K-5 Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Sign in sheets, agendas, unit plans, artifacts of the planning process

G2. Increase the percent of students scoring at proficiency on FCAT 2.0.

G2.B5 Teachers may lack the necessary skills and ability to successfully implement curriculum standards in the classroom.

G2.B5.S1 Provide professional development with a consultant from Teachers College Columbia University throughout the school year.

PD Opportunity 1

Teachers will participate in 2 days of professional development with consultants from Teachers College.

Facilitator

TC Consultant

Participants

K-5 Reading Teachers

Target Dates or Schedule

September and March

Evidence of Completion

Agendas, PD artifacts,

G2.B5.S2 Provide substitutes to allow teachers to participate in on site professional development or collaborative planning with TC consultants throughout the school year.

PD Opportunity 1

Teachers will have the opportunity to engage in collaborative planning/professional development while classes are staffed by substitutes. Teacher may also attend in state or out state conferences such as the Language and Culture Conference, La Cosecha, Readers and Writers Workshop.

Facilitator

Learning Team Facilitator

Participants

K-5 Classroom reading teachers

Target Dates or Schedule

Monthly throughout the school year

Evidence of Completion

Sign in sheets, agendas, artifacts from curriculum/collaboration.

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Increase the percent of student making learning gains on FCAT 2.0.	\$16,100
G2.	Increase the percent of students scoring at proficiency on FCAT 2.0.	\$269,024
G3.	Increase the number of parent involvement activities held on campus by at least 2 additional activities during the 2014 school year. In addition, increase the number of parents participating to at least 30% of the population at each event.	\$16,137
Total		\$301,261

Budget Summary by Funding Source and Resource Type

Funding Source	Other	Technology	Personnel	Evidence-Based Materials	Evidence-Based Program	Professional Development	Total
Title I	\$19,000	\$0	\$213,200	\$37,461	\$0	\$29,000	\$298,661
Title I.	\$0	\$2,100	\$0	\$0	\$0	\$0	\$2,100
School Advisory Council	\$0	\$0	\$0	\$250	\$250	\$0	\$500
TITLE I	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total	\$19,000	\$2,100	\$213,200	\$37,711	\$250	\$29,000	\$301,261

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G1. Increase the percent of student making learning gains on FCAT 2.0.

G1.B1 Teachers may not have the opportunity to develop curriculum plans that focus on classroom data/ student needs

G1.B1.S1 Provide teachers with the opportunity to plan collaborative and participate in shared discussions regarding student data.

Action Step 1

K-5 teachers will have the opportunity to participate in collaborative planning sessions. Substitutes may be provided to cover classrooms to allow teachers to participate in the planning sessions.

Resource Type

Other

Resource

Substitutes for collaboration or releasing teachers for professional development opportunities. In addition, materials such as binders, ink for printers, printers, paper, professional development books, color paper, highlighters, post its will be necessary for conducting and facilitation of professional development sessions.

Funding Source

Title I

Amount Needed

\$14,000

G1.B2 Students may not have the opportunity to engage in focused practice of previously learned skills.

G1.B2.S1 Teachers will utilize technology (IXL program and Reading A-Z) to support instruction of skills/concepts.

Action Step 1

Teachers will utilize the IXL software program in the classroom to support instruction. Reading A-Z will be available as a resource for additional RRR support.

Resource Type

Technology

Resource

IXL is a subscription based math program used for students in grades 3-5 at Melaleuca.

Funding Source

Title I.

Amount Needed

\$2,100

G2. Increase the percent of students scoring at proficiency on FCAT 2.0.

G2.B1 Students not meeting grade level standards often need additional support and intensive instruction in small groups.

G2.B1.S1 Provide after school, Saturday and summer tutorial opportunities for students who require interventions in reading, math, science, writing.

Action Step 1

After school and Saturday reading, writing and math tutorial will be offered to students in level 1-2 based on FCAT/FCAT diagnostic levels. A summer reading tutorial will be offered during the month of July.

Resource Type

Personnel

Resource

Part time tutorial Teachers for After School, Saturday and Summer Tutorial Programs.

Funding Source

Title I

Amount Needed

\$24,000

G2.B1.S2 Utilize the support of a resource teachers to provide on site small group, intensive support throughout the school day.

Action Step 1

Resource teachers will be hired to provide additional instruction in reading and math. Reading resource teachers will be hired to provide intensive small group instruction to tier 2 and tier 3 students in grades k-5. A math resource teacher will be hired to provide computer based instruction to students in grades 3-5.

Resource Type

Personnel

Resource

Math Resource Teacher, .5 Reading Resource Teacher, .5 Reading Resource Teacher, Reading Resource Teacher.

Funding Source

Title I

Amount Needed

\$189,200

G2.B2 Students may lack the motivation to read independently at home.

G2.B2.S1 Implement a Reading Counts incentive program to motivate students to read at home.

Action Step 1

Develop and implement a reading incentive program to provide incentives to students for reading and passing Reading Counts tests.

Resource Type

Evidence-Based Materials

Resource

Reading incentives and materials

Funding Source

School Advisory Council

Amount Needed

\$250

G2.B2.S2 Motivate and Encourage Home Reading the "Book Buddy" program.

Action Step 1

Implement at home reading incentive program for students in grades K-1 in which students receive incentives for reading at home and logging the books that they read.

Resource Type

Evidence-Based Program

Resource

Certificates and incentives for reading

Funding Source

School Advisory Council

Amount Needed

\$250

G2.B3 Teachers may not have the resources and materials to successfully and fully implement Readers Workshop in the classroom.

G2.B3.S1 Provide a variety of resources for the implementation of Readers workshop including chart paper, post it notes, markers, ink for printers, books for classroom libraries.

Action Step 1

Purchase items such as chart paper, post it notes, markers, ink for printers, composition notebooks, etc

Resource Type

Evidence-Based Materials

Resource

Classroom supplies: ink, paper, post it notes, chart paper, markers, classroom library books. , composition notebooks, notebooks, binders, copy paper, classroom rugs, book shelves, and classroom printers.

Funding Source

Title I

Amount Needed

\$23,324

G2.B4 Materials and resources for tutorial program may not be aligned to FCAT 2.0.

G2.B4.S1 Identify and select appropriate teaching materials for the tutorial program such as Florida Ready consumable workbooks and materials.

Action Step 1

Purchase consumable materials to use during tutorial programs.

Resource Type

Evidence-Based Materials

Resource

Purchase of Florida Ready consumable workbooks or other evidence based materials.

Funding Source

Title I

Amount Needed

\$3,000

G2.B5 Teachers may lack the necessary skills and ability to successfully implement curriculum standards in the classroom.

G2.B5.S2 Provide substitutes to allow teachers to participate in on site professional development or collaborative planning with TC consultants throughout the school year.

Action Step 1

Teachers will have the opportunity to engage in collaborative planning/professional development while classes are staffed by substitutes. Teacher may also attend in state or out state conferences such as the Language and Culture Conference, La Cosecha, Readers and Writers Workshop.

Resource Type

Professional Development

Resource

Consultants from Teachers College Columbia University; Registrations for in state or out of state conferences.

Funding Source

Title I

Amount Needed

\$29,000

G3. Increase the number of parent involvement activities held on campus by at least 2 additional activities during the 2014 school year. In addition, increase the number of parents participating to at least 30% of the population at each event.

G3.B1 Parents are often unaware how they can assist their students with school work and lack access to the necessary materials to engage students in meaningful learning activities outside of school.

G3.B1.S1 Create a resource room and provide parent training throughout the school year.

Action Step 1

Create a resource room with materials that can be borrowed by parents as well as serve as a location where parents can receive training during the school year.

Resource Type

Evidence-Based Materials

Resource

Materials such as paper, cd players, educational games, educational rugs, computers, agendas for primary students, books, bookshelves, listening devices, games, etc. that might be used to take home

Funding Source

TITLE I

Amount Needed

\$11,137

Action Step 2

We will plan and organize activities such as kindergarten round up, science night, literacy night, and FCAT parent night to train parents.

Resource Type

Other

Resource

Materials such as paper, give away books for students at Kindergarten round up, food for parent trainings, etc.

Funding Source

Title I

Amount Needed

\$5,000