

The School District of Palm Beach County

# Melaleuca Elementary School



## 2022-23 Schoolwide Improvement Plan

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# Melaleuca Elementary School

5759 GUN CLUB RD, West Palm Beach, FL 33415

<https://mele.palmbeachschools.org>

## Demographics

**Principal: Deborah Maupin**

Start Date for this Principal: 9/12/2022

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School KG-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2021-22 Title I School</b>	Yes
<b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2021-22 ESSA Subgroups Represented</b> (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*
<b>School Grades History</b>	2021-22: C (50%) 2018-19: C (53%) 2017-18: B (55%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">LaShawn Russ-Porterfield</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	ATSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## 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](http://www.floridacims.org).

## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

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## Melaleuca Elementary School

5759 GUN CLUB RD, West Palm Beach, FL 33415

<https://mele.palmbeachschools.org>

### School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School KG-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	89%

### School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	C		C	C

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<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**

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Maupin, Deborah	Principal	<p>The Principal will monitor and work with all staff to ensure that the implementation of the School Improvement Plan and the MTSS process is carried out with fidelity. The Principal monitors the implementation of all strategies and action steps while ensuring that best practices and school district recommended resources and materials are utilized following a continuous improvement process. One of the primary Principal responsibilities is to maintain a vision and culture of high expectations. The Principal leads the faculty and staff in developing and deepening their understanding of the standards, data based decision making, and instructional best practices that will result in students that are college and career ready. In addition, the Principal hires, develops and retains highly qualified staff members while encouraging professional learning and growth. The Principal consistently and proactively addresses issues that affect student learning while identifying priorities that will have the greatest impact on improving instructional practices and learning.</p>
Swiatlowski, Crystal	Assistant Principal	<p>The Assistant Principal supports the Principal in the development of a culture of high expectations, pride, trust and respect. The Assistant Principal monitors the implementation of cultural competence, equity, and access within the instructional practices of our school enter. In addition, the Assistant Principal monitors the implementation of effective instruction in order to ensure that we meet the needs of all students. Through encouraging collaboration and professional growth of teachers, the Assistant Principal reinforces the need for high expectations for students and staff and supports the development of plans to achieve the vision while eliminating barriers. The Assistant Principal analyzes and monitors data and provides frequent constructive feedback to individuals, teams, and whole faculty on progress toward school wide goals. In addition to communicating and collaborating with faculty and staff, the Assistant Principal provides effective communications with and seeks input from parents, teachers, students and the community via systematic processes.</p>
Morales, Irene		<p>The Single School Culture Coordinator (SSCC) provides teachers with instructional leadership and support for the continuous academic improvement of all students. The SSCC leads, implements and monitors the implementation of the Multi-Tiered System of Supports (MTSS) for behavior/academic intervention and the Response to Intervention (RtI) process. She assists in ensuring cultural/social competence and responsiveness within the instructional practices and the implementation of the school –wide culture. The SSCC uses existing data appropriately to diagnose and assess student needs; guides teachers in tailoring instruction to meet the individual needs of students; provides modeling and coaching support for effective instructional practices. Finally, the SSCC meets regularly with school/district administration to ensure continual alignment to the District Strategic Plan.</p>



Name	Position Title	Job Duties and Responsibilities
Moreno, Rachel		The ESOL Coordinator serves as the instructional liaison between multicultural department and the school. The primary goal is to ensure ESOL program compliance. The ESOL coordinator conducts and monitors assessment placement procedures for emerging language learners. In addition, the ESOL coordinator 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		The ESE contact is responsible for coordinating, organizing and facilitating support for students with Individual Education Plans. The ESE contact schedules and facilitates IEP meetings to ensure that the procedures and policies regarding IDEA and Procedural safeguards and followed with fidelity. The ESE contact provides direct support and information to families throughout the IEP process. Finally, the ESE contact collaborates and consults with families and related service providers to ensure that the individual needs of students are being consistently met.
Dos Santos, Gloria	Instructional Coach	The Dual Language coach models 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 coaching logs, action plans, and communicating with administration on DL initiatives and requirements

## Demographic Information

### Principal start date

Monday 9/12/2022, Deborah Maupin

**Number of teachers with a 2022 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.*

2

**Number of teachers with a 2022 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.*

18

**Total number of teacher positions allocated to the school**

48

**Total number of students enrolled at the school**

526

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

5

**Identify the number of instructional staff who joined the school during the 2022-23 school year.**

8

### Demographic Data

## Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	60	108	82	101	69	108	0	0	0	0	0	0	0	528
Attendance below 90 percent	0	52	29	31	21	34	0	0	0	0	0	0	0	167
One or more suspensions	0	2	1	1	1	9	0	0	0	0	0	0	0	14
Course failure in ELA	0	5	4	11	4	17	0	0	0	0	0	0	0	41
Course failure in Math	0	2	3	9	1	14	0	0	0	0	0	0	0	29
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	15	21	41	0	0	0	0	0	0	0	77
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	4	48	0	0	0	0	0	0	0	52
Number of students with a substantial reading deficiency	34	0	60	47	41	58	0	0	0	0	0	0	0	240
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level who have 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	6	5	17	11	42	0	0	0	0	0	0	0	81

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	2	0	16	6	5	0	0	0	0	0	0	0	29
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 9/12/2022

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	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	

**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	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	

**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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	42%	59%	56%				49%	58%	57%
ELA Learning Gains	59%						61%	63%	58%
ELA Lowest 25th Percentile	57%						61%	56%	53%
Math Achievement	42%	53%	50%				60%	68%	63%
Math Learning Gains	57%						58%	68%	62%
Math Lowest 25th Percentile	69%						48%	59%	51%

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
Science Achievement	25%	59%	59%				32%	51%	53%

**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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	46%	54%	-8%	58%	-12%
Cohort Comparison		0%				
04	2022					
	2019	50%	62%	-12%	58%	-8%
Cohort Comparison		-46%				
05	2022					
	2019	42%	59%	-17%	56%	-14%
Cohort Comparison		-50%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	64%	65%	-1%	62%	2%
Cohort Comparison		0%				
04	2022					
	2019	45%	67%	-22%	64%	-19%
Cohort Comparison		-64%				
05	2022					
	2019	55%	65%	-10%	60%	-5%
Cohort Comparison		-45%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	29%	51%	-22%	53%	-24%
Cohort Comparison						

### Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	17	40	35	19	44	62	11				
ELL	38	59	59	36	59	70	9				
BLK	29	51	47	34	49	50	18				
HSP	44	62	61	42	60	79	23				
WHT	65	63		61	56						
FRL	41	59	56	41	57	68	21				
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				
WHT	57	61		80	79		50				
FRL	48	61	63	59	58	48	28				

### ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	51
OVERALL Federal Index Below 41% All Students	NO

ESSA Federal Index	
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	53
Total Points Earned for the Federal Index	404
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	35
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	48
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	42
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	53
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0

Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	61
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	50
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

### Part III: Planning for Improvement

#### 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?

In 2019, approximately 57% of students were proficient in math. However, in 2022, the proficiency rate was 40% with both 4th and fifth grade performance at 33%. SWD and ELLs had the lowest proficiency rates with 20% and 18% respectively in 2022. Progress monitoring data using the winter diagnostic in 2019, showed a predicted proficiency of 49%, a decrease in 2021 with 43% proficiency and rebounding in 2022 to 49%. In 2019, 28% of SWD were proficient as compared to 31% in 2022 using our progress monitoring data.

In SY2019, the overall proficiency rate was 46%, decreasing to 36% in 2021, and 39% in 2022. ELL proficiency levels increased from 10% to 18%. Performance of Black students decreased from 32% to 26% in 2022. Performance in SWD, our ESSA subgroup, went from 18% in 2019 to 16% in 2022. Overall SWD proficiency in ELA was 17%.

One of the trends that is most concerning is the decrease in 3rd grade reading scores over the three year period. (46% in 2019 to 28% in 2022). Progress monitoring scores using winter diagnostic data seemed to show slight increases closer to pre-covid levels (46% in 2019 to 44% in 2022).

The science predicated proficiency rates remained below expectations. In 2019, the predicted proficiency rate was 38% compared to 32% in 2022. Overall NGSS proficiency showed a decrease. 29% in 2019 to 23% in 2022).



**What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?**

The data components or areas that demonstrate the greatest need for improvement are science and math. In 2022, the proficiency rate on the science exam was approximately 23%. Diagnostic data for 2022 predicted that approximately 32% of students would be proficient. Math is also an area that is in need of improvement. While 86% of 5th grade students participating in the Advanced Math Program demonstrated proficiency on the 6th test, the 4th and 5th grade performance on grade level tests was only at 33% each. The majority of 4th and 5th grade students scored at level 1 or 2 in math. It should be noted the predicted proficiency using our progress monitoring data showed greater levels of proficiency with 54% of 4th graders predicted to be proficient; similarly 44% of 5th grade students were predicted to be proficient.

ELA scores remained relatively flat, with 36% of students proficient in 2021 and 29% proficient in 2022. This indicates significant need to focus and rededicate our efforts to improving the overall proficiency of our students in these content areas. Forty percent of SWD (ESSA subgroup) made learning gains and 35% of SWDs in the L25 made learning gains.

Another area in need of improvement is attendance. In 2022, approximately 50% of our students had 10 or more absences. We know that attendance is extremely important for students. Without consistent attendance, students are not likely to meet grade level standards.

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

One of the major contributing factors to the need for improvement in 2022 was the lingering effects of the covid pandemic. We saw major increases in student and staff absenteeism. More than 50% of students had 11 or more absences during the school year. Similarly, we operated with year long staffing shortages in both homeroom and supporting teacher roles. We had staff openings that were not able to be filled in 3rd, 4th and 5th grade; art and media. With the staffing issues, we also had several new teachers who needed support and coaching throughout the school year. However, staffing shortages meant that our support staff and coaches had to assume more daily classroom responsibilities.

In order to address this need for improvement, we need to focus our efforts on building capacity with our teachers to address the needs of all students, especially our SWD (ESSA subgroup). We need to accelerate the learning and professional development of our staff members in order to build their skills in delivering content and classroom management.

In addition, standards based instruction will continue to be a major focus. The new BEST standards and their implementation will be a focus of our PLCs and professional development for the school year. In our dual language environment, it is important that our teachers that teach in English and those that teach in Spanish understand the standards and how to teach for biliteracy. We will continue to address attendance through SBT for truant students.

**What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?**

In reviewing the FY22 state assessments, it is clear that several subgroups made progress across all core areas. Hispanic females improved from 41% in SY21 to 45% in SY22 in ELA; that same subgroup improved from 32% to 41% in math. Similarly, Hispanic males improved from 30% to 36% in ELA during SY21 and 32% to 40% in math from SY21 to SY22. ELL males improved from 20% to 31%; In math, from 32% to 40%. A review of the progress monitoring data, particularly USAs demonstrate that approximately 57% of our students met the threshold score in 3rd grade. In 4th and 5th grade, approximately 70% of students met the threshold scores on the USAs. The student performance on the USAs did not necessarily match performance on FSA. A contributing factors to this finding may be student stamina, lack of independent practice with the test items as presented on FSA, and that lack of practice with higher level questions.

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

Standards based instruction was the focus of our professional learning communities. We targeted subgroups and subject areas that were showing little progress. 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. A key focus was placed on educating multilingual learners in a dual language environment.

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.
- 5) Attendance monitoring through SBT to focus on those students that were truant and not engaged.

**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. Teachers will require professional development in the new BEST standards. We need all teachers to have a clear understanding of the intent and rigor of the standards and be able to monitor whether students are meeting mastery of the new standards. 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 to support SWD. In addition, a school wide focus on developing multilingual students and teaching for biliteracy. During the school day, we will refocus our efforts on educating students for global competence and ensuring that instruction is rigorous and relevant. Project based learning will provide more relevancy and increase level of engagements across grade levels. The use of tutors throughout the school day and possibly extended learning opportunities will provide struggling students with remediation and review. Our Global Education committee will collaborate to meet to determine how to successfully engage all students.

**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 and supporting SWD. School wide professional development in science, with a specific focus on developing vocabulary and concept/ content understanding for ELLs will be a focus for professional growth.

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 and educating for biliteracy will help us to support the large number of ELL and our SWD. 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 and increasing engagement.

**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, especially targeting the needs of our SWD. All students will be carefully progress monitored.
- 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) 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 continued. Our team will work with teachers, parents, and students to identify rewards and celebrations of academic achievement and attendance.

**Areas of Focus**

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

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**#1. Instructional Practice specifically relating to Standards-aligned Instruction****Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.**

If we focus on standards based instruction, we will increase not only our learning gains in ELA and Math, but our proficiency levels as well. This area aligns to our District Strategic Plan, Theme A-Goal 3, Academic Excellence and growth. The goal is to have strong core standards based instruction across all subject areas. Therefore, our instructional priority it to ensure that teachers are equipped with the skills necessary to plan, implement, assess and monitor high quality, standards based lessons that require the students to do the cognitive lift that will lead to improved learning. Our ESSA identified subgroup, SWD, was only 17% proficient and 40% learning gains in ELA. In addition, there were three subgroups that demonstrated 2 or more percentage point decreases from 2021 to 2022 (black females, female students with disabilities, ELL Females). Further, our overall proficiency scores in science have been trending downward over the last three years. Approximately 23% of 5th grade students demonstrated proficiency in science. Using progress monitoring data, it is noted that performance on Unit Assessments (USAs) show approximately 75% of students meeting threshold across all of assessments. This data indicates that we need to review what is taught and how it is taught in terms of the gradual release model. Our data analysis showed that the students were able to perform when given heavy support and scaffolding, but they were not as successful when given a fully independent task. This confirms our need to focus on effective instructional methods that focus on standards using the gradual release model that will lead to improved student learning.

**Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**

Student learning outcomes:  
By February 2023, we will increase the overall percentage of students scoring at levels 3 and above on the progress monitoring assessment by 15 percentage points to reach 30%.  
By the end of the 2023 school year, each subgroup will increase learning goals in all subgroups by 5%.  
By the end of the school year, we will increase overall proficiency on the NGSS science assessment to 40%,  
Teacher practice outcome:  
By May 2023, 80% of our teachers will be effectively utilize the Gradual Release Model of instruction to ensure students can independently work on tasks to demonstrate understanding of the standard/benchmark.

**Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.**

Monitoring is an important part of the continuous improvement model. Our goal is to engage in a variety of different monitoring techniques including analysis of formative and summative assessments, professional learning communities attendance and classroom walkthroughs with feedback.  
Monitoring will be supported by the academic leadership team:  
Principal  
Assistant Principal  
Single School Culture Coordinator  
ESOL Coordinator  
ESE Contact  
Dual Language Coach

**Person responsible for monitoring outcome:**

Deborah Maupin (deborah.maupin@palmbeachschools.org)

**Evidence-based Strategy:** Describe the evidence-based strategy being implemented for this Area of Focus.

- 1) Professional learning communities (PLC) that are embedded into the master schedule to ensure time for teachers to collaborate on best practices and professional development that builds teacher capacity and expertise.
- 2) Utilize the gradual release model with fidelity in all core subject areas.
- 3) Incorporate Small group instruction to support students learning at their ability with a variety of tasks, process and product.
- 4) Utilize a variety of adaptive technology solutions that assist with differentiating learning and support for students in core subjects (i.e. IXL, Iready reading, Iready Math)
- 5) Implement innovative learning approaches including project-based learning and authentic assessment through our global education initiative.

**Rationale for Evidence-based Strategy:** Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

1. Develop a PLC schedule that allows for collaboration between teacher and support staff.
- 2) PLCs and professional develop provide teachers and administrators to collaborate, analyze data, and make decisions to improve student achievement.
- 3) The gradual release model supports teachers with effective delivery of content and providing opportunities for productive struggle that allows students to do the learning.
- 4) Small group instruction provides and opportunity for teachers to deliver instruction at the students level. Formative and summative assessments such as FSQs and USAs will be utilized to identify strengths and weaknesses to develop data based grouping strategies.
- 5) When used with fidelity, IXL and Iready have been shown to produce learning gains in students.
- 6) Instructional strategies such as project based learning, AVID strategies, and authentic assessment may promote student engagement. Students who are fully engaged on relevant tasks tend to stay focused and learn at higher levels.

### Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Implement organized, effective and engaging teacher led professional learning communities.

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

Incorporate small group instruction:

- 1) Utilize FSQ, USAs and other data points to organize differentiated small groups in reading, math, and science.
  - 2) Teachers will create small group rotational cycles.
  - 3) Teachers will create small group lesson plans.
- Monitoring will occur by reviewing lesson plans, conducting walkthroughs.

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

- Provide teachers with professional development to ensure appropriate use of adaptive technology.
- b. Teachers will develop a rotational schedule to ensure all students have access to technology.
  - c. Teachers will engage students in small group instruction based on adaptive technology results.

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

- Provide professional development on Global Education and project based learning.
- Provide professional development on student engagement.
- Provide professional development on AVID strategies that can be incorporated into core and special

classes.

Provide opportunities for collaborative planning so that teachers can develop units that incorporate the global themes.

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

## #2. ESSA Subgroup specifically relating to Students with Disabilities

<b>Area of Focus Description and Rationale:</b> <b>Include a rationale that explains how it was identified as a critical need from the data reviewed.</b>	<p>If we provide targeted, differentiated small group we will be better able to help our students with disabilities make learning gains. As our only ESSA subgroup, it is important that we focus directly on the needs of those students. In SY 22, our female SWD subgroup was only 0% proficient in ELA. Similarly, our male SWD subgroup was 16% proficient in ELA. Overall SWD proficiency in ELA was 17%. Forty percent of SWD made learning gains and 35% of students with disabilities that were member of the L25 made learning gains. The recent performance shows a decrease in learning gains from 2019. In 2019, 46% of SWDs made learning gains. Performance in SWD went from 18% in 2019 to 16% in 2022.</p> <p>In order to address these decreases in performance, our instructional priority is to implement standards based, differentiated small group instruction in ELA. This focus aligns with our District Strategic Plan, theme Accelerate student learning using innovative and differentiated approaches. Our goal is to utilize differentiated instruction as a means to accelerate student learning.</p>
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<b>Measurable Outcome:</b> <b>State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.</b>	<p>By February 2023, the overall percentage of SWD demonstrating learning gains the ELA Progress Monitoring will increase to 50%.</p> <p>By the end of the school year SY2023, SWD subgroup will increase overall proficiency to 20%.</p> <p>By the end of the school year SY2023, 50% SWD will make learning gains.</p>
<b>Monitoring:</b> <b>Describe how this Area of Focus will be monitored for the desired outcome.</b>	<p>Monitoring is an important part of the continuous improvement model. Our goal is to engage in a variety of different monitoring techniques including analysis of formative and summative assessments, professional learning communities attendance and classroom walktroughs with feedback.</p> <p>Monitoring will be supported by the academic leadership team:</p> <ul style="list-style-type: none"> <li>Principal</li> <li>Assistant Principal</li> <li>Single School Culture Coordinator</li> <li>ESOL Coordinator</li> <li>ESE Contact</li> <li>Dual Language Coach</li> </ul>
<b>Person responsible for monitoring outcome:</b>	<p>Deborah Maupin (deborah.maupin@palmbeachschools.org)</p>
<b>Evidence-based Strategy:</b> <b>Describe the evidence-based strategy</b>	<ol style="list-style-type: none"> <li>1) Incorporate Small group instruction to support students learning at their ability with a variety of tasks, process, and product.</li> <li>2) Incorporate adaptive technology such as iReady to support differentiated instruction for our SWD.</li> <li>3) Ensure that ESE teachers receive professional develop in ELA, the BEST standards and small group instruction.</li> </ol>

being  
implemented  
for this Area  
of Focus.

**Rationale for  
Evidence-  
based**

**Strategy:  
Explain the  
rationale for  
selecting this  
specific  
strategy.  
Describe the  
resources/  
criteria used  
for selecting  
this strategy.**

Incorporating small group instruction allows our teachers to differentiate instruction based on the needs of individual students. Using data from USA and FSQs, weaknesses can be identified and targeted to help accelerate student achievement. Our SWD tend to have large gaps in their knowledge, skills, and understandings. Using small group instruction, we will be able to target those gaps and provide instruction that meets the unique and individual needs of those students.

#### **Action Steps to Implement**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Incorporate small group instruction:

- 1) Utilize FSQ, USAs and other data points to organize differentiated small groups in reading.
  - 2) Teachers will create small group rotational cycles.
  - 3) Teachers will create small group lesson plans.
  - 4) Teachers collaborate with ESE teachers to ensure that IEP goals are being addressed.
- Monitoring will occur by reviewing lesson plans, conducting walkthroughs.

**Person**

**Responsible**

Deborah Maupin (deborah.maupin@palmbeachschools.org)

### **RAISE**

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.



**Area of Focus Description and Rationale**

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

**Grades K-2: Instructional Practice specifically relating to Reading/ELA**

Focusing on standards based ELA instruction in grades K-2 will lead to improved reading proficiency in grade 3. This aligns to our District Strategic Plan Theme 1 Academic Excellence and Growth. It is important that students learn the foundational skills necessary to be strong readers by the end of 2nd grade. Our instructional priority is to provide targeted scaffolded instruction in the standards that is monitored for all students.

According to our data, our students are not leaving the primary grades with the foundational skills needed to be strong readers. At the end of the SY22, only 31% of K-2 students were reading on grade level based on iReady. The number of students proficient in phonics in K-2 seemed to decrease each year. Using iReady, our data shows that on the final diagnostic in SY22, in kindergarten 57% of students were on or above grade level in phonics. In 1st grade, that number decreases to 52% and by 2nd grade the number further decreases to 42%. Further, a proficiency gap was noted between our Black and Hispanic subgroups in each grade level. In kindergarten, 52% of Black students demonstrated proficiency according to iReady while 76% of Hispanic students were proficient. Similarly, in 1st grade 47% of Hispanic students were proficient compared to 26% of Black students. By 2nd grade, 42% of Black students demonstrated proficiency compared to 47% of Hispanic students. The overall proficiency of students at 31% in K-2 demonstrates that our students lack the foundation necessary to be successful readers in the intermediate grades.

**Grades 3-5: Instructional Practice specifically relating to Reading/ELA**

If we focus on standards based instruction to increase learning gains in ELA, we will increase student achievement and ensure alignment to our District Strategic Plan Theme A-Goal 3, Academic Excellence & growth. Our instructional priority is to deliver, content, concept, or skill that is aligned to the benchmark and intended learning. Our Sy22 winter diagnostic ELA predicted proficiency was 45%. Performance of our subgroups showed gaps in the performance of Black, Hispanic and SWD.

Black female= 42%

Hispanic female = 50%

ELL female -25%

SWD female =17%

Black male = 43%

Hispanic Male = 38%

ELL male= 29%

SWD male = 27%

Our goal is to be strategic and provide focused, standards based instruction during core and small group ELA instruction. We need to provide opportunities for all students to reach their full academic potential.

### Measurable Outcomes:

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

### Grades K-2: Measureable Outcome(s)

The measurable outcomes for 2023 are:

February 2023

30% of kindergarten students will be proficient.

35% of 1st grade students will be proficient

30% of 2nd grade students

May 2023

40% of kindergarten students will be proficient.

45% of 1st grade students will be proficient

40% of 2nd grade students

### Grades 3-5: Measureable Outcome(s)

The measurable outcomes for 2023 are:

February 2023

Third grade = 20%

fourth grade = 30%

Fifth grade = 40%

May 2023

Third grade = 40%

fourth grade = 50%

Fifth grade = 50%

### Monitoring:

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

Monitoring is vital to improve student achievement. Through monitoring, administrators and teachers are able to make decisions that will allow for continuous academic improvement and differentiated instruction for our students. Monitoring will occur throughout our PLC for each grade level. Each team will review iReady diagnostic and growth monitoring checks, and end of unit assessments from the Benchmark Series in both English and Spanish. We will also use grade level FSQ and USA to track growth within standards. Standards mastery assessments within iReady will also be utilized to provide additional information to differentiate instruction for students.

We will also 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

**Person responsible for monitoring outcome:**

Select the person responsible for monitoring this outcome.

Maupin, Deborah, [deborah.maupin@palmbeachschools.org](mailto:deborah.maupin@palmbeachschools.org)

**Evidence-based Practices/Programs:**

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

- 1) Professional learning communities (PLC) that are embedded into the master schedule to ensure time for teachers to collaborate on best practices and professional development that builds teacher capacity and expertise.
- 2) Incorporate Small group instruction to support students learning at their ability with a variety of tasks, process and product.
- 3) Utilize a variety of technology solutions that assist with differentiating learning and support for students in ELA (iready)
- 3) Implement innovative learning approaches including project-based learning and authentic assessment through our global education initiative.

**Rationale for Evidence-based Practices/Programs:**

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

1. Develop a PLC schedule that allows for collaboration between teacher and support staff.
- 2) PLCs and professional develop provide teachers and administrators to collaborate, analyze data, and make decisions to improve student achievement.
- 3) Small group instruction provides and opportunity for teachers to deliver instruction at the students level. Formative and summative assessments such as FSQs and USAs will be utilized to identify strengths and weaknesses to develop data based grouping strategies.
- 4) When used with fidelity, IXL and Iready have been shown to produce learning gains in students.
- 6) Instructional strategies such as project based learning, AVID strategies, and authentic assessment may promote student engagement. Students who are fully engaged on relevant tasks tend to stay focused and learn at higher levels

**Action Steps to Implement:**

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
<p>Work with school literacy leadership team to develop a school wide plan for literacy improvement.</p> <ol style="list-style-type: none"> <li>1) Principal, Single School culture coordinator, media specialist, and grade team leaders will represent the literacy leadership team.</li> <li>2) Develop a plan to monitor the implementation and ensure compliance with the reading plan</li> <li>3) Walkthroughs to weekly monitor and support reading instruction and intervention</li> <li>4) Work with leadership team to analyze data and determine next steps to continuously improve reading instruction.</li> </ol>	<p>Maupin, Deborah, deborah.maupin@palmbeachschools.org</p>
<p>Provide literacy coaching throughout the school year.</p> <ol style="list-style-type: none"> <li>1. Identify specific needs for coaching by determining the levels of support needed by each teacher.</li> <li>2. Single school culture coordinator, coaches will develop a plan for providing coaching support to teachers.</li> <li>3. Professional development team develops a plan for literacy professional develop</li> </ol>	<p>Morales, Irene, irene.morales@palmbeachschools.org</p>
<p>Ensure effective formative and summative assessments are utilized with fidelity and that corrective feedback is provided to students.</p> <ol style="list-style-type: none"> <li>1. Utilize FSQs, USAs in English and Spanish to assess student progress.</li> <li>2. During PLCs, analyze data and use the information to make a plan for improvement.</li> <li>3. Provide feedback to students, parents regarding ELA progress on a consistent basis.</li> <li>4. Develop common formative assessments that can be utilized to monitor learning.</li> </ol>	<p>Morales, Irene, irene.morales@palmbeachschools.org</p>
<p>Ensure that we have a comprehensive professional development plan for literacy.</p> <ol style="list-style-type: none"> <li>1) Work with literacy and professional development team to determine the professional growth needs of staff.</li> <li>2) PD plan is shared with staff and teachers complete individual professional growth plans.</li> <li>3) Identify resources to support and deliver professional development</li> </ol>	<p>Maupin, Deborah, deborah.maupin@palmbeachschools.org</p>

## 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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

### 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 school culture and environment.**

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.