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**Title I Comprehensive Schoolwide Plan**  
**MELALEUCA ELEMENTARY SCHOOL (1441)**

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# ELA

Using your recording templates from your CNA discussions respond to each item in detailed.

## 1. List prioritized needs statements.

1. Star literacy data from PM2 indicates that 67% of 2nd students are NOT on track to meet end of the year grade level expectations. 2. Based on FAST PM2 data, approximately 86% of all 3-5 students are NOT on tract to meet end of the year grade level expectations. 3. Approximately 26% of students have 15 or more days out of school. Approximately 74% have 5 or more days out of school.

## 2. List the root causes for the needs assessment statements you prioritized.

1. Lack of clarity in providing standards-based instruction in the classroom. 2. Lack of clear understanding of strategies and supports needed to educate multilingual learners (teaching for biliteracy). 3. Difficulty in providing remediation to students struggling with reading. 4. Lack of focus on foundational skills required for students to be efficient and effective readers. 5. Students are not engaged fully during direct instruction. 6. Lack of an effective system to track and intervene with attendance concerns. 7. Lack of time and supports to adequately plan for ELA instruction. 8. Lack of relevancy and interest for the students-- Students are not "connected" to the school or curriculum.

## 3. Share possible solutions that address the root causes.

1. Provide professional development in foundational reading skills and the science of reading through Professional Learning Communities and extended PD sessions. 2. Identify resources and instructional strategies that will support differentiated instruction for struggling readers. 3. Provide in class, push in support staff, to assist teachers with differentiated, targeted instruction for struggling students. 4. Focus on independent reading at home and in school utilizing reading counts, scholastic or other differentiated independent reading platforms to support independent reading. 5. Provide resources, remediation materials, and intervention staff and materials for K-2 students who are struggling with reading. 6. Provide professional development on foundational reading, the science of reading, and biliteracy to improve teacher ability to deliver effective reading instruction to multilingual learners. 7. Provide engaging, integrative, enrichment supports through a comprehensive fine arts program in order to meet the needs of the whole child and a well rounded education. 8. Provide digital/electronic resources (Myon, Iready, Flocabulary) for personalized, differentiated learning in reading. 9. Provide professional development on global education, student engagement, and teaching for clarity to improve student engagement and connection to the school environment. 10. Professional development and resources to support multisensory instruction. 11. Provide support/staff to track attendance and re-engage students. 12. Update library books to include reading material/books that are more relevant for students and reflect our global, diverse society. 13. Consider providing additional staff support/materials to support the RTI/SBT process. 14. Provide additional PD on AVID, Global Education and SwPBS are vehicles for encouraging attendance and engagement in school.

#### 4. How will school strengthen the PFEP to support ELA?

Provide parents with specific vocabulary words during each unit. Incorporate standards & instructional focus in newsletters and monthly parent communication.

- **Parent Training**

Provide grade level specific parent trainings to support the development of foundational reading skills. Provide grade level parent trainings regarding ELA standards Provide parent training on the available technology programs and resources provided by the school.

#### 5. How will each stakeholder group strengthen the School-Parent Compact to support ELA?

- **School**

Regularly provide leveled books for students to read independently at home. Provide access to ebooks or other electronic sources for students to have access at both home and school. Conduct at least two parent conferences to share and document student academic achievements and to monitor progress annually. Teachers will post weekly communication to parents on class dojo regarding instruction happening in the class Monthly reading "campaigns" or challenges, or competitions.

- **Students**

Use the agenda/communication folder to keep track of assignments and make sure that the agenda/folder is signed by parents each day. Complete at least 45 minutes of iReady weekly Participate in school sponsored challenges, competitions, and activities.

- **Parents**

Attend Family nights and parent trainings to learn more strategies to help my child learn at home and increase reading skills. Look for and read the newsletter each month and check the school website for additional ideas to use at home Check Class Dojo weekly for class and school wide information

- **Staff Training**

Professional development in in conducting effective parent conferences Professional development on using class dojo/google classroom to communicate with parents/families.

- **Accessibility**

Utilize a variety of platforms and languages to provide parent training; Provide support for deaf/hard of hearing parents.

## **Math**

Using your recording templates from your CNA discussions respond to each item in detailed.

1. **List prioritized needs statements.**

According to PM2 approximately 84% of all 3-5 students are NOT on track to meet end of the year grade level expectations. According to PM2 approximately 67% of all K-2 students on NOT on track to meet end of the year grade level expectations. Approximately 26% of students have 15 or more days out of school. Approximately 74% have 5 or more days out of school.

2. **List the root causes for the needs assessment statements you prioritized.**

Lack of clarity in providing standards-based, direct, instruction in the classroom. Lack of common expectations and practices to produce mathematical thinkers and problem solvers. Lack of a coordinated effort to provide feedback to teachers in order to improve their practice. Students are not engaged fully during direct instruction. Lack of differentiation to meet the needs of students at different levels of understanding.

### 3. Share possible solutions that address the root causes.

Provide professional development through professional learning communities for teachers in teaching for clarity in math, gradual release, and aggressive monitoring in math. Provide collaborative planning opportunities for teachers to share, learn and extend knowledge of math and BEST standards. Secure and provide math manipulatives to support the development of conceptual understanding of mathematics concepts. Provide access to software such as IXL and Iready that provides practice with math concepts and remediation support for students with excessive absences. Provide opportunities after school tutorial and push in support to provide remediation for students struggling in mathematics. Consider providing additional staff support/materials to support the RTI/SBT process. Provide additional PD on AVID, Global Education and SwPBS are vehicles for encouraging attendance and engagement in school. Provide support/staff to track attendance and re-engage students.

### 4. How will school strengthen the PFEP to support Math?

- **Communication**

Provide information regarding specific mathematical focus for parents each month/unit. Weekly/Biweekly math focus posted on class dojo for parents.

- **Parent Training**

Provide grade level parent trainings that help parents understand the strategies that their kids use to solve problems. Provide training on the technology/software programs used to for personalized learning.

### 5. How will each stakeholder group strengthen the School-Parent Compact to support Math?

- **School**

Provide family friendly math games or homework assignments that focus on learning basic math facts. Provide access to personalized learning solutions to help students better understand math concepts.

- **Students**

Use the agenda to keep track of assignments and make sure that the agenda/communication folder is signed by parents each day.

- **Parents**

Reinforce reading and math skills by engaging students in real life activities and assisting students with homework or other school projects when necessary.

- **Staff Training**

Professional development on the use of formative assessment and the most effective methods of communication with parents. Professional development on the use of specific math technology programs and ways to engage families in using those programs.

- **Accessibility**

Utilize a variety of platforms and languages to provide parent training; Provide translation through the use of electronic, simultaneous translation.

## **Science**

Using your recording templates from your CNA discussions respond to each item in detailed.

1. **List prioritized needs statements.**

Approximately 26% of students in grade 5 were projected to be proficient during winter diagnostics. Approximately 26% of students have 15 or more days out of school. Approximately 74% have 5 or more days out of school.

2. **List the root causes for the needs assessment statements you prioritized.**

Lack of clarity in providing standards-based, direct, instruction in the classroom. Students are not engaged fully during direct instruction. Lack of mastery of concepts and skills from previous grade levels.

### 3. Share possible solutions that address the root causes.

Provide collaborative planning opportunities that focus specifically on science. Provide professional development, coaching and modeling on effective science instruction. Utilize professional learning communities to develop formative and summative assessments for science. Provide hands on science kits/materials for use during each unit. Engage students in a Re-designed STEM lab curriculum to focus primarily on fair game standards/benchmarks staffed by a certified teacher. Consider providing additional staff support/materials to support the RTI/SBT process. Provide additional PD on AVID, Global Education and SwPBS are vehicles for encouraging attendance and engagement in school. Provide in school or out of school field trip opportunities related to science. Work with teachers or curriculum committee to develop integrated units of study that combine a variety of content areas and global education goals.

### 4. How will school strengthen the PFEP to support Science?

- **Communication**

Provide information regarding specific science focus for parents each month/unit. Engage students in at home, monthly STEM projects/activities to engage students in the scientific process at home.

- **Parent Training**

Provide grade level parent trainings that help parents integrate basic science skills into home activities.

### 5. How will each stakeholder group strengthen the School-Parent Compact to support Science?

- **School**

Conduct Family nights and parent trainings to learn more strategies to help my child learn at home and increase reading, science and math skills.

- **Students**

Bring home our school, class newsletter, agenda or communications about school events and progress.

- Parents

Reinforce reading, science and math skills by engaging students in real life activities and assisting students with homework or other school projects when necessary.

- Staff Training

Professional development on the use of formative assessment and the most effective methods of communication with parents.

- Accessibility

Utilize a variety of platforms and languages to provide parent training;

## Action Step: Classroom Instruction

Students will have access to rigorous, standards based intervention and enrichment opportunities throughout the school year.

**Budget Total: \$201,891.05**

Acct Description	Description					
Supplies	Item	Quantity	Rate	Supply Type	Type	Total
	Dry erase markers (teacher sets to support delivery of instruction)	51	\$8.00	General Supplies	Original	\$408.00
	Composition books to support student learning	100	\$2.00	General Supplies	Original	\$200.00
	iready magnetic reading Gr 5 for tutorial	25	\$15.00	Instructional Materials	Original	\$375.00



Acct Description	Description					
	Item	Quantity	Rate	Supply Type	Type	Total
	Iready magnetic reading Gr 4 for tutorial	25	\$15.00	Instructional Materials	Original	\$375.00
	SPIRE workbooks Levels 1-4	60	\$25.00	Instructional Materials	Original	\$1,500.00
	Gr. 3 Math bootcamp Student booklets (25 pack)	1	\$350.00	Instructional Materials	Original	\$350.00
	Gr. 4 Math bootcamp TE Grades 3-5	3	\$55.00	Instructional Materials	Original	\$165.00
	1or 1.5 inch binders (black) - AVID	100	\$5.00	Program Supplies	Original	\$500.00
	Chart marker packs (set of 4) to support delivery of instruction (classroom/tutorial)	50	\$5.00	General Supplies	Original	\$250.00
	Allocation differential based on survey 3 data - may be itemized or moved on or after July 1, 2023	1	\$582.75	General Supplies	Original	\$582.75
	Spire Level 4 Single level teacher set 4th edition	1	\$404.10	Instructional Materials	Original	\$404.10
	Iready magnetic reading Gr 3 for tutorial	25	\$15.00	Instructional Materials	Original	\$375.00
	iready magnetic reading TEs for grades 3-5	6	\$30.00	Instructional Materials	Original	\$180.00
	Gr. 5 Math bootcamp Student booklets (25 pack)	1	\$350.00	Instructional Materials	Original	\$350.00

Acct Description	Description					
	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Supply Type</b>	<b>Type</b>	<b>Total</b>
	Sound sensible workbook	10	\$6.29	Instructional Materials	Original	\$62.90
	Dry erase markers (students) sets of 80 to support student learning (classroom/tutorial)	7	\$69.95	General Supplies	Original	\$489.65
	Spanish English Dictionaries for ELL students and DL Native English Students in Grades 2-5	110	\$2.99	General Supplies	Original	\$328.90
	Vinyl clear pencil pouches - AVID	30	\$7.25	Program Supplies	Original	\$217.50
	Gr. 4 Math bootcamp Student booklets (25 pack)	1	\$350.00	Instructional Materials	Original	\$350.00
	Highlighters 24 pack - AVID	15	\$6.75	Program Supplies	Original	\$101.25
	Paper for copies to support student learning	76	\$30.00	General Supplies	Original	\$2,280.00
	Plastic folder sets (red, blue, green, purple, yellow, black) - AVID	500	\$3.50	Program Supplies	Original	\$1,750.00
Online subscription	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Type</b>	<b>Total</b>	
	Myon News subscription August -June 30, 2024 - ELA - K-5 (550 students)	1	\$2,800.00	Original	\$2,800.00	
	IXL subscription Aug- June 30, 2024 - Math - Grades 3-5 (300 students)	1	\$3,280.00	Original	\$3,280.00	

<b>Acct Description</b>	<b>Description</b>								
Out-of-system Tutors	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Days</b>	<b>Hours</b>	<b>Weeks</b>	<b>Certified</b>	<b>Type</b>	<b>Total</b>
	In school long term out of systems tutors (Aug 28-may 30) to provide instructional, push in support in K-5 classrooms in both reading and math.	3	\$15.00	5	6.5	33	Non-Certified	Original	\$48,263.00
Resource Teacher	K-5 - Tch Elem Resource- Integration of math/reading with the arts/ music/technology during fine arts wheel and push-in/pull-in.								
Field trip admissions	<b>Item</b>					<b>Quantity</b>	<b>Rate</b>	<b>Type</b>	<b>Total</b>
	Cox Science center admissions 3rd-4th					200	\$10.00	Original	\$2,000.00
	Palm Beach Zoo Admissions for K -2					140	\$10.00	Original	\$1,400.00
	Lion Country Safari Admissions 5th Lion Country Safari Admissions 5th					90	\$12.00	Original	\$1,080.00
Resource Teacher	Science resource teacher to provide science remediation and enrichment to students in grades K-5 on the fine arts wheel								
Out-of-system Subs	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Days</b>	<b>Hours</b>	<b>Weeks</b>	<b>Type</b>	<b>Total</b>	
	Subs for Science Resource - #10097759	1	\$16.00	7	6.5	1	Original	\$728.00	
	Subs for Resource - #20001562	1	\$16.00	7	3.75	1	Original	\$420.00	

## Action Step: Parent Engagement

Teachers and staff will maintain ongoing communication with parents and provide targeted, focused parent trainings to support academic achievement and home learning.

**Budget Total: \$4,255.70**

<b>Acct Description</b>	<b>Description</b>									
Supplies	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Supply Type</b>	<b>Type</b>	<b>Total</b>				
	Folders with pockets and prongs for K round up	10	\$9.00	Program Supplies	Original	\$90.00				
	Parent communication agendas for students in grades 2-5.	430	\$2.34	General Supplies	Original	\$1,006.20				
	Communication folders for grades K-1	255	\$3.50	General Supplies	Original	\$892.50				
	Shipping and handling for agendas	1	\$145.00	General Supplies	Original	\$145.00				
	Colored paper for printing documents/materials	6	\$30.00	General Supplies	Original	\$180.00				
	Student portfolio file folders (for parent conferences) box of 100	5	\$23.00	General Supplies	Original	\$115.00				
Parent Support by School Staff	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Days</b>	<b>Hours</b>	<b>Weeks</b>	<b>Certified</b>	<b>Type</b>	<b>Total</b>	
	Staff to assist with parent trainings throughout the school year (3 times August-March)	5	\$25.00	3	1	1	Certified	Original	\$375.00	
	Temp Parent Liaison to assist with attendance interventions, monitoring and follow up - August-February	2	\$25.00	1	1	20	Certified	Original	\$1,000.00	

## Action Step: Professional Development

Build the capacity of staff on data analysis, standard based lessons, and differentiated instruction through ongoing professional development and sharing of best practices in effective instructional deliveries.

**Budget Total: \$113,783.00**

<b>Acct Description</b>	<b>Description</b>									
Single School Culture Coordinator	Single School Culture Coordinator to facilitate coaching model, supporting during professional learning communities, collaboratively plan data driven instructional lessons and model lessons.									
Teacher Collaboration	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Days</b>	<b>Hours</b>	<b>Weeks</b>	<b>Certified</b>	<b>Type</b>	<b>Total</b>	
	Teachers grades K-3 -sharing best practices, planning and development of data driven unit lessons in ELA, Math and Science.	16	\$25.00	1	1.5	2	Certified	Original	\$1,200.00	
	Teachers in grade 4-5 - sharing best practices, planning and development of data driven unit lessons in ELA, Math and Science.	11	\$25.00	1	1.5	2	Certified	Original	\$825.00	
Supplies	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Supply Type</b>			<b>Type</b>	<b>Total</b>		
	ink for colored printer for printing reports	4	\$70.00	Technology			Original	\$280.00		
	White chart paper for presentations	2	\$30.00	General Supplies			Original	\$60.00		
	Paper for copies	1	\$30.00	General Supplies			Original	\$30.00		

Acct Description	Description							
Stipends	Item	Quantity	Rate	Days	Hours	Weeks	Type	Total
	Foundational reading skills (k-2) - August - October	15	\$25.00	1	1.5	1	Original	\$563.00
	Biliteracy & global Education - August-January	15	\$25.00	1	1.5	1	Original	\$563.00
	Project based learning/BEST standards - August-January	10	\$25.00	1	1.5	1	Original	\$375.00
	Classroom management - August-October	5	\$25.00	1	1.5	1	Original	\$188.00

## Mission Statement

Create one statement that communicates the vision for parent and family engagement in a motivating way. The mission statement should:

- reflect the beliefs or values the school holds regarding the importance of family engagement;
- explain the purpose of the school's Parent and Family Engagement Plan;
- be written in parent-friendly language; and
- inspire stakeholders to be engaged and supportive of the program.

### 1. Mission Statement

Our mission of parent engagement at Melaleuca is to provide an environment where parents are informed about their child's education, are comfortable participating in committees and events on our campus and feel welcomed by all staff members. If we increase parental involvement, it is our belief that student proficiency, attendance rates, and discipline rates will improve.

## Involvement of Stakeholders

Describe how the school will engage stakeholders (parents, families, school personnel, District staff and community) in the planning, development, review, implementation and improvement of the Title I Schoolwide Plan. Include decisions regarding how funding will support parent and family engagement. All SAC meetings should have Title I as a standing agenda item and discussion of such is reflected in the minutes to ensure compliance is met. (Note: Evidence of stakeholder input during the CNA process is available in the CNA Launcher.)

<b>Name</b>	<b>Title</b>
Deborah Maupin	Principal
Calmin Rivera	Teacher
Edelmis Batista	Parent
Phillip Brinkman	Business Partner
Irene Morales	SSCC
Rachel Moreno	ESOL Coordinator
Gloria Dos Santos	Dual Language Coach
Maria Gimenez	BHP
Simone Wright	Parent
Julie Poinville	Parent
Ally Wortham	Parent

**2. What are the procedures for selecting members representing all stakeholders? Describe the process for electing members.**

Open meeting at the beginning of the school year inviting parents to join the SAC. Parents are invited to the meeting via flyer, marquee, and class dojo. Invitation for membership was sent to all parents and staff. At the first SAC meetings parents were provided the information and encouraged to join. There is a vote at the SAC meeting on members after reviewing description of each role. To ensure proper representation different parent groups, some parents may receive a personal invitation from the SAC chair or administration to become involved. SAC members will be involved in school planning throughout the school year.

**3. How will stakeholders be involved in jointly developing the Schoolwide Plan (CNA/SWP/PFEP)? Include details of meeting dates and times.**

Parents will provide input at CNA, PFEP, and SAC Meetings monthly. As a school we will inform stakeholders with data involving academic performance. At these meetings we will address the stakeholders needs in improving academic achievement of the students. Each meeting we will provide a survey to all stakeholders to determine what went well and what they think the next steps are for improving parent and family involvement. All SAC meetings will be the first Tuesday of every month at 5:30pm. At the meetings data updates will be shared and feedback about progress and programs will be collected. In addition, stakeholders will be involved in developing the FY24 Schoolwide Plan. The CNA will take place in February/ March 2024 which will review data, progress, and areas in need of improvement. It will allow for stakeholders to share ideas/ plans for setting areas of focus and goals. Stakeholders will also be involved in developing the Parent Family Engagement Plan. Stakeholders will give input on parent and staff trainings that would increase parent engagement.

**4. How did stakeholders provide input as to how Title I funding will support parent and family engagement? Include the outcome.**

During our CNA AND PFEP meetings, stakeholders determined what trainings they would like to see happen for parents and staff in order to improve student achievement. After determining the plan for trainings, stakeholders discussed activities that could be implemented and the resources needed. In addition, throughout our monthly SAC meetings parent communication is always a priority for our stakeholders. Resources such as paper and agendas, postage, staff to support trainings and subs for parent-teacher conferences during the day were needed to keep effective parent communication and involvement.



Name	Title
Deborah Maupin	Principal
Crystal Swiatlowski	Assistant Principal
Calmin Rivera	SAC Chair
Phillip Brinkman	Business Partner
Edelmis Batista	Parent
Irene Morales	SSCC

## Annual Parent Meeting

All parents and families are invited and encouraged to attend the Title I Annual Meeting, at a convenient time, to learn about the school's Title I programs, requirements and the rights of Title I parents.

Describe the steps the school will take to conduct an effective Annual Meeting. The meeting should inform parents about:

- What it means to be a Title I School;
- The school's Title I Schoolwide Plan;
- Parent and Family Engagement Plan, including the School-Parent Compact;
- Special programs such as Migrant Education and McKinney-Vento;
- Parent's Right-to-Know; and
- Other opportunities for parents.

1. What is the actual date, time and location of the Annual Meeting?

10/3/23 ,4:30pm , Cafeteria

2. How will you notify parents, teachers and the community of the Annual Meeting? Be specific (school website, marquee, call-out, newsletter, invitations, etc.).

School Class Story on Class Dojo, Flyer sent home

3. What resources will be prepared for the Annual Meeting? List materials or supplies needed to host the meeting.

Title I Annual meeting Powerpoint, PFEP Summary Handouts, agenda, sign-in sheet, FY24 Compact, FY22 PFEP, evaluation copy of compact etc. Paper, Smartboard, pens, highlighters

## Staff Trainings

Describe the professional development trainings you will provide to build the capacity of teachers and other support personnel to understand the value and contribution of parents/families, build ties between parents and school staff, effectively reach out to, communicate with and work with families as equal partners in order to improve student achievement.

1. Staff Training for Parent and Family Engagement #1

- Name of Training

Building Strong Partnership through Parent Conferences

- What specific strategy, skill or program will staff learn to implement with families?

The teacher will be able to learn how to effectively communicate academic and behavioral progress for their students. Teachers will learn skills in order to have a successful relationship with parents. Teachers will understand what is crucial to having an effective parent conference and the documentation to support it.

- What is the expected impact of this training on family engagement?

This training will help our parents better understand the services and interventions being provided to their children. It will also build stronger community relationships in order to increase parent engagement for school events and activities.

- What will teachers submit as evidence of implementation?

Parent conference notes, Parent/ school compact, documentation forms, presentation with requirements, follow up implementation example

- Month of Training

9/4/2023

- Responsible Person(s)

Crystal Swiatlowski

## 2. Reflection/Evaluation of Training #1

- Name and Brief Description

TBA

- Number of Participants

TBA

- What were teachers able to do as a result of the training?

TBA

- Have you seen evidence that teachers are implementing the strategy, skill, or program they learned through this training?

on

- How do you know?

TBA

- What went well with the training

TBA

- What improvements would be made and what steps will you implement to make the training more effective

TBA

### 3. Staff Training for Parent and Family Engagement #2

- Name of Training

Data Driven Parent Involvement

- What specific strategy, skill or program will staff learn to implement with families?

Teachers will learn how to effectively provide parents information on academic and behavior data. They will be able to have clear discussions with parents that allow them to be apart of developing the students goals.

- What is the expected impact of this training on family engagement?

Parents will understand how their child is assessed throughout the school year and be able to understand state assessment reports, progress monitoring, and classwork. Parents will be able to better understand how to support their child to reach their goals based off the multiple data points gathered by the teachers and staff at school.

- What will teachers submit as evidence of implementation?

Conference notes reviewing data, samples of classwork provided to parents, data template used to discuss student progress

- Month of Training

1/18/2023

- Responsible Person(s)

Deborah Maupin

#### 4. Reflection/Evaluation of Training #2

- Name and Brief Description

TBA

- Number of Participants

TBA

- What were teachers able to do as a result of the training?

TBA

- Have you seen evidence that teachers are implementing the strategy, skill, or program they learned through this training?

on

- How do you know?

TBA

- What went well with the training

TBA

- What improvements would be made and what steps will you implement to make the training more effective

TBA

## Parent Trainings

Describe the trainings you will offer parents and families that will build their capacity to support learning at home to improve student academic achievement. Trainings must focus on skills that parents and families can use to extend learning at home, support students in meeting challenging state standards and monitor their child's academic progress.

### 1. Parent and Family Capacity Building Training #1

- Name of Training

Foundational Supports for Reading

- What specific strategy, skill or program will parents learn to implement with their children at home?

To support student learning at home, parents will be able learn and implement activities with their children. They will learn how to provide their child quick but effective phonics and literacy lessons

- Describe the interactive hands-on component of the training.

Parents and students will rotate through stations that focus on phonics skills, letter recognition, blendings, and phonemic awareness. Teachers will guide the parents in multisensory activities that they will be able to easily incorporate at home.

- What is the expected impact of this training on student achievement?

Students will have consistent practice at school and at home focusing on their needs which will increase student reading proficiency rates in our primary grade levels.

- Date of Training

10/12/2023

- Responsible Person(s)

Jill Vogel

- Resources and Materials

whiteboards, multi sensory materials, agenda, sign in, parent survey, Skill presentation, take home activity

- Will use funds for refreshments as noted in SWP:

on

- Amount (e.g. \$10.00)

N/A

## 2. Reflection/Evaluation of Training #1

• Name of Training

TBA

• Number of Participants

TBA

• What were parents able to do as a result of the training?

TBA

• Have you seen evidence that parents are implementing the strategy, skill or program they learned through this training?

on

• How do you know?

TBA

• What went well with the training?

TBA

• What improvements would be made and what steps will you implement to make the training more effective?

TBA

3. Parent and Family Capacity Building Training #2



- **Name of Training**

Hands on Science

- **What specific strategy, skill or program will parents learn to implement with their children at home?**

To support learning at home parents will be able to conduct different types of hand on science experiments and know the steps and questions to work with their children

- **Describe the interactive hands-on component of the training.**

Parents will learn how to conduct hands on science experiments that can be done at home. Parents will be able to learn how to follow the scientific process in order to support their children at home. They will participate in several different activities and be provided the materials to practice at home with students as well.

- **What is the expected impact of this training on student achievement?**

The expected impact of this training on student achievement will be that 5th grade science achievements scores will increase in proficiency and increased engagement in science instruction in grades K -4th. Parents will understand the importance of science instruction and begin to incorporate simple and effective science lessons and activities at home to increase student engagement in science.

- **Date of Training**

1/25/2023

- **Responsible Person(s)**

Calmin Rivera/ Barbara Belakbir

- **Resources and Materials**

science materials, smartboard, science experiment hand out, agenda, sign in, science experiment materials

- Will use funds for refreshments as noted in SWP:

on

- Amount (e.g. \$10.00)

N/A

#### 4. Reflection/Evaluation of Training #2

- Name of Training

TBA

- Number of Participants

TBA

- What were parents able to do as a result of the training?

TBA

- Have you seen evidence that parents are implementing the strategy, skill or program they learned through this training?

on

- How do you know?

TBA

- What went well with the training?

TBA

- What improvements would be made and what steps will you implement to make the training more effective?

TBA

### 5. Parent and Family Capacity Building Training #3

- Name of Training

Engaging in Math at Home

- What specific strategy, skill or program will parents learn to implement with their children at home?

Parents will begin to feel better about supporting math at home by learning about teaching students to understand the “why” behind the rules they learned growing up. Parents will see how the similarities between how they learned math and how it connects to the instruction their children receive today. They will be able to support their children at home with their math work and learn the steps that are taught in the classroom.

- Describe the interactive hands-on component of the training.

Parents will be able to practice "their" way of performing specific math skills. They will then learn all the different way students are taught today. They will be able to participate in multiple centers that help them understand and practice the process of different types of math problems.

- What is the expected impact of this training on student achievement?

Parents will be able to better support their children at home with math work which will allow for our students to increase math fluency and increase math achievement.

- Date of Training

3/14/2023

- Responsible Person(s)

Tiara Clark

- Resources and Materials

math manipulatives, whiteboards, math problems and exercises, rotation schedule.

- Will use funds for refreshments as noted in SWP:

on

- Amount (e.g. \$10.00)

N/A

## 6. Reflection/Evaluation of Training #3

- Name of Training

TBA

- Number of Participants

TBA

- What were parents able to do as a result of the training?

TBA

- Have you seen evidence that parents are implementing the strategy, skill or program they learned through this training?

on

- How do you know?

TBA

- What went well with the training?

TBA

- What improvements would be made and what steps will you implement to make the training more effective?

TBA

## Coordination and Integration

Describe how your school collaborates with other federal programs, District departments, the business community, library systems and other governmental and non-governmental organizations to provide integrated parent and family engagement opportunities.

Identify the three (3) **most relevant agencies/organizations that support your school's parent and family engagement goal.**

1. Partnership #1 - List Federal Program such as Migrant, Homeless, Professional Development, ESOL/ELL, IDEA, Region Support, or Safe Schools

- Name of Agency

Safe Schools

- Describe how agency/organization supports families.

Safe schools will be supporting our families and students with achievement ideas and activities that relate to positive behavior. To support parent and family engagement, Safe schools will work among school admin to support and motivate participation for student re engagement and attendance.

- Based on the description list the documentation you will provide to showcase this partnership.

Emails, SWPBS Resources, Attendance resources

- Frequency

On going

## 2. Partnership #2 - List Department, Organization, or Agency

- Name of Agency

AVID Team

- Describe how agency/organization supports families.

Our AVID area support person, Colleen Carney will support our implementation of AVID by communicating through email and virtual visits. She will guide us in the implementation of all components of AVID and ensure that we continue on track with our SMART goals. She will provide resources and materials to support parent learning of the AVID program during parent trainings.

- Based on the description list the documentation you will provide to showcase this partnership.

AVID resources/information provided to parents, Emails,

- Frequency

on going

### 3. Partnership #3 - List Department, Organization, or Agency

- Name of Agency

Multicultural Department

- Describe how agency/organization supports families.

The multicultural department will work closely with our Dual Language coach in order to provide resources and materials that our school can use to help parents and families of ESOL and Dual Language. These resources will be used at our grade level parent meetings to help families work with their children at home.

- Based on the description list the documentation you will provide to showcase this partnership.

Resources provided during parent trainings, Flyers, Handouts and agendas from parent trainings, emails

- Frequency

on going

## Communication

After reflecting on the stakeholder input meeting, training evaluations and analysis of events, describe the process that your school will use to provide timely and easy to understand updates to parents and families on Title I programs, curriculum, assessments and student progress/proficiency level information.

1. Describe how school will provide parents and families with timely information about the Title I programs, meetings and other activities in a format and language parents can understand. Consider Title I programs such as tutoring, mentoring, parent/family trainings.

2. Describe how school will inform parents about the curriculum and proficiency levels students are expected to meet.

3. Describe how school will inform parents about forms of academic assessments used to measure student progress and achievement levels of State academic standards.

4. Describe how school will inform parents about opportunities to participate in decision-making related to the education of their children.

5. Describe how the school will offer flexible meeting dates and times for trainings, activities and events to remove barriers for attendance.

- Description

Invitations to CNA, PFEP input meeting, Title I , and SAC meetings will be sent via Parent Link,, school website, class dojo, paper flyers, Marquee. The purpose of this communication is to ensure that parents are informed about events, activities and student progress regularly

- List evidence that you will upload based on your description.

School website, class dojo, Paper flyers

- Description

SAC Meetings, Curriculum Night, annual meetings, Grade level parent trainings, parent conferences-parents will be given student evidence of instruction and assessment results as well as goals for their child

- List evidence that you will upload based on your description.

SAC meeting agenda, Parent Training agendas, Curriculum Night agenda/PPT, Parent conference notes

- Description

Parents will be informed through grade level parent meetings to discuss the expectations and of the assessments. They will also be called through parent link, notified in Class Dojo, and sent flyers/ letters virtually and physically. Parents will also be notified of student progress by report cards and mid term reports.



- List evidence that you will upload based on your description.

Class dojo posts, assessment reports, Parent conferences, report cards, mid-term reports.

- Description

Flyers for Parent meetings in English, Spanish and Creole, Parent-teacher conferences, parent input at SAC meetings will be documented. IEP Meetings with parents. When students are struggling with academics or behavior, parents will be invited to the meetings to provide input and supports for school and home.

- List evidence that you will upload based on your description.

Behavior conference meetings with parents, SBT conference notes, IEP conference notes

- Description

Parent training times will vary for each session in order to provide a variety of times that might be convenient for parents. Meetings could also be recorded if done virtually. If in person trainings are available, child care will be provided.

- List evidence that you will upload based on your description.

Parent Meeting invitations, parent communication through Class Dojo, meeting agendas, sign-in sheets, flyers,

## Accessibility

It is important to address barriers that hinder families' participation in activities. After considering information gathered at your parent input meetings, describe how you ensure parents and families in the special categories below are able to fully participate in school meetings, trainings, activities and events. Describe the accommodations the school will provide for each subgroup of parents listed below.

### 1. Parents and families with limited English proficiency

2. Parents and families with disabilities

3. Families engaged in migratory work

4. Families experiencing homelessness

- Description

Parents and families with limited English proficiency will be invited to participate in all school activities. Information will be sent home in the family's native language. Parent trainings will be scheduled throughout the year to inform parents about ways to best meet their children's needs. CLF's will be available for parent conferences and all meetings and school activities. We will coordinate support both to Title I and Multicultural Dept.

- List evidence that you will upload based on your description.

Parent trainings translated agendas, Flyers, emails, FY22 Compact, FY22 PFEP Summary in all languages

- Description

Parents and families with disabilities will be offered special seating at meetings, hearing and vision interpreters will be available, and home visits will be offered if needed. Building is ADA compliant

- List evidence that you will upload based on your description.

pictures of audio enhancement, special seating and ADA compliant building, sign in sheets, and notes when accommodations were provided

- Description

School activities and programs are designed to provide migrant parent and families with resources to help their children overcome disruption in their education and overcome cultural, language, and social barriers. Resources are also provided to families to help their children increase their ability to succeed in the school setting. Our guidance counselors will be working with parents, meeting with them virtually and providing resources.

- List evidence that you will upload based on your description.

Multicultural emails, Migrant work support handouts,

- Description

School activities and programs are designed to provide migrant parent and families with resources to help their children overcome disruption in their education and overcome cultural, language, and social barriers. Resources are also provided to families to help their children increase their ability to succeed in the school setting. Our guidance counselors will be working with parents, meeting with them virtually and providing resources.

- List evidence that you will upload based on your description.

Multicultural emails, Migrant work support handouts,

## Other Activities

This is an optional step. List other activities, including additional parent and family trainings, which are planned to strengthen parent and family engagement at your school. Title I funds may not be used to purchase food for these activities.

### 1. Activity #1

- Name of Activity

N/A

- Brief Description

N/A

### 2. Activity #2

• Name of Activity

N/A

• Brief Description

N/A

3. Activity #3

• Name of Activity

N/A

• Brief Description

N/A

## Building Non-Academic Skills

How do you build students' skills outside of academic subject areas? Include descriptions of:

- Build coping skills;
- Address social/emotional needs;
- Foster a growth mindset;
- Teach resilience and persistence;
- Promote healthy habits;
- Promote positive behavior;
- Develop students organizational skills;
- Build strong study habits;
- Build character; and/or
- Develop a sense of service for others.

## 1. Building Students' Non-Academic Skills

Melaleuca has two school counselors on campus that work with all students. They teach students character building, anti-bullying strategies and team building skills. Additionally, they meet with students individually or with small groups based on specific needs of students. These counselors also give in class lessons collaborating with the teachers to work on the class specific needs. The counselors work closely with the teachers to provide lessons that will benefit the class and develop a positive culture. In addition, Melaleuca has a behavior health specialist coach who works alongside teachers to determine student needs as well as help students individually. They provide individual sessions as well as group sessions for students that need support. Our school also has a co located counselor that works with students on an individual level for higher needs students. Melaleuca is an AVID school. We pride ourselves on preparing students to be college and career ready through goal setting, organization and high level questioning and thinking. All students K-5 have the opportunity to learn to read music and play the keyboard and all students have the opportunity to play in our school band. To document implementation, Melaleuca will collect schedules and lesson plans from our school counselors, student AVID organization and goal setting examples, as well as keyboard and band lesson plans. Lastly, our school develops Global Leaders by teaching students to pay attention, feel connected and take action. Throughout the school year they will learn how to be global citizens and support their community through different activities. It is also incorporated into our school wide behavior systems and core values. We have school wide positive behavior systems which include our grade levels being in "Houses" which they earn points for following our school wide expectation of being responsible, respectful and ready to learn. Each "House" represents a character trait, country and continent. Students learn how to work as a team to and build community.

## SBT/MTSS Implementation

Describe your implementation of a tiered model of support (SBT/MTSS):

- Identify students for tiered support;
- Determine supports needed;
- Implement support; and
- Track students' progress.

## 1. SBT/MTSS Implementation

The School Based Team at Melaleuca consists of our Administrators, Single School Culture Coordinator, School Psychologist, ESE Coordinator, ESOL Coordinator, Dual Language Coach, Speech/Language Pathologist, School Nurse, Guidance Counselors and Teachers. The SBT meets every Thursday from 12:00-2:00 to problem solve for 6-10 students per week. The SBT utilizes information from various sources to make informed decisions about students academic, behavioral and social/emotional needs. Parents are invited and encouraged to attend, if they are unable to attend they are given a follow up call by the case liaison. Students that are in the SBT process receive interventions throughout the day. Tiered intervention is provided to students in the MTSS process with research based interventions. Each case is met on 3-5 times per year depending on the intensity of the case. Case liaisons are assigned to each case to ensure that interventions are being implemented with fidelity and being properly documented. The SBT communicates with the parents/guardians of each student before and after each meeting. Parents/Guardians always have the option to attend the SBT meetings. All students are considered on Tier 1 which is the core instruction in each classroom. Students that require Tier 2 intervention are provided at least 30 extra minutes daily of a prescribed intervention. When it is determined that students required Tier 3 services, they are given the core instruction, an additional 45 minutes of intervention in the class and then could also be pulled out of class by an additional interventionist for another 30-60 minutes. Students that are receiving Tier 2 and Tier 3 interventions utilize programs such as Spire, Voyager, Sound Sensible, and iReady phonics resources. Students are monitored weekly using an assessment tool that matches each program. To document implementation, Melaleuca will collect SBT agendas, conference notes, and attendance as evidence.

## Provision of a Well-Rounded Education

How do you ensure all students are provided with a well-rounded education including enrichment opportunities? Describe:

- The process used to determine core instructional needs (data).
- How the school ensures instruction is aligned to standards.
- Courses/electives that are not considered core-content.
- Courses/electives that are focused on job skills.
- Opportunities to extend learning time.
- How the school connects classroom learning to real world applications
- How extra curricular opportunities enrich the students' education.

*\*The term "well-rounded education" means courses, activities, and programming in subjects such as English, reading or language arts, writing, science, technology, engineering, mathematics, foreign languages, civics and government, economics, arts, history, geography, computer science, music, career and technical education, health, physical education, and any other subject, as*

*determined by the State or local educational agency, with the purpose of providing all students access to an enriched curriculum and educational experience. [ESSA, section 8101 (52)].*

## 1. Well-Rounded Education

The school days are structured in such a way that all classrooms have rotational groupings that are differentiated and designed around standards based instruction. The fine arts rotation was adjusted to allow easy transitions from one class to the next. The students take part in one of the fine arts classes (Science lab, music, band, art, media, P.E) for a 3 week period. Students are able to work on long term project based learning during this time. In most classrooms, there are two teachers in the Math and/or Reading block to conduct instructional rotations. During this time, students are taught at their instructional level which allows them to receive remediation or enrichment depending on their levels. Data analysis and team planning at PLC meetings are an integral part of ensuring that teachers are planning lessons with high levels of rigor in all subjects. In school and afterschool tutorials are offered to students in school. Teachers integrate technology into the classroom daily where students work on google classroom activities, iStation, iReady and Imagine Learning lessons at their instructional level. In addition, after school clubs are offered to students. Some include Academic Games, Math Club, Chess Club, Sports club, Spanish Homework Club, Yearbook Club, and Leadership Club. All students are being taught to play the piano in Music class weekly and all grades have the option to participate in our band program. We offer specific counseling for students that are homeless, in foster care, have anger issues, children of divorced parents and how to make and keep friends. Our iLab offers students the opportunity to participate in hands on Science experiments which integrate math and technology weekly. To document implementation, Melaleuca will collect Club informational flyers and rosters, rotational lesson plans, lesson plans that include technology integration, and PLC agendas as evidence. In addition. we have Enrichment time for students during the school day for 1 hour on a 7 day rotation. Students get to participate in enrichment activities with a fine arts teachers while their teacher participates in PLCs.

## Post-Secondary Opportunities and Workforce Readiness

How do you build students' awareness of and readiness for post-secondary opportunities and the workforce? Consider the following examples:

- College awareness/readiness curricula and programs;
- Building pathways to rigorous coursework;
- Accelerated course offerings (AMP, Honors, AP, AICE, IB);
- Dual enrollment opportunities;
- Career and technical courses;
- ACT/SAT prep programs;
- Project-based learning opportunities;
- Job skills development (collaboration, critical thinking);
- ROTC programs;
- Career Days or guest speakers; and

- Job shadowing, field experiences, clinicals.

## 1. Post-Secondary Opportunities and Workforce Readiness

Melaleuca is proud to be an AVID school (Advancement Via Individual Determination). The AVID program is designed to help students to be college and career ready, even at the Kindergarten level. Students learn to set goals, organize their thoughts and materials, incorporate writing into all subject areas and think critically. Students use technology and computer programs to integrate AVID strategies into their school work and note taking. In addition, we take our intermediate students to college campuses so they can see what college is truly like. Guest speakers come to share their own experiences with our students to inspire them to think about their future. We are also a Dual Language School. Almost half of our population leave 5th grade being biliterate in English and Spanish. In addition, we provide opportunities for advance coursework throughout the grade levels. We have AMP courses for 3rd, 4th, and 5th grade. To document implementation, Melaleuca will collect student AVID examples (ex. organization and note taking strategies), Dual Language writing examples, and student college campus reflections as evidence.

## Transition From Early Childhood to Elementary School

**Elementary Schools:** Describe the strategies used to assist preschool students in transitioning from early childhood education programs to elementary school. Consider:

- Headstart programs
- VPK on campus
- Bridges Program
- Meetings at local preschool programs to provide information to rising Kindergartners' parents
- Kindergarten Round-up
- Pre-K parent trainings throughout the school year to provide Kindergarten readiness strategies
- On-site school tours for new kindergarten families
- Early school year start/summer program for incoming Kindergarteners
- Staggered start
- Meet the teacher
- Kindergartener for a day for pre-K students
- Looping from Pre-K to K
- Collaboration with local preschools to develop readiness skills

**Secondary Schools:** Click on the Exemption button above if this is not applicable to you.



## 1. Transition to Elementary School

Every year our school invites incoming Kindergarten students onto our campus to learn about our school. They are able to do walk-throughs in the Kindergarten classrooms, talk to the teachers and learn about expectations. We utilize this opportunity as a training for incoming parents so they can best prepare their child for elementary school. They are provided books to read to their children over the summer and teachers teach the parents how to ask students questions about what they read. Each family is provided information in English, Spanish and Creole to ensure they understand how to best help their children. In addition, they are given resources on how to access programs on the district website (i.e., learning tools for kids) and teach them the purpose of each program. Parents are given letter cards, sight words, writing practice papers, cutting practice, math sheets to help students count with 1:1 correspondence and are also given the materials they need to complete these activities (i.e., crayons, scissors, pencils, markers, folder). We reach out to all surrounding preschools in our area to invite them to this event by passing out flyers to each school. Flyers are given to the daycares that pick students up from our school in the afternoons. Flyers are written in English, Spanish and Creole. Once students start Kindergarten, we offer a staggered start. 3-5 students come on the first 3 days of school and then on the 4th day the entire class comes. During the first three days, each group of students is given a tour of the school, introduced to staff members they need to know on campus and taught the school expectations. They practice walking in the hallways and how to get their lunch in the cafeteria. Students are given bracelets and tags indicating how they get home each day to ensure student safety. All staff members on campus are aware and can assist to make sure students get to where they need to be at the end of each day. Our kindergarten parent trainings are held in the cafeteria where they participate in foundational activities they can do at home. They are invited through Class Dojo, flyers, and school wide calls outs. To document implementation, Melaleuca will collect kindergarten parent training agendas, resources provided to parents, and sign in sheets as evidence.

## Professional Development

In addition to Title I funded professional development listed in the CNA/Strategies section, what other opportunities are provided for teachers, tutors, paraprofessionals, and instructional coaches to improve the delivery of instruction and the use of data to support instructional decisions? Consider:

- Regional Support
- District Curriculum Support
- Conferences (AVID, content specific, STEM, AP/IB/AICE, etc)
- APTT
- Peer Observation Program using Palm Beach Model of Instruction
- Mentoring
- PAR Teacher
- Online workshops
- Professional book study
- Consultants
- Multicultural and ESE trainings

## 1. Professional Development

Teachers, coaches and other staff members are given feedback on their practices by administration regularly. When specific needs come up with individual teachers, the administration seeks additional training opportunities that the district may be able to provide and/or conducts after school trainings at our school site. Our focus to professional development has been developed around the needs of our school. Our professional development has included enhancing engagement in the classroom. We also have team leaders who facilitate collaborative sessions with their team and cross grade levels in order to learn specific strategies for certain skills. Coaches and other lead teachers offer trainings to their teams and mentees based on their strengths in the classroom and their areas of expertise. Some of the specific trainings that we have provided to staff include Talk Read Talk Write, Global education, AVID, educational technology, Bridging (Dual Language), ELA iReady, Voyager, Benchmark Reading for K-5 teachers (both DL and non DL Teachers), and CHAMPS/SwPBS training. These training have assisted teachers in increasing their level of understanding of each program and in turn increasing the level of rigor in the classrooms. To document implementation, Melaleuca will collect Professional Development Day agendas, administration feedback notes, and Educator Support meeting agendas and sign in sheets as evidence.

## Recruitment and Retention of Effective Educators

How do you recruit and retain effective teachers (particularly in high need subjects)? Consider:

### Recruitment:

- Job Fairs
- Collaboration with HR and Region Office
- Intern Teachers, Interim Teachers, Substitutes, Academic Tutors (Grow Your Own)
- Word of Mouth
- Glades Supplement
- Other Incentives such as signing bonuses and pay for performance

### Retention:

- Orientation
- Mentoring/Peer Teacher
- Teaching Team with Team Leaders
- Collaborative Planning
- Department Chairs
- Coaching Support
- School/Employee Morale
- Professional Development
- Open Door Policy

- Opportunities for part-time pay such as tutoring

## 1. Recruitment and Retention

During the screening process for candidates for teaching positions, administration looks for candidates that are certified in multiple areas. Teachers that are certified in K-5 and are bilingual make a good fit from the start at Melaleuca. During the interview process, the school and the position are described very clearly so there is no question about expectations from the beginning. Once a teacher is hired, they are paired up with a mentor through the ESP program to assist them with instructional, institutional, emotional and physical support. Our ESP program meets once a month. Teachers observe each other and provide feedback. Coaches are paired up with each new teacher as well and go through the coaching cycle with them to support their instructional needs. Administration is available for additional support for difficult situations above and beyond what the coach and/or mentor can provide. Teachers are offered multiple opportunities to tutor or hold a club in order to receive part time pay. To document implementation, Melaleuca will collect coaching cycle work examples, and ESP mentor observations and feedback as evidence.