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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. According to PM1 data, 25% of students entering kindergarten demonstrated kindergarten readiness based on PM1 scores. 2. According to PM3 of 2023, only 28% of K-2 students demonstrated proficiency in reading. 3. According to PM3 of 2023, 29% of 3-5 students demonstrated proficiency in reading. 4. Based on iready winter diagnostics, 25% of students were proficient in vocabulary. 3. By January, approximately 8% of the student population received ODRs. While 20% of black females, 25% of black males and 12% of students with disabilities have received office discipline referrals. 4. By January of 2024, approximately 69% of students had missed 5 or more school days; 38% had missed 11 or more school days.

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

1. Lack of teacher knowledge of the reading process and academic standards. 2. Consistent progress monitoring for reading for all students is not fully implemented. 3. Feedback to students regarding progress is often general, vague or absent. 4. Student practice is not consistently monitored for progress towards the standards. 5. Lack of reading stamina and a culture of reading for pleasure and purpose. 6. Lack of time and support to adequately plan lessons that require differentiation and scaffolds to meet the needs of all students. 7. The vocabulary instruction is inconsistent and not explicit enough to support the language needs of ELL/ESE students. 8. Lack of knowledge on how to apply appropriate interventions to meet the needs of students (social/emotional/academic) 9. The reading curriculum lacks relevance and interest for our students. 10. Lack of time and personnel to provide additional interventions for students. 10. Lack of resources such as decodables, intervention materials, resources and technology to meet the varying needs of multilingual learners. 11) Lack of parent capacity and knowledge of how to support learning at home.

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

Teachers will be provided with professional development opportunities to support their continuous growth and development. 1. Provide teachers with opportunities for collaborative planning outside of PLCs. (½ day planning sessions prior to each unit) 2. Professional development on topics such as aggressive monitoring, feedback, the science of reading, differentiated learning and the gradual release model through PLCs and extended PD sessions. 3. PLC that provides systematic and consistent support with planning and monitoring instruction. 4. The SSCC will facilitate data based PLCs as well as provide monitoring and coaching to support implementation of PLC goals. 5. Provide professional development, support, and modeling and coaching to fine arts teachers in order to incorporate explicit vocabulary/reading integration during the fine arts wheel. Students will engage in meaningful and engaging reading practice that fosters a lifelong love of reading. 1. Provide online resources, adaptive technology (i.e. iready, writescore) to support learning in reading and writing learning and increase access to technology for students, teachers and parents. 2. Developing common read alouds or shared (core)books, mentor texts for each grade level based on global themes to build student background knowledge and vocabulary. 3. Provide students with interesting, culturally relevant, engaging texts in our school library and classrooms and/or access to reading platforms (i.e. Myon) to engage in independent reading at home. 4. Provide extended learning opportunities through tutorial programs (Before school, during school, afterschool, Saturdays, Summer-July 2024 and June 2025) for ELA, Reading/Writing to support struggling students (level 1-2 or at risk) in grades K-5. 5. Provide parent trainings to reinforce concepts learned and build parent capacity to support learning at home focus on vocabulary development, reading for meaning, and foundational reading skills. The school will implement researched based, common instructional practices that support and improve reading proficiency for all students. 1. Utilize PLCs and collaborative planning sessions to develop common assessments and exit tickets to progress monitor effective teaching. 2. Providing tutorial opportunities for all grade levels earlier in the school year. Specifically, tutorial for K-2 at the beginning of the year to address remediation/readiness. 3. Provide in class, push in support staff or resource teachers, to assist teachers with differentiated, targeted instruction for struggling students. 4. Provide resources, remediation materials, and intervention staff and materials for K-5 students who are struggling with reading (Benchmark advance/Adelante, Hello). 5. Provide resources to support the implementation of AVID strategies (WICOR) for students (folders, pencil pouches, notebooks/binders, pencils) to ensure that all students have adequate resources and materials for learning to be organized, college and career focused and academically successful.

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

- Communication

Provide parents with specific vocabulary words during each unit. Incorporate standards & instructional focus in newsletters and monthly parent communication. Conduct home visits, provide families with flyers, parent call outs, texts, and emails through the use of Class Dojo, ParentLink, School Newsletter (SMORE), marquee, school website and monthly parent calendar. Ensure that newsletters (digital or print) are translated into a variety of languages.

- **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. Provide parent training on kindergarten readiness skills for all incoming kindergarten parents during preschool.

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

- **School**

Regularly provide a variety of books for students to read independently at home. Provide access to ebooks or other electronic sources for students to have access to literature 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. Provide each student with an agenda/communication folder to ensure a coherent system of communication exists between school and home. Provide families with specific strategies and resources to support their child's learning at home. Provide information, monthly, on the ELA standards or skills that students are focusing on at each grade level. Provide families with resources to support the development of vocabulary and/or translation support for second language learners.

- **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. Each student will read for at least 20 minutes each night and maintain a reading log. Practice what is being taught in school at home by completing projects, assignments and/or homework. Come to school every day, on time, and exhibit our school expectations in all settings (respectful, responsible and ready to learn).

- **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 Check and sign the student agenda, communication folder and/or reading log each night. Support their child's learning at home by practicing skills, assisting with homework, reviewing and signing agendas/folders daily. Ensuring that students attend school every day on time and are ready to learn.

- **Staff Training**

Provide professional development on using class dojo/google and/or the student agendas to communicate effectively with parents. Teachers will be trained on how to build parent capacity during literacy night, math night and/or stem night to support student learning at home.

- **Accessibility**

Utilize a variety of platforms and languages to provide parent training; Provide support for deaf/hard of hearing parents. We will work on strengthening how we partner with families that have limited English proficiency, are migrant or homeless to help them be more knowledgeable and engaged in their child's education.

## **Math**

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

1. List prioritized needs statements.

In 2023, end of the year data (PM3) indicates that 37% of K-2 students demonstrated grade level proficiency in math. In 2023, end of the year data (PM3) indicated that 29% of 3-5 students were proficient in math. By January of 2024, approximately 69% of students had missed 5 or more school days; 38% had missed 11 or more school days.

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 teacher knowledge of the math standards. Lack of common expectations and practices to produce mathematical thinkers and problem solvers; Lack of ability to think critically, solve word problems and apply operations appropriately. Lack of differentiation and scaffolding to meet the needs of students at different levels of understanding; Lack of knowledge on how to apply appropriate interventions to meet the needs of students. Students are not given the opportunity to practice newly learned concepts to mastery. Teachers need support in developing, delivering and progress monitoring math interventions with struggling students. Difficulty in "catching up" students who miss class lessons due to illness, truancy, tardies, etc. Lack of time and personnel to provide additional intervention for students. Lack of personnel to provide coaching, modeling and "side by side" support to new or struggling teachers.

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

Teachers will be provided with professional development opportunities to support their continuous growth and development. 1. Provide professional development through professional learning communities for teachers in teaching for clarity in math, gradual release, and aggressive monitoring in math. 2. Provide collaborative planning opportunities for teachers to share, learn and extend knowledge of math and BEST standards. 3. Provide in school modeling, coaching and side by side support to struggling or new teachers. 4. Provide additional PD on AVID, Global Education and SwPBS as vehicles for encouraging attendance and engagement in school. Provide relevant, focused, standards based and differentiated instructional supports to students in math. 1. Provide access to software such as IXL and Iready that provides practice with math concepts and remediation support for students with excessive absences. 2. Provide opportunities before, during, and/or after school, tutorial to provide remediation for students struggling in mathematics. 3. Provide additional staff support/materials to support the RTI/SBT process and deliver interventions to students. 4. Provide in school tutorial, intervention, remediation opportunities for students who are struggling or truant. 5. Provide math intervention, support, remediation and/or enrichment as a part of the fine arts wheel.

### 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. Provide information regarding missed work or lessons for parents along with make up assignments for students. Conduct home visits, provide families with flyers, parent call outs, texts, and emails through the use of Class Dojo, ParentLink, School Newsletter (SMORE), marquee, school website and monthly parent calendar. Ensure that newsletters (digital or print) are translated into a variety of languages.

- Parent Training

Provide grade level parent trainings that help parents understand and support students in development of foundational skills (basic facts) and 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. Provide parent trainings to reinforce concepts and skills learned and build capacity of to support learning at home focused on foundational math skills at each grade level. Provide families with resources to support hand on learning and math vocabulary development.

- **Students**

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

- **Parents**

Reinforce reading and math skills by engaging students in real life activities and assisting students with homework or other school projects when necessary. Ensure that students attend school, on time, each day. In the event of absences, ensure that students make up any missed assignments. Attend parent trainings such as Math Nights to support learning and reinforcing basic math concepts at home.

- **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. Offer training opportunities a different times and different formats. Utilize a variety of platforms and languages to provide parent training; Provide support for deaf/hard of hearing parents. We will work on strengthening how we partner with families that have limited English proficiency, are migrant or homeless to help them be more knowledgeable and engaged in their child's education.

## **Science**

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

### 1. List prioritized needs statements.

At winter diagnostics in 2024, approximately 40% of 5th grade students were projected to be proficient on the end of the year assessment. Approximately 38% of students have 11 or more absences. Discipline data indicates that students in the SWD, Black Males, and Black Female subgroups disproportionately receive office discipline referrals. By January, approximately 8% of the student population received ODRs. While 20% of black females, 25% of black males and 12% of students with disabilities have received office discipline referrals.

### 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. Engage students in additional standards based lab activities and curriculum that focuses primarily on fair game standards/benchmarks staffed by a certified teacher. Provide additional PD on AVID, Global Education and SwPBS as 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. Provide technology or online resources to support students learning of the science standards and their access to technology. Provide extended learning opportunities for students in science either before, during, after school and/or summer.

### 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. Conduct home visits, provide families with flyers, parent call outs, texts, and emails through the use of Class Dojo, ParentLink, School Newsletter (SMORE), marquee, school website and monthly parent calendar. Ensure that newsletters (digital or print) are translated into a variety of languages.

- **Parent Training**

Provide grade level parent trainings that help parents integrate basic science skills into home activities. Provide STEM night that shares information regarding basic science skills and concepts and provides hands on activities that parents can do with students at home.

## 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. Provide resources and materials to support learning at home.

- **Students**

Bring home our school, class newsletter, agenda or communications about school events and progress. Practice what is being taught in school at home and completing homework.

- **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. Teachers will trained on how to build parent capacity during science stem night to support science foundational skills and vocabulary development.

- **Accessibility**

Utilize a variety of platforms and languages to provide parent training; Utilize a variety of platforms and languages to provide parent training; Provide support for deaf/hard of hearing parents. We will work on strengthening how we partner with families that have limited English proficiency, are migrant or homeless to help them be more knowledgeable and engaged in their child's education.

## Action Step: Classroom Instruction

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

Budget Total: **\$154,612.36**

Acct Description	Description					
Supplies	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Supply Type</b>	<b>Type</b>	<b>Total</b>
	TEs for grades 3-5 Phonics for Ready (iReady)	6	\$30.00	Instructional Materials	Original	\$180.00
	Chart Marker packs (set of 4) to support delivery of instruction (classroom/tutorial)	50	\$5.00	General Supplies	Original	\$250.00
	Heggerty Spanish Phonemic awareness K-1	5	\$175.00	Instructional Materials	Original	\$875.00
	Paper (white and color) for copies to support student learning	100	\$30.00	General Supplies	Original	\$3,000.00
	Chart Tablets for making anchor charts and instructional aids to support learning.	10	\$75.30	General Supplies	Original	\$753.00
	AVID Supplies (folders, pencil pouches, highlighters, dividers, notebooks)	1	\$2,001.71	Program Supplies	Original	\$2,001.71
	Sound Sensible Workbooks	16	\$6.50	Instructional Materials	Original	\$104.00
	Benchmark Hello Student kits	25	\$25.00	Instructional Materials	Original	\$625.00

Acct Description	Description									
	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Supply Type</b>			<b>Type</b>	<b>Total</b>		
	Fundations Intervention Kits/Workbooks	4	\$599.00	Instructional Materials			Original	\$2,396.00		
	Standard and/or Primary Compositions books to support student learning (classroom and tutorial)	313	\$2.00	General Supplies			Original	\$626.00		
	Dry Erase Markers (students) sets of 80 to support student learning (classroom/tutorial)	7	\$69.95	General Supplies			Original	\$489.65		
	iReady Phonics/Reading for students in 3-5 who have deficits in phonics	50	\$12.00	Instructional Materials			Original	\$600.00		
	BT 49203- Removed Heggerty Spanish Phonemic awareness K-1	-5	\$175.00	Instructional Materials			Budget Transfer	-\$875.00		
	BT 492403- Removed TEs for grades 3-5 Phonics for Ready (iReady)	-6	\$30.00	Instructional Materials			Budget Transfer	-\$180.00		
	BT 492403- Removed iReady Phonics/Reading for students in 3-5 who have deficits in phonics	-50	\$12.00	Instructional Materials			Budget Transfer	-\$600.00		
	BT 492403- Removed Foundations Intervention Kits/Workbooks	-4	\$599.00	Instructional Materials			Budget Transfer	-\$2,396.00		
	BT 492403- Increased copy paper	1	\$24.00	General Supplies			Budget Transfer	\$24.00		
Tutorial	<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>	
	Certified Teachers will provide additional support through an afterschool tutorial	8	\$37.00	2	1.5	10	Certified	Original	\$8,880.00	

Acct Description	Description									
	<p><b>Item</b></p> <p>program in the area of math, reading, and/or science providing remediation to struggling students in grades 3-5. Tentative start date, Nov. 2024.</p>	<b>Quantity</b>	<b>Rate</b>	<b>Days</b>	<b>Hours</b>	<b>Weeks</b>	<b>Certified</b>	<b>Type</b>	<b>Total</b>	
Resource Teacher	Science Resource Teacher will provide science remediation and enrichment to all students in grades K-5 on the Fine Arts wheel.									
Out-of-system Tutors	<p><b>Item</b></p> <p>Out of System Temp Tutors will provide instructional, push-in support for at risk students in grades K-5 in reading and math (Start date is Aug 28 to May 30, 2025).</p>	<b>Quantity</b>	<b>Rate</b>	<b>Days</b>	<b>Hours</b>	<b>Weeks</b>	<b>Certified</b>	<b>Type</b>	<b>Total</b>	
Online subscription	<p><b>Item</b></p> <p>WriteScore will be used to provide supplemental writing curriculum to support students in grades 3-5 (ELA/Writing) / School site license</p> <p>IXL will be used for Math intervention and remediation resources for grade levels (3-5) from July to June / School site license</p> <p>iReady Reading &amp; Writing Toolbox will provide access for K-5 teachers to implement differentiated instruction/interventions. / School site license</p> <p>(avc) BT 492403- Added IXL for supplemental science instructional support, grade 5 (125 students). Science</p>	<b>Quantity</b>	<b>Rate</b>	<b>Type</b>			<b>Total</b>			
		1	\$5,500.00	Original			\$5,500.00			
		1	\$3,280.00	Original			\$3,280.00			
		1	\$3,500.00	Original			\$3,500.00			
		1	\$688.00	Budget Transfer			\$688.00			

Acct Description	Description							
Out-of-system Subs	Item	Quantity	Rate	Days	Hours	Weeks	Type	Total
	7 days of Substitute for Title I funded Science Resource Teacher (Calmin Henley Rivera, position #10097759)	1	\$16.00	7	6.5	1	Original	\$728.00

## 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: **\$119,892.00**

Acct Description	Description								
Teacher Collaboration	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	Teachers in grades K-5 will work together to analyze student data, identify needs of students, create action plans, instructional calendars, and lesson plans to meet the needs of students in all content areas (ELA, Math, Science). Teachers will meet outside contract hours during various dates throughout the year starting August 2024	30	\$25.00	1	1.5	2	Certified	Original	\$2,250.00

Acct Description	Description								
	<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>
Single School Culture Coordinator	BT 492403- Increase 3 hrs to collaborative planning- Analyze data, create action plan to meet needs of students	1	\$25.00	1	3	1	Certified	Budget Transfer	\$75.00
Stipends	SSCC will facilitate coaching model, support during PLCs, and collaboratively data-driven lessons for all teachers and all content areas.								
	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Days</b>	<b>Hours</b>	<b>Weeks</b>	<b>Type</b>	<b>Total</b>	
	Certified staff will attend professional development trainings outside of duty hours to learn best practices, standards-based instruction, and implementation of various curriculum in Reading/Language Arts, Math, and Science to meet the needs of individual students in grades K - 5th. Biliteracy & Global Education, K-5, ELA, Math, Science. Various dates throughout the year with a tentative start date of August 2024.	15	\$25.00	1	1.5	1	Original	\$563.00	
	Project based learning/BEST standards, K-5, ELA/Writing/Science	10	\$25.00	1	1.5	1	Original	\$375.00	
	BT 492403- Increased Stipends for attending PD related to Science/Math outside of school hours. Tentative start date 8/26/2024, and run throughout the year- 5/30/2025	3	\$25.00	7	2	1	Budget Transfer	\$1,050.00	

<b>Acct Description</b>	<b>Description</b>								
Out-of-system PD Subs	<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>
	BT 492403- Added Substitutes for teacher planning of instructional units, K-1	5	\$16.00	1	6.5	1	Non-Certified	Budget Transfer	\$520.00
	BT 492403- Added Substitutes for teacher planning of instructional units, 2-3	7	\$16.00	1	6.5	1	Non-Certified	Budget Transfer	\$728.00
	BT 492403- Added Substitutes for teacher planning of instructional units, 4-5	5	\$16.00	1	6.5	1	Non-Certified	Budget Transfer	\$520.00

## Action Step: Parent Engagement

Engage parents to increase and maximize the home to school connection, Increase publicity and communication in all native languages for all school events.

**Budget Total: \$4,236.14**

<b>Acct Description</b>	<b>Description</b>				
Online subscription	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Type</b>	<b>Total</b>
	SMORE - to create digital newsletters for family communication (grades K-5); educator pro license	2	\$179.00	Original	\$358.00

Acct Description	Description									
Supplies										
	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Supply Type</b>	<b>Type</b>	<b>Total</b>				
	Shipping and handling for agendas	1	\$170.24	General Supplies	Original	\$170.24				
	Colored and white paper for printing documents/materials including newsletters	20	\$30.00	General Supplies	Original	\$600.00				
	Parent communication agendas for students in grades 2-5.	500	\$2.61	General Supplies	Original	\$1,305.00				
	Folders with pockets and prongs for K round up	15	\$12.26	Program Supplies	Original	\$183.90				
	Student portflio file folders (for parent conferences) box of 100	7	\$23.00	General Supplies	Original	\$161.00				
Communication folders for grades K-1	200	\$3.50	General Supplies	Original	\$700.00					
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>	
Certified staff to assist with parent trainings throughout the school year to increase parent engagement (3 times August-March Per PFEP)	5	\$25.00	3	1.5	1	Certified	Original	\$563.00		

## 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 for all.

## 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
Irene Morales	SSCC
Calmin Rivera	Science Resource Teacher
Eldemis Batista	Parent
Rachel Moreno	ESOL Coordinator
Maria Gimenez	BHP
Maria Mayen	Parent
Melissa Fajardo	Parent
Jeny Moradel	Parent
Gilberto Saucedo	Parent
Damary Molina	Parent
Blanca Cruz	Parent
Luisa Sacrap	Parent
Luz Guerro	School Staff
Nohemy Tiul	Parent
Janny Hernandez Gil	Parent
Diana Triana	Parent

Name	Title
Fredeline Thomas Verty	Parent
Crystal Swiatlowski	Assistant Principal

**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 entire 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 FY25 Schoolwide Plan. The CNA will take place in February/ March 2025 [Leadership Meeting, Feb. 11; Faculty Mtg. Feb. 24; Stakeholder Meeting, Feb. 4] 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.

<b>Name</b>	<b>Title</b>
Deborah Maupin	Principal
Crystal Swiatlowski	Assistant Principal
Irene Morales	SSCC
Rachel Moreno	ESOL coordinator
La Tishia Hollis-Rolle	ESE Coordinator
Calmin Rivera	Science Resource Teacher
Fredeline Thomas Verty	Parent
Janny Hernandez Gil	Parent
Luisa Sacrap	Parent
Damary Molina	Parent
Gilberto Saucedo	Parent
Jenny Moradel	Parent
Maria Mayen	Parent
Maria Gimenez	BHP
Eldemis Batista	Parent

## **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?

The Title I Annual Meeting will take place on October 8th, 2024 at 5:30pm-6:30pm. This meeting will take place in the Melaleuca 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, Invitation sent home in backpack, Marquee, Parent Link call out

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, Meeting evaluation survey 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

Best Practices for Parent Engagement

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

This training will be an overview of best practices to implement throughout the school year to increase parent involvement in student achievement. Teachers will learn how stay connected to parents and build consistency of communication through class dojo. Teachers will be able to be use proactive strategies to begin the school year building strong relationships. Teachers will also learn how to effectively communicate and allow parent input on ways to problem solve student attendance, academic and behavior.

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

The expected impact of this training is that parents will start the year feeling connected to their child's teacher and know how to get information on what is going in the classroom. By building these connections early in the year, parents will be more inclined to attend parent trainings, meetings and conferences that will help them support their child's education. By teachers using the best practices taught at the training, parents will feel apart of a team and provide information to their teachers that will help them better support their child in school.

- What will teachers submit as evidence of implementation?

Parent conference notes with parent input, Class dojo notifications/ posts, attendance information

- Month of Training

September

- 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

- 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

Effectively Interpreting and Sharing of Student Data and Work

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

Teachers will learn how to interpret data and effectively share data and student work with parents by explaining students' progress on assessments and a student portfolio. Teachers will also learn strategies and resources to share with parents to implement activities at home to strengthen deficiencies.

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

Parents will be able to understand how to read assessment reports and know what different assessments mean and how they are used to track the progress of each student. They will also be able to see student evidence of each standard and know what the standard asks and how their child is progressing through that standard by analyzing the student's work in a portfolio. Parents will then know which skills their child may need some extra support on and be able to implement activities at home to strengthen deficiencies.

- What will teachers submit as evidence of implementation?

Parent conference notes with data discussion on assessments and ways to support at home, examples of student work within a portfolio

- Month of Training

February

- Responsible Person(s)

Irene Morales

#### 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

- 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**

Reading to Learn

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

Parents will learn the shift from learning to read, to reading to learn. Parents will learn how to support their child at home to use reading as a tool to learn new information. Parents will be able to see the importance of reading at home and how it can positively impact their child's success in the intermediate grades. Parents and families will learn how to use reading graphic organizers, comprehension questioning and vocabulary strategies with a text or book.

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

Parents will be able to see and interact with text and questions that their child will see on assessments and assignments in class. They will also take part in rotations that teach the parents different comprehension skills such as main idea, summarizing, making inferences, plot and character traits. They will be able to practice strategies such as note taking and highlighting with a text based. Parents will also be able to take part in academic reading games that can be done with a text or book.

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

Parents will be encouraged to read at home with their child. They will be able to ask questions that will help build their child's comprehension and retelling skills. By parents feeling more comfortable using reading strategies and activities with their children, it will increase their reading time at home and build what teachers are working on during school. Therefore, students comprehension skills will improve and progress quicker throughout the school year.

- **Date of Training**

10/12/2024

- **Responsible Person(s)**

Crystal Swiatlowski

- Resources and Materials

Grade level texts, books, standards based questions, graphic organizers, highlighters, pens, google slides for presentation, rooms ready for rotation, academic reading games, sign in sheets, survey

- Amount (e.g. \$10.00)

TBA

### 3. Parent and Family Capacity Building Training #2

- Name of Training

Primary Mathematics

- 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. They will be able to support their children at home with their math work and learn the steps that are taught in the classroom at the primary grade levels. Parents will learn what is expected for student mastery of the standard by grade level.

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

Parents will take part in math rotations that will each focus on a different math skill. Rotations will include creating math activities for number sense and operations, fractions, measurement and geometric reasoning. Parents will also be able to learn how to use manipulatives to help their children at home.

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

Parents will be able to use strategies/ activities that students are exposed to at school. As a result, students will increase their fluency and automaticity in mathematics by having a consistent set of routines and tools to use at home and in school.

- **Date of Training**

1/16/2025

- **Responsible Person(s)**

Crystal Swiatlowski

- **Resources and Materials**

Math manipulatives, math presentation, math packets, rotation rooms set up, sign in sheets, survey

- **Amount (e.g. \$10.00)**

TBD

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

- **Name of Training**

Preparing for Summer Academics

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

Parents will learn how to implement academics into their daily routines over summer break. Parents will be able to develop activities that practice math, reading and science skills while having fun with their children through movement, projects, experiments, music and art.

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

Parents will participate in 4-5 rotations. Each rotation will teach families how they can make learning fun by incorporating challenges and games into their summer activities. Families will be able to practice the activities with their children and be able to take home directions and examples of all the games to keep learning going through summer break. Parents will learn how to connect exercise to reading and math, develop science experiments, and allow shopping trips to practice math concepts.

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

It is expected that students will be able to stay consistent with their learning and be motivated to practice the skills they learned all school year. By continuing learning over summer break, it will decrease summer slide and prepare students for the upcoming school year.

- Date of Training

3/13/2025

- Responsible Person(s)

Calmin Rivera

- Resources and Materials

Presentation of summer academics, sign in sheets, survey, take home packets, project materials, balls/ PE equipment, music instruments

- Amount (e.g. \$10.00)

TBD

## 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, thank you letters to Safe School, and/or letters sent home

• 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, school visits, and meetings. 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 parents 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, Presentations with AVID strategies for parent meetings/ trainings

- Frequency

on going

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

- Name of Agency

Multicultural Department / ESOL

- Describe how agency/organization supports families.

The multicultural department will work closely with our Dual Language coach and ESOL coordinator 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, letters sent home

- 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 [parent compact/PFEP], class dojo, Paper flyers, picture of marquee.

- 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, flyers, or invitations to parent meetings

- **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 [showing various times), 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 at 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, FY25 Compact, FY25 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, ADA compliant building, sign in sheets, and notes when accommodations were provided

- Description

School activities and programs are designed to provide migrant parents and families with resources to help their children overcome educational disruption and 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, and providing resources.

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

Multicultural emails, Migrant work support handouts, Counselor meeting notes, translated letters, pictures of resources

- Description

Parents and families experiencing homelessness are provided with resources to aid with the children's academic progress. Food, clothing, supplies, and other resources are made available to the parents so their children's basic needs are met, so they can be successful in their current educational setting. The school will request the list of students affected by homelessness from the data processor. Also, the McKinney Vento District contact will be notified.

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

Emails from McKinney Vento contact, McKinney-Vento program flyer of services offered, Documentation of family assistance programs (emails, pictures and/or log of resources), Student Housing Questionnaire (SHQ) form (2479), SBT meetings on McKinney Vento students

## 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. Our counselors also engage our students in service learning, where students get hand on experience working in classrooms with younger students. They assist with duties and jobs to prepare them them as a global leader. 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. These students get support on campus with a therapist. 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. Students earn points individually and as a team where they are rewarded for their positive behavior and actions.

## **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. The District's CAPE (Crisis, assessment, prevention, education and support services) team works closely with our SBT team when needed for health assessments and support plans. 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
- On-site school tours for new kindergarten families
- Early school year start/summer program for incoming Kindergarteners

- 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
- 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. Our new teachers participate in the ESP (Educator Support Program) where they work with a mentor to establish a solid foundation of teaching in their first year. They have time to observe other teachers lessons and reflect on how they can implement those strategies into their classroom. Some of the specific trainings that we have provided to staff include Talk Read Talk Write, Global education, AVID, educational technology, Bridging (Dual Language), Foundations, 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:

Retention:

- 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
- 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. Teachers are recruited through district wide job fairs, in addition recruitment is discussed during SAC and parent meetings allowing the community to know our school needs for teaching positions. 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.