
Title I Comprehensive Schoolwide Plan
MELALEUCA ELEMENTARY SCHOOL (1441)

ELA

1. List prioritized needs statements.

1. In K-2, PM1 scores indicated that a significant number of students were reading below grade level. The number of students demonstrating proficiency or greater achievement based on PM1 are as follows: Kindergarten 2%, 1st Grade 4% and 2nd Grade 14% . Those scores increased at PM2 to Kindergarten 18%, 1st Grade 27% and 2nd grade 23%. However, overall only 25% of all K-2 students were demonstrating proficiency at PM2. 2. In grades 3-5, we also had a significant number of students that were not reading on grade level. At PM1, only 12% of 3rd graders, 21% of 4th graders and 15% of 5th graders were demonstrating proficiency. By PM2, the numbers did increase to 25% for 3rd grade, 22% for 4th grade and 27% for 5th grade. However, only 24% of all 2-5 students were reading at proficiency. 3. In grades 2-5, our Spanish literacy numbers were also significantly low. Only 27% of all 2nd -5th grade students in our dual language program were reading on grade level in Spanish. 4. By February of 2025, 28% of all students had 11 or more absences. 5. By February of 2025, 6% of the student population received an ODR. 13% of those students were black females, while 18% were black mails. In addition 8% were students with disabilities. 6. 8% of students with disabilities demonstrated proficiency on PM3 at the end of SY24.

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

1. Lack of teacher knowledge of how to teach foundational reading skills at all grade levels. Lack of foundational skills (phonics, decoding strategies, vocabulary development) 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. Lack of knowledge on how to apply appropriate interventions to meet the needs of students (social/emotional/academic) 8. The reading curriculum lacks relevance and interest for our students. 9. 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. 12) Teachers lack full understanding of the intent and rigor of the standards which prevents them from being able to successfully and fully teach the standards. 13) Not enough support to meet the social and emotional needs of students. 14) 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 teachers with opportunities for collaborative planning outside of PLCs. (½ day planning sessions prior to each unit/additional collaborative planning sessions) 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 to engage in independent reading at home. 4. Provide extended learning opportunities through tutorial programs (Before school, during school, afterschool, Saturdays, Summer-June 2026) 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. 6. Provide opportunities for teachers to collaboratively develop authentic assessments and project based learning units of study that adequately address the academic standards.

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. *Will work on strengthening our communication with parents regarding the curriculum and proficiency level expectations and sharing assessment results and student progress.

- **Parent Training**

Provide grade level specific parent trainings to support the development of foundational reading skills. Provide grade level parent trainings regarding ELA standards and foundational reading skills. 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 and 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 classroom 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 (fine arts) 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 and students in our DHH program. 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

1. List prioritized needs statements.

SY24, PM3 scores indicated that approximately 46% of K-2 students demonstrated grade level proficiency in math. Sy24, PM3 scores for grades 3-5 indicated that 38% of students demonstrated proficiency in math. During SY25, PM1 and 2 scores for grades 4 and 5 increased minimally. Grade 4, PM1 from 4% to 3% at PM2; Grade 5, 2% to 18% at PM2.

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 fundamental skills with word problems (additional, subtraction, multiplication, and division facts). 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. 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. 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. Students are not given the opportunity to practice newly learned concepts to mastery. Not enough PLC time is devoted to math and specifically to helping teachers understand and develop strategies for teaching math concepts. Teachers need support in developing, delivering and progress monitoring math interventions with struggling 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. 5. Provide professional development on student engagement, aggressive monitoring and motivating students through goal setting. 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 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. Maintain data binder/tracking forms to track their own progress throughout the school year.

- **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

1. **List prioritized needs statements.**

SY24 SSA scores indicated that 31% of 5th grade students were proficient in science. At winter diagnostics, 33% of 5th grade students demonstrated proficiency in science.

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. Teachers in primary grades not giving science the attention that it needs in order for students to develop understanding of basic science concepts. Students lack understanding of and ability to dissect the long, wordy science questions presented on the SSA. Teachers not teaching to the full rigor of the academic standards. Teachers are providing surface understanding and encouraging basic recall as opposed to deeper understanding of concepts.

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. Provide access to science technology solutions, such as PENDA learning to engage students in science based learning in and out of school. 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: \$252,853.00

| Acct Description | Description | | | | | | | | | | | |
|--|--|----------|------------|-------------------------|-------------|------------|-------|--|--|--|--|--|
| Computer HW; non-cap | <table border="1"> <thead> <tr> <th data-bbox="420 203 1507 293">Item</th> <th data-bbox="1509 203 1656 293">Quantity</th> <th data-bbox="1659 203 1774 293">Rate</th> <th data-bbox="1776 203 1904 293">Type</th> <th data-bbox="1906 203 2022 293">Total</th> </tr> </thead> </table> | Item | Quantity | Rate | Type | Total | | | | | | |
| | Item | Quantity | Rate | Type | Total | | | | | | | |
| Computer headphones: For students in grades K-5 to use throughout the school day with adaptive technology for reading/math/science | 100 | \$15.00 | Original | \$1,500.00 | | | | | | | | |
| Supplies | <table border="1"> <thead> <tr> <th data-bbox="420 420 1251 511">Item</th> <th data-bbox="1253 420 1400 511">Quantity</th> <th data-bbox="1402 420 1560 511">Rate</th> <th data-bbox="1562 420 1774 511">Supply Type</th> <th data-bbox="1776 420 1904 511">Type</th> <th data-bbox="1906 420 2022 511">Total</th> </tr> </thead> </table> | Item | Quantity | Rate | Supply Type | Type | Total | | | | | |
| | Item | Quantity | Rate | Supply Type | Type | Total | | | | | | |
| | Chromebook cases for students in grades K-5 to support adaptive technology | 50 | \$25.00 | General Supplies | Original | \$1,250.00 | | | | | | |
| | Estrellita: ¡Hola! Series - A leveled reader series designed to complement the Estrellita Lunita Sílabas Blends methodology. It focuses on developing early literacy skills in Spanish, particularly fluency and comprehension, through engaging fictional stories (K-2) | 2 | \$165.00 | Instructional Materials | Original | \$330.00 | | | | | | |
| | Dry erase markers (students) sets of 80 to support student learning (classroom/tutorial) | 7 | \$69.95 | General Supplies | Original | \$489.65 | | | | | | |
| | Foundations readers K-2 Bundle for use in grades K-2 during intervention/push in support. | 2 | \$3,784.02 | Instructional Materials | Original | \$7,568.04 | | | | | | |
| | AVID Supplies (folders, pencil pouches, highlighters, dividers, notebooks, pencils, pens) | 1 | \$2,211.73 | General Supplies | Original | \$2,211.73 | | | | | | |
| | Standard and/or primary compositions books to support student learning (classroom and tutorial) | 300 | \$2.00 | General Supplies | Original | \$600.00 | | | | | | |
| | shipping/handing | 1 | \$300.00 | Instructional Materials | Original | \$300.00 | | | | | | |
| Chart marker packs (set of 4) to support delivery of | 50 | \$5.00 | General | Original | \$250.00 | | | | | | | |

| Acct Description | Description | | | | | | | | | | | | | | | |
|---|--|------------|-------------|-------------------------|-------------|------------|-------|----------|------|------|-------|---|---|------------|----------|------------|
| | <table border="1"> <thead> <tr> <th data-bbox="420 201 1251 274">Item</th> <th data-bbox="1253 201 1396 274">Quantity</th> <th data-bbox="1398 201 1558 274">Rate</th> <th data-bbox="1560 201 1772 274">Supply Type</th> <th data-bbox="1774 201 1900 274">Type</th> <th data-bbox="1902 201 2024 274">Total</th> </tr> </thead> </table> | Item | Quantity | Rate | Supply Type | Type | Total | | | | | | | | | |
| Item | Quantity | Rate | Supply Type | Type | Total | | | | | | | | | | | |
| | instruction (classroom/tutorial) | | | | | | | | | | | | | | | |
| | Intervention/Tutorial resources: Rally Education: Florida B.E.S.T. ELA Rehearsal® Plus Instruction grades 3-5; 25 packs | 3 | \$429.00 | Instructional Materials | Original | \$1,287.00 | | | | | | | | | | |
| | Paper (white and color) for copies to support student learning | 1 | \$3,335.83 | General Supplies | Original | \$3,335.83 | | | | | | | | | | |
| | Intervention/Tutorial resources: Rally Education: Mastering Item types workbooks for grades 2-5; 25 packs | 4 | \$399.00 | Instructional Materials | Original | \$1,596.00 | | | | | | | | | | |
| | Estrellita: La Familia Alegría® Series -Leveled readers used for small group differentiated instruction, K-2 | 4 | \$185.00 | Instructional Materials | Original | \$740.00 | | | | | | | | | | |
| | Chart tablets for making anchor charts and instructional aids to support learning. | 10 | \$75.30 | General Supplies | Original | \$753.00 | | | | | | | | | | |
| | School wide read aloud books (K-5). Common book that will be read school wide to focus on our school wide expectations, global education themes and foster the enjoyment of reading. | 70 | \$10.00 | Instructional Materials | Original | \$700.00 | | | | | | | | | | |
| | Adjustment - benefits credit and final allocation | 1 | \$4,164.00 | General Supplies | Other | \$4,164.00 | | | | | | | | | | |
| Online subscription | <table border="1"> <thead> <tr> <th data-bbox="420 1269 1455 1359">Item</th> <th data-bbox="1457 1269 1600 1359">Quantity</th> <th data-bbox="1602 1269 1772 1359">Rate</th> <th data-bbox="1774 1269 1900 1359">Type</th> <th data-bbox="1902 1269 2024 1359">Total</th> </tr> </thead> <tbody> <tr> <td data-bbox="420 1360 1455 1472">iXL: Math intervention resources July to June Purpose: IXL will be used for remediation for grade level (3-5)</td> <td data-bbox="1457 1360 1600 1472">1</td> <td data-bbox="1602 1360 1772 1472">\$3,280.00</td> <td data-bbox="1774 1360 1900 1472">Original</td> <td data-bbox="1902 1360 2024 1472">\$3,280.00</td> </tr> </tbody> </table> | | | | | | Item | Quantity | Rate | Type | Total | iXL: Math intervention resources July to June Purpose: IXL will be used for remediation for grade level (3-5) | 1 | \$3,280.00 | Original | \$3,280.00 |
| Item | Quantity | Rate | Type | Total | | | | | | | | | | | | |
| iXL: Math intervention resources July to June Purpose: IXL will be used for remediation for grade level (3-5) | 1 | \$3,280.00 | Original | \$3,280.00 | | | | | | | | | | | | |

| Acct Description | Description | | | | | | | | | | | | | | | | | | |
|----------------------|--|------|----------|-------|-------|-----------|-------|------------|----------|------------|---|------------|----------|------------|--|---------------|---|-------------|---|
| | <table border="1"> <thead> <tr> <th data-bbox="426 206 1455 272">Item</th> <th data-bbox="1463 206 1602 272">Quantity</th> <th data-bbox="1610 206 1770 272">Rate</th> <th data-bbox="1778 206 1896 272">Type</th> <th data-bbox="1904 206 2022 272">Total</th> </tr> </thead> </table> | Item | Quantity | Rate | Type | Total | | | | | 1 | \$3,468.00 | Original | \$3,468.00 | iReady Reading & Writing Toolbox access for use by K-5 teachers to implement differentiated instruction/intervention | | | | |
| Item | Quantity | Rate | Type | Total | | | | | | | | | | | | | | | |
| | <table border="1"> <thead> <tr> <th data-bbox="426 397 1455 509">Item</th> <th data-bbox="1463 397 1602 509">Quantity</th> <th data-bbox="1610 397 1770 509">Rate</th> <th data-bbox="1778 397 1896 509">Type</th> <th data-bbox="1904 397 2022 509">Total</th> </tr> </thead> </table> | Item | Quantity | Rate | Type | Total | 1 | \$5,500.00 | Original | \$5,500.00 | Writescore (supplemental writing curriculum to support students in grades 3-5), ELA/Writing | | | | | | | | |
| Item | Quantity | Rate | Type | Total | | | | | | | | | | | | | | | |
| | <table border="1"> <thead> <tr> <th data-bbox="426 516 1455 660">Item</th> <th data-bbox="1463 516 1602 660">Quantity</th> <th data-bbox="1610 516 1770 660">Rate</th> <th data-bbox="1778 516 1896 660">Type</th> <th data-bbox="1904 516 2022 660">Total</th> </tr> </thead> </table> | Item | Quantity | Rate | Type | Total | 1 | \$5,173.75 | Original | \$5,173.75 | Penda Learning: Provide individualized/adaptive science instruction for students in grades 3-5. Will be used for supplemental and enrichment support. | | | | | | | | |
| Item | Quantity | Rate | Type | Total | | | | | | | | | | | | | | | |
| Resource Teacher | Science Resource Teacher to provide science remediation and enrichment to students in K-5 on the Fine Arts wheel. | | | | | | | | | | | | | | | | | | |
| Tutorial | <table border="1"> <thead> <tr> <th data-bbox="426 808 1010 894">Item</th> <th data-bbox="1018 808 1157 894">Quantity</th> <th data-bbox="1165 808 1274 894">Rate</th> <th data-bbox="1283 808 1379 894">Days</th> <th data-bbox="1388 808 1484 894">Hours</th> <th data-bbox="1493 808 1602 894">Weeks</th> <th data-bbox="1610 808 1749 894">Certified</th> <th data-bbox="1757 808 1875 894">Type</th> <th data-bbox="1883 808 2022 894">Total</th> </tr> </thead> </table> | Item | Quantity | Rate | Days | Hours | Weeks | Certified | Type | Total | 10 | \$37.00 | 2 | 1.5 | 15 | Certified | Original | \$16,650.00 | Certified teacher to provide after school tutorial for students in need of remediation grades K-5 in reading and/or math. Tutorial will begin in November |
| Item | Quantity | Rate | Days | Hours | Weeks | Certified | Type | Total | | | | | | | | | | | |
| Out-of-system Subs | <table border="1"> <thead> <tr> <th data-bbox="426 1107 1194 1193">Item</th> <th data-bbox="1203 1107 1341 1193">Quantity</th> <th data-bbox="1350 1107 1459 1193">Rate</th> <th data-bbox="1467 1107 1564 1193">Days</th> <th data-bbox="1572 1107 1669 1193">Hours</th> <th data-bbox="1677 1107 1787 1193">Weeks</th> <th data-bbox="1795 1107 1913 1193">Type</th> <th data-bbox="1921 1107 2022 1193">Total</th> </tr> </thead> </table> | Item | Quantity | Rate | Days | Hours | Weeks | Type | Total | 1 | \$21.00 | 1 | 6.5 | 7 | Original | \$933.00 | 7 days of substitutes for 10097759 - Calmin Henely Rivera | | |
| Item | Quantity | Rate | Days | Hours | Weeks | Type | Total | | | | | | | | | | | | |
| Out-of-system Tutors | <table border="1"> <thead> <tr> <th data-bbox="426 1334 963 1421">Item</th> <th data-bbox="972 1334 1110 1421">Quantity</th> <th data-bbox="1119 1334 1228 1421">Rate</th> <th data-bbox="1236 1334 1333 1421">Days</th> <th data-bbox="1341 1334 1438 1421">Hours</th> <th data-bbox="1446 1334 1556 1421">Weeks</th> <th data-bbox="1564 1334 1703 1421">Certified</th> <th data-bbox="1711 1334 1829 1421">Type</th> <th data-bbox="1837 1334 1976 1421">Total</th> </tr> </thead> </table> | Item | Quantity | Rate | Days | Hours | Weeks | Certified | Type | Total | 2 | \$15.00 | 5 | 6 | 32 | Non-Certified | Original | \$28,800.00 | Long term tutor to provide push in instructional support for students in |
| Item | Quantity | Rate | Days | Hours | Weeks | Certified | Type | Total | | | | | | | | | | | |

| Acct Description | Description | | | | | | | | |
|-------------------------|---|-----------------|-------------|-------------|--------------|--------------|-------------------------|-------------|--------------|
| | Item | Quantity | Rate | Days | Hours | Weeks | Certified | Type | Total |
| | grade K-2 ELA and/or Math from Aug. 28 to May 30 | | | | | | | | |
| | Long term tutor to provide push in instructional support for students in grades 3-5 classes in math and/or reading from Aug. 28 to May 30 | 1 | \$18.00 | 5 | 6 | 30 | Non-Certified w/ Degree | Original | \$16,200.0 |
| Resource Teacher | .5 Certified teacher to provide push in/co-teaching support in ELA in grades 3-5. Not paired with another position, part-time only. | | | | | | | | |

Action Step: Professional Learning

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

Budget Total: \$127,337.00

| Acct Description | Description | | | | | |
|-------------------------|---|-----------------|-------------|--------------------|-------------|--------------|
| | Item | Quantity | Rate | Supply Type | Type | Total |
| Supplies | Ink for color printer (printing data reports for use during PLCs) | 5 | \$80.00 | Technology | Original | \$400.0 |
| | Book Study book (Responsibility centered discipline; Roadmap to responsibility) | 15 | \$36.00 | Program Supplies | Original | \$540.0 |

| Acct Description | Description | | | | | | | | | | | | | | | |
|--|---|----------|----------|------|-------|----------|----------|------------|-------|--|--|--|--|--|--|--|
| Stipends | <table border="1"> <thead> <tr> <th data-bbox="422 172 1169 245">Item</th> <th data-bbox="1169 172 1318 245">Quantity</th> <th data-bbox="1318 172 1440 245">Rate</th> <th data-bbox="1440 172 1541 245">Days</th> <th data-bbox="1541 172 1652 245">Hours</th> <th data-bbox="1652 172 1774 245">Weeks</th> <th data-bbox="1774 172 1906 245">Type</th> <th data-bbox="1906 172 2022 245">Total</th> </tr> </thead> </table> | Item | Quantity | Rate | Days | Hours | Weeks | Type | Total | | | | | | | |
| | Item | Quantity | Rate | Days | Hours | Weeks | Type | Total | | | | | | | | |
| | Science teachers will attend professional learning outside of duty hours to learn best practices and standards-based instruction to meet the needs of individual students in grades 3-5, August-September 2025 | 4 | \$25.00 | 3 | 2.5 | 1 | Original | \$750.00 | | | | | | | | |
| | Dual Language: teaching for Biliteracy, {K-5, ELA, Math and Science), August 2025 - January 2026 | 20 | \$25.00 | 2 | 1.5 | 1 | Original | \$1,500.00 | | | | | | | | |
| | Science of reading: Phonemic Awareness - Certified staff will attend professional learning trainings outside of duty hours to learn best practices and implementation of phonemic awareness. August-September 2025 | 12 | \$25.00 | 1 | 2 | 1 | Original | \$600.00 | | | | | | | | |
| New/Visiting teachers classroom management, student engagement and PBIS, August 2025 | 10 | \$25.00 | 1 | 1.5 | 1 | Original | \$375.00 | | | | | | | | | |
| Single School Culture Coordinator | SSCC to facilitate coaching model, support during PLCs, collaboratively data driven lessons for all teachers across all content areas. | | | | | | | | | | | | | | | |

| Acct Description | Description | | | | | | | | |
|-------------------------|---|-----------------|-------------|-------------|--------------|--------------|------------------|-------------|--------------|
| Teacher Collaboration | Item | Quantity | Rate | Days | Hours | Weeks | Certified | Type | Total |
| | Teachers in grades K-5, ESE, and ESOL teachers will meet to collaborative plan, develop unit/lesson plans each trimester. Teachers will collaboratively plan instructional/unit plans outside of the school day. Vertical planning and data review and sharing of best practices. | 40 | \$25.00 | 1 | 1.5 | 3 | Certified | Original | \$4,500.00 |

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: \$4,835.75

| Acct Description | Description | | | | | |
|-------------------------|---|-----------------|-------------|--------------------|-------------|--------------|
| Supplies | Item | Quantity | Rate | Supply Type | Type | Total |
| | Communication folders for grades K-1 | 150 | \$3.50 | General Supplies | Original | \$525.00 |
| | Shipping and handling for agendas | 1 | \$204.28 | General Supplies | Original | \$204.28 |
| | Kindergarten Kickoff supplies including paper, folders, pencils, etc. | 1 | \$1,197.47 | Program Supplies | Original | \$1,197.47 |

| Acct Description | Description | | | | | | | | | |
|---|---|-----------------|-------------|--------------------|--------------|-----------------|------------------|--------------|--------------|--|
| | Item | Quantity | Rate | Supply Type | | | Type | Total | | |
| | Parent communication agendas for students in grades 2-5. (600) | 600 | \$2.34 | General Supplies | | | Original | \$1,404.00 | | |
| | Adjustment - benefits credit and final allocation | 1 | \$8.00 | General Supplies | | | Other | \$8.00 | | |
| Parent Support by Comm Language Facilitator | Item | Quantity | Rate | Days | Hours | Weeks | Certified | Type | Total | |
| | CLFs to translate during parent trainings included in our Parent Engagement Plan | 2 | \$27.00 | 3 | 3 | 1 | Certified | Original | \$477.00 | |
| | Staff to assist with parent trainings throughout the school year to increase parent engagement (3 times August-March) | 5 | \$25.00 | 2 | 1.5 | 1 | Certified | Original | \$375.00 | |
| Online subscription | Item | | | | | Quantity | Rate | Type | Total | |
| | SMORE online subscription/licenses: Creating online newsletters for parents with built in translation support. | | | | | 2 | \$179.00 | Original | \$358.00 | |

Mission Statement

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

| Name | Title |
|---------------------|--------------------------|
| 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, Title I Annual Meeting 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 FY26 Schoolwide Plan. The CNA will take place in February/ March 2026 [Leadership Meeting, Feb. 11; Faculty Mtg. Feb. 24; Stakeholder Meeting, Feb. 3] 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, agendas, staff to support trainings, and collaborative time for parent-teacher conferences during the day and after school were needed to keep effective parent communication and involvement.

| Name | Title |
|------------------------|--------------------------|
| 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 |
| Rocio Lora | Parent |

Annual Parent Meeting

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

Tuesday, October 2nd, 2025 at 5:30pm-6:30pm. Melaleuca Elementary 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.).

Parents will be notified of the Title I meeting through a schoolwide clasdojo post, school marquee and parent invitations sent home in student communication folders.

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

Materials prepared will be sign in sheets, Agenda, Google Slides presentation, Parent hand outs (resources for attendance. etc), Parent Evaluations, Computer and projector setup and human translator for presentation and questions.

Staff Trainings

1. Staff Training for Parent and Family Engagement #1

• Name of Training

Communicating Effective Strategies for Home

• 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 learn how to effectively communicate and allow parent input on ways to problem solve student attendance, academic and behavior. In addition, teachers will learn how to communicate expectations for parents when supporting their children with homework, organizational skills, reading at home and academic computer program usage.

- 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 on in the classroom and how to help their child at home. 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 that communicate strategies to use at home, Teacher Class Dojo messages about homework/assessments/ assignments, resources provided to parents for supporting math and reading at home.

- Month of Training

September

- Responsible Person(s)

Crystal Swiatlowski and Deborah Maupin

3. Staff Training for Parent and Family Engagement #2

- Name of Training

Communicating Student Data Results Effectively

- 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 in the areas that assessment results are proven to be a struggle for the child. Teachers will learn to explain to parents how the progress monitoring assessments show progress or lack of progress over the school year.

- 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 throughout the school year. 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 with details on assessment scores and what the levels mean, examples of student work that shows progress toward standards, Resources or strategies that parents can use at home to support deficiencies.

- Month of Training

January

- Responsible Person(s)

Crystal Swiatlowski

Parent Trainings

1. Parent and Family Capacity Building Training #1

- Name of Training

Building Better Readers

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

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. Parents and families will learn how to use reading graphic organizers, comprehension questioning and vocabulary strategies with a text or book. Parents will also learn how to implement family read alouds at home and connect activities and questions to the read aloud.

- **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 attend a station that models what an effective read aloud looks like and be able to participate by practicing and developing their own questions.

- **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**

10/9/2025

- **Responsible Person(s)**

Crystal Swiatlowski

- **Resources and Materials**

Sign in sheets, books for taking home, Fiction and Non fiction text, Item type question stems, google slides , highlighters, pencils, agenda, graphic organizers

- Amount (e.g. \$10.00)

0

3. Parent and Family Capacity Building Training #2

- Name of Training

Math Exploration

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

Parents will feel confident about supporting math at home by learning the skills and strategies that students are taught in school. 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 each grade level and how the standards build on each other. 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. Also, parents will be able to learn how to practice multiplication and division with the children at home.

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

Parents will be able to use same strategies/ steps 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

1/15/2026

- Responsible Person(s)

Ms. Wesco and Ms. Pitt

- Resources and Materials

Math manipulatives, math presentation(s), math packets, rotation rooms set up, sign in sheets, survey, math station activities, smartboards

- Amount (e.g. \$10.00)

0

5. Parent and Family Capacity Building Training #3

- Name of Training

Oral Language and Vocabulary at Home

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

Parents will learn specific ESOL strategies that focus on Oral Language. Parents will see how to implement and model language by using opened ended questions and shared reading techniques. In addition, parents will also learn how to grow students vocabulary at home by practicing vocabulary building routines and allowing their children to communicate and interact with a language rich environment.

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

Parents will participate in a variety of activities that are led and modeled by the ESOL team. There will be station that parents practice active conversation, turn taking, creating a language rich environment and sharing oral stories using sentence frames. Parents will also learn how to identify tier 2 words in a text and be able to teach their children the meaning using synonyms and antonyms.

- 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 of vocabulary words and be motivated to find these words while they are reading and use them at home when speaking. By modeling and practicing oral language at home and at school in the same way, students will be able to build their oral language and vocabulary, allowing them to comprehend grade level texts more successfully.

- Date of Training

3/5/2026

- Responsible Person(s)

Rachel Moreno

- Resources and Materials

Sentence stems, oral language program for modeling, grade level text with common vocabulary, google slides oral language presentation, agenda, sign in, evaluation, take home vocabulary routine resources

- Amount (e.g. \$10.00)

0

Coordination and Integration

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

- Name of Agency

Multicultural Department / ESOL

- Describe how agency/organization supports families.

The multicultural department will work closely with our 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 and Parent Leadership Academy 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 Leadership meetings, Parent Leadership Invitations, Pictures of parent engagement at ESOL events, Parent Leadership Training Presentation

- Frequency

On going

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

- Name of Agency

AVID

- Describe how agency/organization supports families.

Our AVID area support person, Colleen Carney will support our implementation of AVID by communicating through email 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 of support, AVID Smart Goals

- Frequency

on going

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

- Name of Agency

Safe schools

- Describe how agency/organization supports families.

Safe schools and student support services will be supporting our families with achievement ideas and activities that relate to positive behavior. To support parent and family engagement, Safe schools will work among school administration to support and motivate participation for student re engagement, attendance and behavior. *Keep in mind, partnership descriptions should include language regarding the activities that support parents and families, NOT STUDENTS.

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

Emails from Safe Schools specialist, SWPBS Resources shared, Attendance resources support and Mckinney Vento support for students and families experiencing homelessness.

- Frequency

on going

Communication

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 class dojo, paper flyers and posted on the 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 school wide notification, Paper Invitations

- **Description**

SAC Meetings, Curriculum Night, Parent Leadership Meetings, 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 Invitations, Parent conference notes

- **Description**

Parents will be informed through SAC meetings and be able to learn and discuss the expectations of the assessments. They will also be notified in Class Dojo, and sent flyers/ letters. 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 about assessments, assessment reports being sent home, Parent conferences, report cards, mid-term reports.

- Description

Flyers for Parent meetings in English and Spanish for parent trainings, Parent-teacher conferences, parent input at SAC meetings will be documented. IEP/ SBT 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, 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, children will be able to attend and have activities planned for them.

- 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

Accessibility

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 translation at parent conferences at all meetings and school activities.

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

Parent trainings translated agendas, FY26 Compact and FY26 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 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.

Migrant work support handouts, Counselor meeting notes, 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

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

1. Building Students' Non-Academic Skills

Melaleuca has two school counselors on campus that work with all students. They teach students tier 1 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 and administrators to provide lessons that will benefit the class and develop a positive culture aligned with our school wide positive behavior expectations. Our counselors also engage our students in service learning, where students get hand on experience working in classrooms and with staff members around campus. They assist with duties and jobs to prepare 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. The BHP 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

1. SBT/MTSS Implementation

The School Based Team at Melaleuca consists of our Administrators, Single School Culture Coordinator, School Psychologist, ESE Coordinator, ESOL Coordinator, Speech/Language Pathologist, School Nurse, Guidance Counselors and Teachers. The SBT meets every Thursday from 12:00-2:00 to problem solve for at least 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

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, PENDA Learning (science) 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, Yearbook Club, and Latinos in Action. Students are being taught to play the piano in Music class and grade 3rd-5th have the option to participate in our band program. We offer specific counseling for students that are homeless, in foster care, have behavior 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. Our science lab teacher is supporting in 5th grade classes to ensure science instruction is rigorous and engaging. 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

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, students participate in community field trips that teach them about different careers. 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 math 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 reflections/ experiences regarding community field trips and presentations.

Transition From Early Childhood to Elementary School

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. During the first days of school, each student 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

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 Learning has been developed around the needs of our school. Our professional learning 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

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.