



# Table of Contents

- SIP Authority ..... 1
- I. School Information ..... 3
  - A. School Mission and Vision ..... 3
  - B. School Leadership Team ..... 3
  - C. Stakeholder Involvement and Monitoring ..... 7
  - D. Demographic Data ..... 8
  - E. Early Warning Systems ..... 9
- II. Needs Assessment/Data Review ..... 12
  - A. ESSA School, District, State Comparison ..... 13
  - B. ESSA School-Level Data Review ..... 14
  - C. ESSA Subgroup Data Review ..... 15
  - D. Accountability Components by Subgroup ..... 17
  - E. Grade Level Data Review ..... 20
- III. Planning for Improvement ..... 21
- IV. Positive Culture and Environment ..... 26
- V. Title I Requirements (optional) ..... 29
- VI. ATSI, TSI and CSI Resource Review ..... 31
- VII. Budget to Support Areas of Focus ..... 32

## School Board Approval

This plan has not yet been approved by the Pinellas County School Board.

## SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

<b>ADDITIONAL TARGET SUPPORT AND IMPROVEMENT (ATSI)</b>
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.
<b>TARGETED SUPPORT AND IMPROVEMENT (TSI)</b>
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.
<b>COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)</b>
<p>A school can be identified as CSI in any of the following four ways:</p> <ol style="list-style-type: none"> <li>1. Have an overall Federal Index below 41%;</li> <li>2. Have a graduation rate at or below 67%;</li> <li>3. Have a school grade of D or F; or</li> <li>4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.</li> </ol>

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parents), is informed by all indicators in the State’s accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://cims2.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department’s SIP template may address the requirements for:

1. Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and
2. Charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP SECTIONS	TITLE I SCHOOLWIDE PROGRAM	CHARTER SCHOOLS
I.A: School Mission/Vision		6A-1.099827(4)(a)(1)
I.B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)	
I.E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II.A-E: Data Review		6A-1.099827(4)(a)(2)
III.A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III.B, IV: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
V: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

## Purpose and Outline of the SIP

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

# I. School Information

## A. School Mission and Vision

### Provide the school's mission statement

---

The mission at Melrose Center for Journalism and Multimedia is to educate and prepare each student for college, and career readiness, in order to:

- increase the academic performance of underserved students
- develop effective educators
- share successful practices with other forward-thinking educators
- catalyze change in Melrose.

### Provide the school's vision statement

---

The vision of Melrose Elementary School is to become a progressive educational institution fostering high levels of achievement for all students.

## B. School Leadership Team

### School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

#### Leadership Team Member #1

**Employee's Name**

Dr. Carmen J. Harris

**Position Title**

Principal

**Job Duties and Responsibilities**

---

Lead and monitor implementation of the School Improvement Plan.

#### Leadership Team Member #2

**Employee's Name**

Brandi Williams

**Position Title**

Assistant Principal

**Job Duties and Responsibilities**

---

Support the facilitation and implementation of the School Improvement Plan.

**Leadership Team Member #3**

**Employee's Name**

Shyrelle Felmine

**Position Title**

Math Coach

**Job Duties and Responsibilities**

---

Support, lead and implement instructional facilitation of School Improvement Plan in mathematics.

**Leadership Team Member #4**

**Employee's Name**

Petrunka Gospodinova

**Position Title**

Reading Coach

**Job Duties and Responsibilities**

---

Support, lead and implement instructional facilitation of School Improvement Plan in reading.

**Leadership Team Member #5**

**Employee's Name**

Jaleesa Ford

**Position Title**

MTSS- Academics

**Job Duties and Responsibilities**

---

Support, lead and implement instructional facilitation of School Improvement Plan in academics

**Leadership Team Member #6**

**Employee's Name**

Melissa Thogmartin

**Position Title**

MTSS- Behavior

**Job Duties and Responsibilities**

---

Support, lead and implement instructional facilitation of School Improvement Plan in culture and climate.

### **Leadership Team Member #7**

**Employee's Name**

Jaime French

**Position Title**

Behavior Specialist

**Job Duties and Responsibilities**

---

Support, lead and implement instructional facilitation of School Improvement Plan in Culture and Climate.

### **Leadership Team Member #8**

**Employee's Name**

Aja Bagley

**Position Title**

School Social Worker

**Job Duties and Responsibilities**

---

Support, lead and implement instructional facilitation of School Improvement Plan in parent/ community.

### **Leadership Team Member #9**

**Employee's Name**

Jennifer Bowens

**Position Title**

Science Coach

**Job Duties and Responsibilities**

---

Support, lead and implement instructional facilitation of School Improvement Plan in science content.

### **Leadership Team Member #10**

**Employee's Name**

Metallus Nandelyne

**Position Title**

School Psychologist

**Job Duties and Responsibilities**

---

No Answer Entered



## C. Stakeholder Involvement and Monitoring

### Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders [including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders] and how their input was used in the SIP development process. (ESEA 1114(b)(2))

*Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.*

---

Site based leadership team reviewed previous data. Administration team met with stakeholders in the community to assess needs. Site based leadership team convened to determine all stakeholder input, and student data outputs to determine the focus for instruction, culture and school community and parent/community partnership actions.

### SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement. (ESEA 1114(b)(3))

---

Weekly meetings with the Academic Services Team and Student Services Team will include progress monitoring review and revision of action steps in real time as needed to meet the desired outcomes. Updates and changes will be shared with staff in weekly staff meetings as needed.

## D. Demographic Data

<b>2024-25 STATUS</b> (PER MSID FILE)	<b>ACTIVE</b>
<b>SCHOOL TYPE AND GRADES SERVED</b> (PER MSID FILE)	<b>ELEMENTARY PK-5</b>
<b>PRIMARY SERVICE TYPE</b> (PER MSID FILE)	<b>K-12 GENERAL EDUCATION</b>
<b>2023-24 TITLE I SCHOOL STATUS</b>	<b>YES</b>
<b>2023-24 MINORITY RATE</b>	<b>96.4%</b>
<b>2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE</b>	<b>100.0%</b>
<b>CHARTER SCHOOL</b>	<b>NO</b>
<b>RAISE SCHOOL</b>	<b>YES</b>
<b>2023-24 ESSA IDENTIFICATION</b> *UPDATED AS OF 7/25/2024	<b>N/A</b>
<b>ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)</b>	
<b>2023-24 ESSA SUBGROUPS REPRESENTED</b> (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	<b>STUDENTS WITH DISABILITIES (SWD) BLACK/AFRICAN AMERICAN STUDENTS (BLK) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)</b>
<b>SCHOOL GRADES HISTORY</b> <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	<b>2023-24: B 2022-23: C* 2021-22: B 2020-21: 2019-20: C</b>

## E. Early Warning Systems

### 1. Grades K-8

#### Current Year 2024-25

Using 2023-24 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days	1	38	33	42	16	36				166
One or more suspensions	0	10	14	17	12	22				75
Course failure in English Language Arts (ELA)	0	0	0	8	13	1				22
Course failure in Math	0	0	0	4	4	1				9
Level 1 on statewide ELA assessment	0	0	0	10	6	22				38
Level 1 on statewide Math assessment	0	0	0	6	9	25				40
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

#### Current Year 2024-25

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	18	13	21	14	41				107

#### Current Year 2024-25

Using the table above, complete the table below with the number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	1	0	0	12	0	0				13
Students retained two or more times	1	0	0	1	1	0				3

**Prior Year (2023-24) As Last Reported (pre-populated)**

The number of students by grade level that exhibited each early warning indicator:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days	1	26	30	30	37	21				145
One or more suspensions		6	4	6	13	5				34
Course failure in ELA					4					4
Course failure in Math				3		2				5
Level 1 on statewide ELA assessment				10	18	18				46
Level 1 on statewide Math assessment				9	22	12				43
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. (only applies to grades K-3)	2	7	10	23						52

**Prior Year (2023-24) As Last Reported (pre-populated)**

The number of students by current grade level that had two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	1	3	3	9	27	13				56

**Prior Year (2023-24) As Last Reported (pre-populated)**

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year				9						9
Students retained two or more times				2						2

## 2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

## **II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))**

## A. ESSA School, District, State Comparison

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

Data for 2023-24 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2024		2023		2022**				
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	40			26	54	53	27	55	56
ELA Grade 3 Achievement **	39			21	54	53			
ELA Learning Gains	61						55		
ELA Learning Gains Lowest 25%	87						68		
Math Achievement *	51			38	61	59	44	51	50
Math Learning Gains	68						75		
Math Learning Gains Lowest 25%	61						88		
Science Achievement *	40			42	62	54	27	62	59
Social Studies Achievement *								65	64
Graduation Rate								57	50
Middle School Acceleration								52	52
College and Career Readiness									80
ELP Progress					64	59			

\*In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPI) than in school grades calculation.

\*\*Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

**B. ESSA School-Level Data Review (pre-populated)**

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	56%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	447
Total Components for the FPPI	8
Percent Tested	99%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
56%	32%	55%	53%		47%	42%

\* Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1 (PDF), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.



## C. ESSA Subgroup Data Review (pre-populated)

### 2023-24 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	44%	No		
Black/African American Students	55%	No		
Economically Disadvantaged Students	57%	No		

### 2022-23 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	15%	Yes	4	2
Black/African American Students	30%	Yes	1	1
Economically Disadvantaged Students	32%	Yes	1	

## 2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	27%	Yes	3	1
English Language Learners				
Native American Students				
Asian Students				
Black/African American Students	52%	No		
Hispanic Students	62%	No		
Multiracial Students				
Pacific Islander Students				
White Students				
Economically Disadvantaged Students	55%	No		

### D. Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	40%	39%	61%	87%	51%	68%	61%	40%					
Students With Disabilities	18%		55%		46%	55%							
Black/African American Students	38%	37%	61%	87%	49%	68%	62%	38%					
Economically Disadvantaged Students	39%	36%	63%	90%	50%	70%	68%	43%					

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	26%	21%			38%			42%					
Students With Disabilities	4%	0%			42%								
Black/African American Students	22%	18%			38%			41%					
Economically Disadvantaged Students	26%	20%			38%			42%					

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2020-21	C&C ACCEL 2020-21	ELP PROGRESS
All Students	27%		55%	68%	44%	75%	88%	27%					
Students With Disabilities	13%		37%		24%	61%		0%					
English Language Learners													
Native American Students													
Asian Students													
Black/African American Students	25%		53%	64%	40%	72%	86%	23%					
Hispanic Students	45%		70%		70%								
Multiracial Students													
Pacific Islander Students													
White Students													
Economically Disadvantaged Students	28%		54%	68%	44%	76%	86%	29%					

## E. Grade Level Data Review – State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (\*) in any cell indicates the data has been suppressed due to fewer than 10 students tested or all tested students scoring the same.

Data for 2023-24 had not been loaded to CIMS at time of printing.

### III. Planning for Improvement

#### A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

Answer the following reflection prompts after examining any/all relevant school data sources.

##### Most Improvement

Which data component showed the most improvement? What new actions did your school take in this area?

---

Reading Achievement increased from 26% proficient to 40% proficient. (Math increased from 38% proficient to to 50% proficient).

##### Lowest Performance

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

---

3rd Grade ELA proficiency was 39%.

##### Greatest Decline

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

---

Science decreased from 42% proficient to 40% proficient.

##### Greatest Gap

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

---

3rd Grade ELA 21% (23-24), now 39%.

##### EWS Areas of Concern

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

---

Attendance; Positive Behavior System

##### Highest Priorities

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

---

Attendance; Positive Behavior

## B. Area(s) of Focus (Instructional Practices)

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

### Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

### Instructional Practice specifically relating to Small-group Instruction, Student Engagement

#### Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

---

Students displayed low levels of engagement and an increase in adverse behavior choices. Student attendance was impacted and most students with high absences did not meet their academic goals.

#### Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

---

School data 23-24 (57%) with a goal for 24-25 (64%) of the points. A specific focus on 3rd grade ELA from 39% to 45% of students proficient in ELA.

#### Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

---

Weekly walk through from the SBLT, developing look-fors (shared and coached) and providing consistent feedback to teachers and students regarding actions toward success.

#### Person responsible for monitoring outcome

School Based Leadership Team- Dr. Harris

#### Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

#### Description of Intervention #1:

Small group instruction will be provided 4 days per week. This intervention was selected to allow targeted support to students that allows granular level support to increase student achievement.

#### Rationale:

The rationale for using this intervention is because (if implemented effectively) it produces the



greatest affect size gain for individualized learning for students.

**Tier of Evidence-based Intervention:**

Tier 2 – Moderate Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Description of Intervention #2:**

Student Engagement will be integrated into all learning experiences. Teachers will be provided with strategies to support in the classroom.

**Rationale:**

If we increase student engagement we will decrease student adverse behavior choices.

**Tier of Evidence-based Intervention:**

Tier 3 – Promising Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement:**

List the action steps that will be taken to address this Area of Focus or implement this intervention.

Identify 2-3 action steps and the person responsible for each step.

**Action Step #1**

Provide professional development for small group instruction and student engagement

**Person Monitoring:**

SBLT (coaches and admin)

**By When/Frequency:**

weekly

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Staff will receive professional development in Faculty Meetings, Admin will walk with coaches to monitor successful implementation of interventions and strategies.

**Action Step #2**

Coaching supports with the interventions

**Person Monitoring:**

Coaches

**By When/Frequency:**

weekly

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Coaches will provide coaching around the interventions and feedback to support the work. Admin will work with coaches and teachers based on feedback.

**Action Step #3**

Model Lessons that include the strategies

**Person Monitoring:**

Coaches/Admin

**By When/Frequency:**

weekly

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Teachers will have lessons implemented that model the interventions and strategies to be implemented. Teachers will be allowed to ask questions and engage in exemplar work.

**Action Step #4**

Lesson Rehearsals for students to practice interventions and strategies

**Person Monitoring:**  
Coaches/Admin/ MTSS-A

**By When/Frequency:**  
weekly

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Teachers will participate in practice that frontload their experience for the next week. This allows opportunities for feedback and in-action work/support.

**Action Step #5**

Walk-throughs

**Person Monitoring:**  
Admin

**By When/Frequency:**  
Daily/Weekly

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Admin will walk through and provide feedback to teachers on interventions and strategies being used.

**Area of Focus #2**

Address the school’s highest priorities based on any/all relevant data sources.

**Instructional Practice specifically relating to ELA required by RAISE (specific questions)**

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

---

Continue focusing on collaborative planning, benchmark-aligned instruction, high levels of student engagement with tasks and intentional small group instruction focused on foundational literacy skills.

**Area of Focus Description and Rationale**

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

---

Strategically focus on fully implementing the Pinellas Early Literacy Initiative by focusing on VKP-2 classrooms ensuring equitable use of resources including instructional supports, school-based professional development, cycles of coaching, and feedback.

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

---

Continue focusing on collaborative planning, benchmark- aligned instruction, high levels of student engagement with task (aligned) and intentional small group instruction.

**Grades K-2: Measurable Outcome(s)**

---

K- 65%  
1st- 65%

2nd- 65%

### **Grades 3-5: Measurable Outcome(s)**

---

3rd ELA- 50%

4th- 45%

5th- 38%

### **Monitoring**

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

---

Walk throughs, data analysis and professional development impacts these action steps.

### **Person responsible for monitoring outcome**

Brandi Williams, Assistant Principal

### **Evidence-based Intervention:**

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

### **Description of Intervention #1:**

Evidence-Based Practices/Programs o Provides print rich, explicit, systematic, and scaffolded instruction o Teach students to decode words, analyze word parts, and recognize words o Reinforce the effectiveness of instruction in alphabets, fluency, and vocabulary o Provide instruction in broad oral language skills o Teach students how to use reading comprehension strategies o Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension

### **Rationale:**

To develop literacy, students need instruction in two related sets of skills: foundational reading skills and reading comprehension skills. Employing evidence-based strategies and action steps will enable students to read words (alphabets), relate those words to their oral language, and read connected text with sufficient accuracy and fluency to understand what they read.

### **Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

### **Will this evidence-based intervention be funded with UniSIG?**

No

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

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

### **Action Step #1**

K-2 Literacy Plan

**Person Monitoring:**

Garvey

**By When/Frequency:**

Weekly

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Walk throughs, data analysis and professional development impacts these action steps. o Literacy Leadership ◇ School Literacy Leadership Teams are meeting regularly to look at data to make informed decisions about what professional learning and supports need to be in place to maximize student growth in reading. ◇ School Literacy Leadership teams support the full implementation of the Pinellas Early Literacy Initiative in grades VPK-2. ◇ Build capacity by identifying teachers, coaches, and district staff who can support training in understanding how high-quality instructional materials connect to evidence-based practices and the B.E.S.T standards. ◇ School Literacy Leadership Team plan family reading nights grounded in family-friendly evidence-based practices to support the homeschool connection ◇ Literacy coaches work with school principals to plan and implement consistent professional learning outlined by the Pinellas Early Literacy Initiative around evidence-based practices grounded in the science of reading as well as the UFLC Flamingo Small group model to demonstrate a significant effect on improving student outcomes. ◇ Literacy coaches prioritize time to those teachers, activities, and roles that will have the greatest impact on student achievement in reading, namely coaching, modeling, and mentoring in classrooms daily.

**Action Step #2**

3rd-5th Literacy Plan

**Person Monitoring:**

Petrunka Gospodinova

**By When/Frequency:**

weekly

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Walk throughs, data analysis and professional development impacts these action steps. o Literacy Leadership ◇ School Literacy Leadership Teams are meeting regularly to look at data to make informed decisions about what professional learning and supports need to be in place to maximize student growth in reading. ◇ Build capacity by identifying teachers, coaches, and district staff who can support training in understanding how high-quality instructional materials connect to evidence-based practices and the B.E.S.T standards. ◇ School Literacy Leadership Team plan family reading nights grounded in family-friendly evidence-based practices to support the homeschool connection ◇ Literacy coaches work with school principals to plan and implement consistent professional learning outlined by the Pinellas Early Literacy Initiative around evidence-based practices grounded in the science of reading as well as the UFLC Flamingo Small group model to demonstrate a significant effect on improving student outcomes. ◇ Literacy coaches prioritize time to those teachers, activities, and roles that will have the greatest impact on student achievement in reading, namely coaching, modeling, and mentoring in classrooms daily.

## IV. Positive Culture and Environment

### Area of Focus #1

Teacher Retention and Recruitment

**Area of Focus Description and Rationale**

Include a description of your Area of Focus for each relevant grade level, how it affects student

---

learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

---

The high percentage of instructional turnover affects student learning by hindering student performance, increasing negative behaviors, and has a negative impact on the school culture. This area of focus was identified as a crucial need due to the low retention rate of instructional/student services employees from the 23-24 school year.

### **Measurable Outcome**

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

---

Based on the 23-24 data, there was only a 37% retention rate for instructional/student services employees, as opposed to an 80% retention rate for support staff. The goal for the 24-25 school year is to increase that retention rate to 45%.

### **Monitoring**

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

---

This area of focus will be monitored by the number of instructional/student services vacancies during and at the end of the 24-25 school year. Ongoing monitoring will ensure consistent and highly effective teachers delivering quality instruction to students, which in turn will positively impact student achievement.

### **Person responsible for monitoring outcome**

Brandi Williams, Dr. Carmen Harris

### **Evidence-based Intervention:**

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

### **Description of Intervention #1:**

#### **Rationale:**

#### **Tier of Evidence-based Intervention:**

#### **Will this evidence-based intervention be funded with UniSIG?**

No

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

#### **Action Step #1**

Consistent Behavior Support

#### **Person Monitoring:**

#### **By When/Frequency:**

Brandi Williams, Dr. Carmen Harris, Behavior Support Team Ongoing

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Teachers will have consistent behavior support within the classroom. In school PD will be delivered to all teachers, to equip them with strategies on how to effectively handle behaviors in the classroom. The behavior team will be trained on how to quickly respond to behavior calls and deescalate issues so teachers can focus on instruction. This will be monitored weekly by the MTSS-B coach and the behavior team weekly.

**Action Step #2**

PBIS

**Person Monitoring:**

Brandi Williams, Guidance Counselor

**By When/Frequency:**

Ongoing

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

The behavior support team/PBIS team will deliver training on PBIS expectations and the Guidelines for Success to ensure consistency schoolwide amongst students and staff.

## V. Title I Requirements (optional)

### A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in ESEA Section 1114(b). This section of the SIP is not required for non-Title I schools.

#### Dissemination Methods

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESEA 1114(b)(4))

List the school's webpage where the SIP is made publicly available.

---

No Answer Entered

#### Positive Relationships With Parents, Families and other Community Stakeholders

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage where the school's Parental and Family Engagement Plan (PFEP) is made publicly available. (ESEA 1116(b-g))

---

No Answer Entered

#### Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP. (ESEA Section 1114(b)(7)ii)

---

No Answer Entered

#### How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESEA Sections 1114(b)(5) and 1116(e)(4))

---

No Answer Entered

## **B. Component(s) of the Schoolwide Program Plan**

### **Components of the Schoolwide Program Plan, as applicable**

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

#### **Improving Student's Skills Outside the Academic Subject Areas**

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESEA 1114(b)(7)(iii)(I))

---

No Answer Entered

#### **Preparing for Postsecondary Opportunities and the Workforce**

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESEA 1114(b)(7)(iii)(II))

---

No Answer Entered

#### **Addressing Problem Behavior and Early Intervening Services**

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. (20 U.S.C. 1400 et seq. and ESEA 1114(b)(7)(iii)(III)).

---

No Answer Entered

#### **Professional Learning and Other Activities**

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESEA section 11149b)(7)(iii)(V)).

---

No Answer Entered

#### **Strategies to Assist Preschool Children**

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESEA 1114(b)(7)(iii)(V))

---

No Answer Entered



## VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (d)(2)(C) and 1114(b)(6)).

### **Process to Review the Use of Resources**

Describe the process to review the use of resources to meet the identified needs of students.

---

Weekly meetings with the Academic Services Team and Student Services Team will include progress monitoring review and revision of action steps in real time as needed to meet the desired outcomes. Updates and changes will be shared with staff in weekly staff meetings as needed.

### **Specifics to Address the Need**

Identify the specific resource(s), rationale (i.e., data) and plan to address the need(s) (i.e., timeline).

---

Weekly meetings with the Academic Services Team and Student Services Team will include progress monitoring review and revision of action steps in real time as needed to meet the desired outcomes. Updates and changes will be shared with staff in weekly staff meetings as needed.

## VII. Budget to Support Areas of Focus

Check if this school is eligible for 2024-25 UniSIG funds but has chosen not to apply.

**No**

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00