

Pinellas County Schools

# MELROSE ELEMENTARY SCHOOL



## 2025-26 Schoolwide Improvement Plan

# Table of Contents

- SIP Authority ..... 1
- I. School Information ..... 2
  - A. School Mission and Vision ..... 2
  - B. School Leadership Team, Stakeholder Involvement and SIP Monitoring ..... 2
  - C. Demographic Data..... 6
  - D. Early Warning Systems ..... 7
- II. Needs Assessment/Data Review ..... 10
  - A. ESSA School, District, State Comparison ..... 11
  - B. ESSA School-Level Data Review ..... 12
  - C. ESSA Subgroup Data Review ..... 13
  - D. Accountability Components by Subgroup..... 14
  - E. Grade Level Data Review ..... 17
- III. Planning for Improvement..... 18
- IV. Positive Learning Environment ..... 29
- V. Title I Requirements (optional)..... 31
- VI. ATSI, TSI and CSI Resource Review ..... 37
- VII. Budget to Support Areas of Focus ..... 38

## School Board Approval

*A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.*

## SIP Authority

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Section (s.) 1001.42(18)(a), 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, F.S., by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S. Code (U.S.C.) § 6311(c)(2); 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, F.S., and as calculated under s. 1008.34(3)(b), F.S., 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, F.S.; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate.

## SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

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The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

## Purpose and Outline of the SIP

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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.

# I. School Information

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## A. School Mission and Vision

### Provide the school's mission statement

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

### Provide the school's vision statement

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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.

## B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

### 1. School Leadership Membership

#### 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

[harriscar@pcsb.org](mailto:harriscar@pcsb.org)

##### Position Title

Principal

##### Job Duties and Responsibilities

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Lead team and oversee monitoring of duties and check-ins

## Leadership Team Member #2

### Employee's Name

Brandi Williams

williamsbran@pcsb.org

### Position Title

Assistant Principal

### Job Duties and Responsibilities

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Support team, oversee instructional data

## Leadership Team Member #3

### Employee's Name

Jalessa Ford

fordja@pcsb.org

### Position Title

MTSS Facilitator

### Job Duties and Responsibilities

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Oversee MTSS process, interventions, PSW and support resources

## Leadership Team Member #4

### Employee's Name

Jennifer Bowens

bowensj@pcsb.org

### Position Title

Science Coach

### Job Duties and Responsibilities

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Support instructional small group planning and pd/ support with cultural implementation

## Leadership Team Member #5

### Employee's Name

Natasha Hamilton

hamiltonn@pcsb.org

### Position Title

Math Coach

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**Job Duties and Responsibilities**

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Support instructional small group planning and pd/ support with cultural implementation

**Leadership Team Member #6****Employee's Name**

Aja Bagley

bagleyaj@pcsb.org

**Position Title**

School Social Worker

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**Job Duties and Responsibilities**

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Support instructional small group planning and pd/ support with cultural implementation

**Leadership Team Member #7****Employee's Name**

Keiaunna Chavis

chavisk@pcsb.org

**Position Title**

School Counselor

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**Job Duties and Responsibilities**

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Support instructional small group planning and pd/ support with cultural implementation

**Leadership Team Member #8****Employee's Name**

Lamar Mills

**Position Title**

Behavior Specialist

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**Job Duties and Responsibilities**

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Support instructional small group planning and pd/ support with cultural implementation

**2. Stakeholder Involvement**

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 (20 U.S.C. §

6314(b)(2), ESEA Section 1114(b)(2).

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

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We will meet with parents through our SAC and PTA Meetings. We will solicit feedback through parent programming surveys. We will meet to determine appropriate shifts to incorporate feedback.

### **3. 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 (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

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The Instructional leadership team will meet monthly (first week) to review progress and integrate any provided feedback to support implementation. We will revise and communicate changes as they are made. Notes are recorded to support the work completed.

## C. Demographic Data

<b>2025-26 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>2024-25 TITLE I SCHOOL STATUS</b>	<b>YES</b>
<b>2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE</b>	<b>100.0%</b>
<b>CHARTER SCHOOL</b>	<b>NO</b>
<b>RAISE SCHOOL</b>	<b>YES</b>
<b>2024-25 ESSA IDENTIFICATION</b> *UPDATED AS OF 1	<b>ATSI</b>
<b>ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)</b>	
<b>2024-25 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) HISPANIC STUDENTS (HSP) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)</b>
<b>SCHOOL GRADES HISTORY</b> <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	<b>2024-25: B 2023-24: B 2022-23: C 2021-22: B 2020-21: C</b>



## D. Early Warning Systems

### 1. Grades K-8

#### Current Year 2025-26

Using 2024-25 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	
School Enrollment	28	22	49	53	65	48				265
Absent 10% or more school days	0	25	26	25	37	17				130
One or more suspensions	0	5	5	1	1	3				15
Course failure in English Language Arts (ELA)	0	0	0	0	3	1				4
Course failure in Math	0	0	0	0	2	9				11
Level 1 on statewide ELA assessment	0	0	0	24	8	0				32
Level 1 on statewide Math assessment				22	23	10				55
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	0	0	0	24						24
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	0	19	22	0	0	0				41

#### Current Year 2025-26

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	25	26	25	37	17				130

#### Current Year 2025-26

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	0	0	0	0	0	0				0
Students retained two or more times	1	0	0	0	1	0				2

**Prior Year (2024-25) 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	38	33	42	16	36				166
One or more suspensions		10	14	17	12	22				75
Course failure in English Language Arts (ELA)				8	13	1				22
Course failure in Math				4	4	1				9
Level 1 on statewide ELA assessment				10	6	22				38
Level 1 on statewide Math assessment				6	9	25				40
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, 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

**Prior Year (2024-25) 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		18	13	21	14	41				107

**Prior Year (2024-25) 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	1			12						13
Students retained two or more times	1			1	1					3

## 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

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 2024-25 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	38	64	59	40	61	57	26	54	53
Grade 3 ELA Achievement	32	67	59	39	63	58	21	54	53
ELA Learning Gains	60	62	60	61	64	60			
ELA Lowest 25th Percentile	80	59	56	87	62	57			
Math Achievement*	49	69	64	51	66	62	38	61	59
Math Learning Gains	75	67	63	68	68	62			
Math Lowest 25th Percentile	83	56	51	61	58	52			
Science Achievement	26	70	58	40	69	57	42	62	54
Social Studies Achievement*			92						
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)	67	63		65	61		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 (FPPi) 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)

2024-25 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL FPPI – All Students	55%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	443
Total Components for the FPPI	8
Percent Tested	96%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
55%	56%	32%	55%	53%		47%

\* Any school that was identified for Comprehensive or Targeted Support and Improvement in the previous school year maintained that identification status and continued to receive support and interventions in the 2020-21 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.

\*\* Data provided for informational purposes only. Any school that was identified for Comprehensive or Targeted Support and Improvement in the 2019-20 school year maintained that identification status and continued to receive support and interventions in the 2021-22 school year. In April 2021, the U.S. Department of Education approved Florida's amended waiver request to keep the same school identifications for 2020-21 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2024-25 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	40%	Yes	1	
Black/African American Students	54%	No		
Hispanic Students	50%	No		
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.

2024-25 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 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	38%	32%	60%	80%	49%	75%	83%	26%					
Students With Disabilities	26%		50%		44%	72%		8%					
Black/African American Students	36%	26%	61%	82%	45%	75%	80%	26%					
Hispanic Students	50%												
Economically Disadvantaged Students	38%	32%	61%	81%	49%	78%	81%	23%					



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.
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%		

GRAD  
RATE  
2021-22

C&C  
ACCEL  
2021-22

ELP  
PROGRESS

## 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.

2024-25 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	31%	65%	-34%	57%	-26%
ELA	4	59%	62%	-3%	56%	3%
ELA	5	27%	61%	-34%	56%	-29%
Math	3	30%	68%	-38%	63%	-33%
Math	4	58%	68%	-10%	62%	-4%
Math	5	53%	65%	-12%	57%	-4%
Science	5	26%	67%	-41%	55%	-29%

### III. Planning for Improvement

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#### 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?

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The most improvement was in math from the previous year. We implemented consistent small groups and had a laser like focus for student performance, specific benchmarks identified.

##### **Lowest Performance**

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

---

Our 5th grade science showed the lowest performance. Last year in 5th science was unstable and inconsistent. We also saw a strong correlation with ELA performance and science. Our reading level in 5th was low also.

##### **Greatest Decline**

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

---

Greatest decline was in 5th ELA and Science. Inconsistent practice and failure to instruct consistently.

##### **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.

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3rd Grade ELA had the largest gap in score compared to the state. Many students had attendance concerns.

##### **EWS Areas of Concern**

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

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Attendance is a major concern.

##### **Highest Priorities**

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

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Attendance, Classroom Disruption, Student Services Support, Parent involvement, engaging

instruction

## 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

#### Area of Focus Description and Rationale

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.

---

Continued support with small group instruction that is strategically designed to support students with high quality, benchmark aligned learning. We selected this target, as we found success and would like to continue the work into year 2.

#### Measurable Outcome

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.

---

We would like to see a 10% point increase in reading scores and a 5% increase in math scores across all grade levels. Previous data includes 38% (48%) in reading and 49% (54%) in math.

#### Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

---

We will monitor through observation, data analysis and student feedback, to determine if the systems are effective.

#### Person responsible for monitoring outcome

Dr. Carmen Harris

#### Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

#### Description of Intervention #1:

Small Group in MTSS block; During the core blocks of content

#### Rationale:

We are looking to strategically focus on more individualized student needs, serviced through the small group, as this has been proven to show greater gains.

**Tier of Evidence-based Intervention:**

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

No

**Action Steps to Implement:**

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

**Action Step #1**

Professional Development Continued

**Person Monitoring:**

Dr. Harris

**By When/Frequency:**

weekly

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

staff meeting PD- based on both the culture and school instructional goal of small group

**Action Step #2**

Modeling

**Person Monitoring:**

Academic Coaches

**By When/Frequency:**

monthly

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

Teachers will select an exemplar to observe and teachers will connect with debrief and implement.

**Action Step #3**

Training all personnel (paras and specialist)

**Person Monitoring:**

Academic Coaches

**By When/Frequency:**

monthly

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

Having staff all support instruction with students in their foundational gap area.

**Area of Focus #2**

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

**ESSA Subgroups specifically relating to Students With Disabilities (SWD)**

**Area of Focus Description and Rationale**

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.

This subgroup index was below 41%, at 40%. It effects student learning, as this is one of our most fragile groups that already have additional supports and accommodations, yet they are still below.

Explicit and direct instruction; multi-sensory approach to all learning; utilize a systematic approach for the delivery of instruction

### **Measurable Outcome**

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.

---

Students will increase from 40% to 43% by the close of the school year.

### **Monitoring**

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

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Frequent data check-in, chats, exit tickets and student assessment review.

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

Brandi Williams

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

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

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

Ensure that small group instruction and 1:1 specially designed instruction are planned and implemented in alignment with evidence-based practices, intentionally targeting students' specific skill deficits to provide access to the general education curriculum.

#### **Rationale:**

Multi-sensory instruction uses visual, auditory, kinesthetic-tactile modalities in acquisition of reading skills. Direct and explicit instruction includes modeling of the skills along with guided practice until mastery is achieved; direct explanations and clearly explained skills comprises explicit instruction; teachers are clear, unambiguous, direct and visible—until students meet mastery. Systematic instruction includes breaking lessons into sequential and manageable steps that go from simple to complex skills

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

Tier 1 – Strong Evidence

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

No

#### **Description of Intervention #2:**

#### **Rationale:**

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

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

No



**Action Steps to Implement:**

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

**Action Step #1**

Monitor teacher effective instruction; Conduct frequent data analysis to support teacher and student learning

**Person Monitoring:**

Dr. Carmen Harris; Gospodinova; Hamilton

**By When/Frequency:**

weekly

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

Provide Professional Development on Specially Designed Instruction Provide teachers with updated high leverage practices Train teachers on the use of assistive technology Monitor the use of appropriate practices and scaffolding to ensure students' needs are met Participate in professional development associated with utilizing a multi-sensory, direct, explicit way of teaching

**Area of Focus #3**

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

**Instructional Practice specifically relating to Science****Area of Focus Description and Rationale**

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.

---

Our 5th grade science performance was 26%. A 12% drop from the previous year.

**Measurable Outcome**

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.

---

Our Science performance for 24-25 was 26% in 5th grade. We have a goal of 55% for 25-26

**Monitoring**

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

---

We will include exit tickets and a hybrid model that includes a linear spiral review of material, combined with hands-on support to move student achievement.

**Person responsible for monitoring outcome**

Carmen Harris; Jennifer Bowens

**Evidence-based Intervention:**

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the

evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

**Description of Intervention #1:**

We will use an embedded spiral review to support learning in a linear way to increase student achievement. The students will have a small class size and hands-on learning experiences to support student content mastery. Students will engage in cycles of inquiry to demonstrate mastery and show application of content.

**Rationale:**

**Tier of Evidence-based Intervention:**

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

No

**Action Steps to Implement:**

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

**Action Step #1**

**Person Monitoring:**

**By When/Frequency:**

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

**Action Step #2**

**Person Monitoring:**

**By When/Frequency:**

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

**Area of Focus #4**

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

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

**Area of Focus Description and Rationale**

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.

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

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

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Strategic small groups with expert level personnel working with specific students on previously identified gaps.

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

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Strategic small groups with expert level personnel working with specific students on previously identified gaps.

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

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K-2 ELA Reading will grow from 40% to 45%

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

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3rd-5th ELA will grow from 38% to 50%

**Monitoring**

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

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Weekly monitoring of small group data will support student needs and help accelerate progress. Student groups will be adjusted as needed to reflect the best use of student supports.

**Person responsible for monitoring outcome**

Brandi Williams

**Evidence-based Intervention:**

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

**Description of Intervention #1:**

- 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 skills: foundational reading and reading comprehension. 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:**

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

**Action Step #1**

Literacy Leadership Team will meet to review

**Person Monitoring:**

Brandi Williams

**By When/Frequency:**

bi-weekly

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

- School Literacy Leadership Team is 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 fully implementing 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. ELA benchmarks.
- Guide and support professional learning that emphasizes the reciprocal relationship between oral language, collaborative discussion, and writing, strengthening teachers' capacity to use these practices to help students organize thinking, make cross-curricular connections, and engage with complex academic content.
- School Literacy Leadership Team plans family reading nights grounded in family-friendly, evidence-based practices to support the homeschool connection.

**Action Step #2**

Literacy Coaching

**Person Monitoring:**

Brandi Williams; Teasdale

**By When/Frequency:**

bi-weekly

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

- Literacy coaches work with school principals to plan and implement consistent professional learning outlined by the Pinellas Early Literacy Initiative, centered on evidence-based practices grounded in the science of reading, the UFLC Flamingo Small group model, and writing, 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.
- Literacy coaches support and train teachers to administer assessments, analyze data, and use data to differentiate instruction.

**Action Step #3**

PLC

**Person Monitoring:**

Brandi Williams; Gospodinova

**By When/Frequency:**

weekly

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

- Professional Learning Communities (PLCs) are guided by assessment data and are ongoing, engaging, interactive, collaborative, and job-embedded, and provide time for teachers to collaborate, research, conduct lesson studies, and plan instruction.
- School-based teams support Pinellas Early Literacy Initiative professional learning sessions on the science of reading and evidence-based

literacy instruction, materials, and assessment using materials created by the University of Florida Lastinger Center. • School-based teams provide teachers with training that integrates the six components of reading (phonemic awareness, phonics, fluency, oral language, comprehension, and vocabulary) into an explicit, systematic, and sequential approach to reading instruction, including multisensory intervention strategies outlined in the Pinellas Early Literacy Initiative. • School-based teams provide training on the reciprocal relationship between oral language, collaborative discussion, and writing to deepen teachers' understanding of discussion and writing as tools for organizing thinking, making cross-curricular connections, and understanding complex academic content.

## **Area of Focus #5**

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

### **ESSA Subgroups specifically relating to Black/African American Students (BLK)**

#### **Area of Focus Description and Rationale**

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.

Our African American students make up roughly 90% of our population and reflect our school's data as a whole. This group has traditionally seen a gap with typical peers in other in other subgroups.

#### **Measurable Outcome**

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.

This subgroup earned 54% of the federal index points, which is consistent with the previous year. For the 25-26 school year, we will raise the index to 60%.

#### **Monitoring**

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

We will monitor progress bi-monthly at data chats at grade level PLCs and through daily task performed in the classroom.

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

Dr. Carmen Harris

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

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

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

Ensure that small group instruction and 1:1 specially designed instruction are planned and

implemented in alignment with evidence-based practices, intentionally targeting students' specific skill deficits to provide access to the general education curriculum.

**Rationale:**

Multi-sensory instruction uses visual, auditory, kinesthetic-tactile modalities in acquisition of reading skills. Direct and explicit instruction includes modeling of the skills along with guided practice until mastery is achieved; direct explanations and clearly explained skills comprises explicit instruction; teachers are clear, unambiguous, direct and visible—until students meet mastery. Systematic instruction includes breaking lessons into sequential and manageable steps that go from simple to complex skills

**Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

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

No

**Action Steps to Implement:**

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

**Action Step #1**

Monitor student performance through dashboards and platforms that will help inform our decisions

**Person Monitoring:**

Dr. Carmen Harris

**By When/Frequency:**

weekly

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

Provide Professional Development on Specially Designed Instruction Provide teachers with updated high leverage practices Train teachers on the use of assistive technology Monitor the use of appropriate practices and scaffolding to ensure students' needs are met Participate in professional development associated with utilizing a multi-sensory, direct, explicit way of teaching

**Area of Focus #6**

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

**specifically relating to**

**Area of Focus Description and Rationale**

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.

No Answer Entered

**Measurable Outcome**

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.

No Answer Entered

**Monitoring**

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

No Answer Entered

**Person responsible for monitoring outcome****Evidence-based Intervention:**

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (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(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

**Action Step #1****Person Monitoring:****By When/Frequency:**

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

## **IV. Positive Learning Environment**

**Area of Focus #1**

Other: Celebration and Appreciation for all stakeholders

**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.

We will develop a culture of appreciation, celebration and participation for all stakeholders.

**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.

---

Although teacher retention and staff morale greatly improved, we want to create a community of partners that appreciate and celebrate the value that each person brings.

**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.

---

We will continue to monitor, retention, attendance (students and staff) and notes of appreciation.

**Person responsible for monitoring outcome**

Dr. Carmen Harris; Aja Bagley; Keiaunna Chavis; Brandi Williams

**Evidence-based Intervention:**

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

**Description of Intervention #1:**

Integrate the RCA House System as a way for students and staff to belong in community.

**Rationale:**

Students and staff who feel like they belong, tend to perform and behave better and show appreciation.

**Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

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

No

**Action Steps to Implement:**

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

**Action Step #1****Person Monitoring:****By When/Frequency:**

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



## V. Title I Requirements (optional)

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### 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 20 U.S.C. § 6314(b) (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 (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

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

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Melrose Elementary School will disseminate the School Improvement Plan (SIP), Schoolwide Program Plan (SWP) budget through multiple channels. These include:

- **School Advisory Council (SAC) Meetings:** The SIP and progress updates will be presented and discussed at SAC meetings. Meeting agendas and minutes will be posted on the school website and made available upon request.
- **Annual Title I Meeting:** Held in the fall, this meeting provides an overview of Title I services, SIP goals, and the school's budget priorities. Families will receive printed materials and a presentation in family-friendly language.
- **Parent Newsletters and Flyers:** Monthly newsletters and targeted flyers (printed and digital) will summarize SIP progress, highlight action steps, and provide updates in plain language.
- **Parent and Community Resource Station:** Located in the front office, this station will include hard copies of the SIP, the PFEP, and information in multiple languages as needed.
- **Social Media and FOCUS:** Key SIP goals and progress updates will be shared in digestible formats via the school's Facebook and Instagram pages, and through FOCUS messages.
- **Conferences and Workshops:** SIP goals will be referenced during student-led conferences and academic events to help families connect schoolwide strategies to their child's academic plan.

All communication will be offered, to the extent practicable, in a language that parents can understand using translation services or bilingual staff members.

#### 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 Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

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Melrose Elementary actively builds strong relationships with parents, families, and community partners through meaningful engagement activities and clear communication. We implement our approved Parent and Family Engagement Plan (PFEP) by:

- **Offering Parent Workshops and Academic Coaching:** Families attend workshops during scheduled academic and social events to learn how to support academic skills at home. New this year is our Academic Coaching Program for targeted home learning support.
- **Providing Mental Health and Wellness Events:** Workshops and resources help families understand and respond to students' emotional and behavioral needs.
- **Sharing Monthly Communications:** The *Falcon Family Connect* digital newsletter offers academic tips, school updates, and community resources.
- **Leveraging Technology for Communication:** Families stay informed through Class Dojo, the school website, phone calls, texts, and digital flyers. Printed packets are also sent home for those who cannot attend events.
- **Hosting the Annual Title I Meeting and FAST Family Nights:** Families receive information about curriculum, FAST assessments, and proficiency expectations, with opportunities for questions and feedback.
- **Encouraging Participation in SAC and PTA:** Parents help shape decisions via SAC and volunteer opportunities throughout the year.
- **Ensuring Access for All:** Translation services, flexible scheduling, and accommodations help ensure full participation for families of all backgrounds.

### 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 (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

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Melrose Elementary is strengthening its academic program by focusing on data-driven instruction, enrichment opportunities, and extended learning time. Key actions include:

- **Priority Focus Areas:** As identified in Part II of the SIP, our priorities are strengthening core instruction, implementing targeted interventions, and improving Tier 1 practices in ELA and Math.
- **Extended Learning Time:** Before- and after-school tutoring programs, including our Math

Club and STEM Club, provide intervention and enrichment to help close learning gaps and deepen understanding.

- **Small Group Instruction:** Every classroom dedicates time daily for small group reading and math instruction based on formative data, ensuring differentiation for all learners.
- **Accelerated Learning:** We offer access to enrichment programs like science fair preparation, student clubs, and gifted services to challenge high-achieving students.
- **Professional Development:** Staff receive ongoing training in standards-aligned instruction, AVID strategies, and trauma-informed teaching to improve instructional quality.
- **Academic Celebrations:** We regularly celebrate student growth through honor roll recognition, academic assemblies, and classroom shoutouts to build motivation and confidence.

### 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 this Act, 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) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections 1114(b)(5) and 1116(e)(4)).

---

At Melrose Elementary, we coordinate with:

- **Federal Programs:** Title I funds support full-day programming for PreK-3 students, an MTSS Coach, and additional intervention support staff.
- **Student Services and Mental Health Programs:** We partner with the district's student services team, school counselors, and community mental health agencies to address student well-being.
- **Community Partners:** Organizations like St. Pete First Church provide food, hygiene products, and school supplies to ensure families' basic needs are met.
- **Violence Prevention and PBIS:** Our Positive Behavior Intervention and Support (PBIS) systems are aligned with schoolwide expectations and supported by behavior assemblies and restorative practices.
- **Nutrition Programs:** We coordinate with the district's Food and Nutrition Department to ensure all students receive breakfast and lunch at no cost.
- **Career Readiness and College Awareness:** Our community outreach prepare students early for college and career readiness.

## 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 (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

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We will have social emotional groups for each grade level twice a week. These groups are designed to support student's needs to be a part and respond appropriately in various settings.

#### 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 (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

---

School will offer student experiences such as trips, collaborative experiences and workshops, to help prepare students for post secondary opportunities and the workforce. These experiences can empower students to make informed decisions about their future, whether that involves pursuing higher education, entering the workforce, or engaging in career-specific training. This comprehensive approach helps students bridge the gap between their secondary education and their postsecondary and career aspirations.

#### 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. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

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The Multi-Tiered System of Supports (MTSS) model aligns resources in schools for providing high quality instruction and intervention matched to student needs. The MTSS model addresses both academic and behavior needs of students through instruction and interventions developed to meet those needs. The problem solving/response to intervention (PS/RtI) component of MTSS is required in Every Student Succeeds Act (ESSA) and the Individuals with Disabilities Education Improvement Act (IDEA 2004).

In an effective Multi-Tiered System of Supports: learning is accelerated to close gaps and prevent

new ones; fewer students are at risk over time; decisions about who needs additional support can be made rapidly; rates of intervention success are high; and goals are defined in terms of improved achievement.

The school based **MTSS coach** is used to support the framework by facilitating or modeling the components of MTSS: provide opportunities to practice problem-solving skills; provide collaborative / performance feedback to staff; develop coaching activities based on PD feedback, implementation fidelity; and student outcomes.

The **Title I Support Assistant** is responsible for assisting in the organizing and implementing of academic and behavior support programs (PBIS, MTSS) at the school. Some of the ways this is achieved: assists teachers with data analysis, supports with documenta◊on relative to the problem-solving process; assist teachers with involving scholars, parents, and families at all levels of the MTSS process; and participates in monthly training to remain current on techniques and services related to enrichment, intervention, and prevention.

We will have social emotional groups for each grade level twice a week. These groups are designed to support student's needs to be a part and respond appropriately in various settings.

### **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 (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

Melrose Elementary prioritizes high-quality professional learning and staff development to build instructional excellence and data literacy, with a strong focus on retention and support of effective educators.

- **Data-Driven Instructional Cycles:** Teachers engage in data talks every 4–6 weeks, supported by instructional coaches and administrators. These sessions focus on formative assessment data, progress monitoring, and action planning.
- **Professional Learning Communities (PLCs):** Weekly PLCs allow grade-level teams to collaborate on standards-aligned planning, analysis of student work, and differentiated instruction strategies.
- **Instructional Coaching:** Our Reading and Math Coaches provide job-embedded support through modeling, co-teaching, and coaching cycles. Teachers receive regular feedback from administrators through instructional walkthroughs.
- **New Teacher Induction and Mentoring:** New staff receive structured onboarding, mentoring support, and monthly check-ins from school leaders. We recognize that building relationships and reducing burnout is essential in a transformation school.

- **Strategic Retention:** We build a positive school culture by celebrating teacher growth, recognizing contributions in staff meetings, and providing leadership pathways (e.g., teacher leads, club sponsors).
- **Targeted PD:** Training includes trauma-informed care, culturally responsive teaching, restorative practices, and science of reading strategies. PD is aligned to school goals and personalized based on teacher needs.

These efforts ensure continuous professional growth and instructional consistency across classrooms.

### 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 (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

---

Melrose Elementary is proud to house a full-day PreK-3 program, supported by Title I and early childhood funds, to provide a strong two-year foundation for school readiness.

- **Full-Day 3-Year-Old Program:** Our early childhood program offers developmentally appropriate instruction, integrated play, and social-emotional learning to prepare students for Kindergarten.
- **Smooth Transitions:** The continuity between our PreK-3 and Kindergarten programs helps students and families build familiarity with school staff, routines, and expectations. This seamless transition supports a confident start to formal schooling.
- **Family Engagement:** Parents of PreK students are invited to participate in orientation events, readiness workshops, and transition meetings. We provide families with resources and strategies to reinforce early learning at home.
- **Collaboration with Kindergarten Teachers:** PreK and Kindergarten teachers meet to align curriculum, share student data, and plan transition activities. This collaboration ensures academic and behavioral expectations are clearly communicated and developmentally appropriate.
- **Kindergarten Round-Up and Tours:** Families of rising Kindergarten students are welcomed to tour classrooms, meet teachers, and participate in hands-on learning sessions. Materials are provided in multiple languages to ensure accessibility.

These practices foster a strong school-home connection and ensure our youngest learners are equipped for long-term success.

## VI. ATSI, TSI and CSI Resource Review

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

### Process to Review the Use of Resources

Describe the process you engage in with your district to review the use of resources to meet the identified needs of students.

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Our Students with Disabilities resources will be reviewed through data analysis meetings, walk throughs and student survey to review effectiveness of resources used to support this subgroup.

### Specifics to Address the Need

Identify the specific resource(s) and rationale (i.e., data) you have determined will be used this year to address the need(s) (i.e., timeline).

---

The resources that will be used to support SWD will be district wide programs and human capital. We will create additional opportunities for SWD to engage with a small group experience with the homeroom teacher, VE teacher and small group facilitator, multiple times per week, beginning in August.

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2025-26 UniSIG funds but has chosen NOT to apply.	No
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BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00