Melrose Elementary School

2023-24

Schoolwide Improvement Plan (SIP)

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Melrose Elementary School

1752 13TH AVE S, St Petersburg, FL 33712

http://www.melrose-es.pinellas.k12.fl.us

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:

Additional Target Support and Improvement (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)
A school can be identified as CSI in any of the following four ways: 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

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 parent), 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://www.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)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: 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. This printed version represents the SIP as of the "Date Modified" listed in the footer.

I. School Information

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 scholar for college, and career readiness, in order to:
-increase the academic performance of underserved scholars
-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 institute fostering high levels of achievement for all scholars.

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
		Melanie Hill-Anderson, Principal Jennifer Smith, Asst. Principal Jeanette Peterson, Literacy Coach Tiffany Gist, Math Coach Jennifer Bowens, Science Coach Kelli Salamanca, MTSS Coach Chanda Spanfelner, MTSS Coach Jasmyne Gambrah, Guidance Counselor Bethany Sheehan, Social Worker Kasey Wann, Psychologist Rebecca Sutton, Speech/Language Therapist Emily Marston, ESE Lead Teacher Transformation Zone Team under the leadership of Chief Transformation Officer, Donnika Jones
Hill-Anderson, Melanie	Principal	The Principal and Assistant Principal provide a common vision for the use of data-based decision making, ensuring uninterrupted Core Instructional takes place daily in ALL classrooms. The implementation of Power Hour/Intervention is implemented with fidelity and integrity daily. The principal and assistant principal will provide ongoing professional development for all faculty and staff based on our school-wide data: academic, behavior, attendance, teachers' observations, parents, community, students, and faculty and staff surveys. The principal and assistant will ensure parents receive ongoing progress of their child's academic and non-academic progress as well as ensure we have monthly parents' workshop that aligned with our academic program of work. Literacy, Math and Science Coaches will provide teachers resources and support in a non-evaluative way. Most of the coaches' time will be spent implementing feedback based on the Marzano iObservation practices with teachers, through coaching cycles, meeting teachers where they are to differentiate their support. As the coaches will provide support in the five areas of instructional support for teachers: theory underlying instruction, demonstration of activities, observation of teachers practicing new lessons, feedback and reflection about instruction, and supporting collaboration among teachers weekly in our grade level professional learning communities. They will facilitate frequent professional development meetings devoted to examining samples of student work and assessment data, helping teachers interpret assessment information and use that information to provide more focused instruction based on student needs. Additionally, the coaches will lead Literacy, Math, and Science workshops with parents. The MTSS Coaches will collaborate with the Literacy and Math Coaches about Tier II and III scholar progress. The MTSS Coaches will have a laser-like focus on Tier II and III scholars. Tier II and Tier III scholars will receive an additional small group instruction. (Progress monitoring bi-weekly) The MTSS Coaches will inform the coaches on how to support the teachers during core instruction and on how to differentiate instruction. MTSS coaches will provide adequate professional development as needed on implementing RTI with fidelity and

Name	Position Title	Job Duties and Responsibilities
		integrity. Additionally, they will work with small groups. Professional School Guidance Counselor: Participates in the collection, interpretation, and analysis of school-wide data; provides support for intervention fidelity participates in the planning and provision of social-emotional interventions for classroom and small group. Provides weekly guidance sessions by grade level in the areas of academic achievement, personal/social development and career development, ensuring today's students become the productive, well-adjusted adults of tomorrow. Counselor ensures all 504 plans are followed with fidelity. She will provide teachers with professional development on 504 plans and referrals. The school counselor works directly with the scholar service team and helps to support the MTSS process related to academics and behavior. School Psychologist: Participates in the collection, interpretation, and analysis of data; facilitates the development of intervention plans; provides support for intervention fidelity and documentation; provides technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based making activities. The School Psychologist will support ESE program ongoing. The psychologist may also facilitate small group and 1 on 1 interventions as needed. School Social Worker: Provides services ranging from program design to assessment and intervention facilitates the development of intervention plans; provides support for intervention fidelity and documentation; provides technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based making activities with individual students. In addition to providing interventions, school social worker continues to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success. The School Social Worker will support the ESE program ongoing. The social worker may also facilitate small group and 1 on 1 interventions as needed. Speech-Language will work across grade level to provide appropriate speech-language services. She will offer services addressing the linguistic and metalinguistic foundations of curriculum learning for students with disabilities, as well as other learners who are at risk for school failure, or those who struggle in school settings. Transformation Zone Team will provide ongoing academic and non-academic support to ensure that students are prepared and poised for 100 percent success during their education journey. Melrose is in the Transformation Zone. Within the Transformation Zone, the team will support educators at all levels work collaboratively to build strong schools that enables all students to achieve at or above grade level.
Smith, Jennifer	Assistant Principal	

Name	Position Title	Job Duties and Responsibilities

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. (ESSA 1114(b)(2))

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

School Leadership Team reviewed current data (FAST, EWS, and ESSA) to help determine goals and action steps needed to increase student achievement at our school. In addition, the above data was shared with teachers and school staff. Teachers and staff were given the opportunity to provide input on goals and action steps. SIP data, development, goals, and actions were shared with families during our open house and during our initial SAC meeting.

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's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

SIP will be monitored monthly by the school leadership team. School leadership team will make revisions based on data to determine if action steps require adjusting. It will be shared quarterly with the School Advisory Committee.

Demographic Data	
Only ESSA identification and school grade history updated 3/11/2024	
2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	96%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* Black/African American Students (BLK) Hispanic Students (HSP) Economically Disadvantaged Students (FRL)

School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: B
	2019-20: C
	2018-19: C
	2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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 days	1	26	30	30	37	21	0	0	0	145
One or more suspensions	0	6	4	6	13	5	0	0	0	34
Course failure in English Language Arts (ELA)	0	0	0	0	4	0	0	0	0	4
Course failure in Math	0	0	0	3	0	2	0	0	0	5
Level 1 on statewide ELA assessment	0	0	0	10	18	18	0	0	0	46
Level 1 on statewide Math assessment	0	0	0	9	22	12	0	0	0	43
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	2	7	10	23	5	5	0	0	0	52

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	1	3	3	9	27	13	0	0	0	56

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	9	0	0	0	0	0	9
Students retained two or more times	0	0	0	2	0	0	0	0	0	2

Prior Year (2022-23) As Initially 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 days	33	28	33	37	31	31	0	0	0	193
One or more suspensions	0	2	1	0	0	0	0	0	0	3
Course failure in ELA	0	9	27	25	18	18	0	0	0	97
Course failure in Math	0	0	0	18	14	15	0	0	0	47
Level 1 on statewide ELA assessment	0	0	0	41	12	17	0	0	0	70
Level 1 on statewide Math assessment	0	0	0	18	14	15	0	0	0	47
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	13	0	0	0	0	0	13

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	0	2	0	0	18	17	0	0	0	37

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	10	0	0	0	0	0	10
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) Updated (pre-populated)
Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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 days	33	28	33	37	31	31	0	0	0	193
One or more suspensions	0	2	1	0	0	0	0	0	0	3
Course failure in ELA	0	9	27	25	18	18	0	0	0	97
Course failure in Math	0	0	0	18	14	15	0	0	0	47
Level 1 on statewide ELA assessment	0	0	0	41	12	17	0	0	0	70
Level 1 on statewide Math assessment	0	0	0	18	14	15	0	0	0	47
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	13	0	0	0	0	0	13

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	0	2	0	0	18	17	0	0	0	37

The number of students identified retained:

Indicator	K	1	2	3	4	5	6	7	8	Total
Retained Students: Current Year	0	0	0	10	0	0	0	0	0	10
Students retained two or more times	0	0	0	0	0	0	0	0	0	

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)
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.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	26	54	53	27	55	56	26		
ELA Learning Gains				55			57		
ELA Lowest 25th Percentile				68			85		
Math Achievement*	38	61	59	44	51	50	38		
Math Learning Gains				75			59		
Math Lowest 25th Percentile				88			77		
Science Achievement*	42	62	54	27	62	59	29		
Social Studies Achievement*					65	64			
Middle School Acceleration					52	52			
Graduation Rate					57	50			
College and Career Acceleration						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 (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](https://www.floridacims.org).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	32
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	127
Total Components for the Federal Index	4
Percent Tested	99
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	55
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	384
Total Components for the Federal Index	7
Percent Tested	99
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

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%
SWD	15	Yes	4	2
ELL				
AMI				
ASN				
BLK	30	Yes	1	1
HSP				
MUL				
PAC				
WHT				

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%
FRL	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%
SWD	27	Yes	3	1
ELL				
AMI				
ASN				
BLK	52			
HSP	62			
MUL				
PAC				
WHT				
FRL	55			

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)

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	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			38			42					
SWD	4			42							3	
ELL												
AMI												
ASN												
BLK	22			38			41				4	
HSP												
MUL												

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

Subgroups	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
PAC												
WHT												
FRL	26			38			42				4	

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

Subgroups	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					
SWD	13	37		24	61		0					
ELL												
AMI												
ASN												
BLK	25	53	64	40	72	86	23					
HSP	45	70		70								
MUL												
PAC												
WHT												
FRL	28	54	68	44	76	86	29					

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
All Students	26	57	85	38	59	77	29					
SWD	11	59		22	76		9					
ELL												
AMI												
ASN												
BLK	23	59	92	36	56	75	26					
HSP	38			54								
MUL												
PAC												
WHT												
FRL	26	57	83	39	61	83	29					

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.

| ELA | | | | | | |
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	53%	57%	-4%	54%	-1%
04	2023 - Spring	20%	58%	-38%	58%	-38%
03	2023 - Spring	19%	53%	-34%	50%	-31%

| MATH | | | | | | |
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	39%	62%	-23%	59%	-20%
04	2023 - Spring	53%	66%	-13%	61%	-8%
05	2023 - Spring	31%	61%	-30%	55%	-24%

| SCIENCE | | | | | | |
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	41%	60%	-19%	51%	-10%

III. Planning for Improvement

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

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

Grade 3-5 ELA Proficiency is 25% (2% lower than the prior year)
Scholars in grades 4 and 5 require the most support based on the 2022-2023 FAST ELA data

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

Grades 4 ELA (Current Grade 5 students) - 22-23 FAST ELA data shows a decline from 24% Level 1 to 45% Level 1

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.

Melrose Grades 3-5 ELA FAST Data shows 25% proficiency and the state shows 54% (29% gap)

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

Science increased from 27% to 41%. Over 50% of scholars in grade 5 scored a 3 or higher on the ELA FAST and our science coach pulled small groups in 5th grade with a heavy focus on 4th grade standards.

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

ELA Proficiency
Number of Suspensions

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

ELA Proficiency
Number of Suspensions
Attendance - # of students with 10% or more absences

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

#1. Instructional Practice specifically relating to Benchmark-aligned Instruction

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Based on the 2022-2023 FAST ELA data for grades 3-5, 25% of scholars showed proficiency on this assessment. In grade 3 proficiency was 15% and in 4th grade proficiency was 18%. These are our incoming 4th and 5th grade scholars.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

For 2023-2024, our FAST ELA goal for grades 3-5 will be 41% proficiency and 60% learning gains/60% learning gains for the lowest 25%.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Grade level district module ELA assessments (Monitoring progress of proficiency and gains from prior assessment data)
School-based benchmark ELA assessments (Monitoring progress of proficiency and gains from prior assessment data)

Person responsible for monitoring outcome:

Melanie Hill-Anderson (hill-andersonm@pcsb.org)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

-direct instruction via core and intervention groups
- accelerated instruction via core and intervention groups

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Based on John Hattie's effect sizes: Direct Instruction (.82 effect size); Accelerated Instruction (.72 effect size)

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

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 as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Employ instructional practices that result in students doing the work of the lesson (higher-order questioning, quick demonstration followed by practice, limiting teacher talk, high-quality feedback and opportunities to use that feedback).

Person Responsible: Melanie Hill-Anderson (hill-andersonm@pcsb.org)

By When: December 2023

Ensure instructional supports are in place for all students during core instruction and independence, including supports for students with exceptional needs, as well as extensions/more advanced texts for students above benchmark.

Person Responsible: Melanie Hill-Anderson (hill-andersonm@pcsb.org)

By When: December 2023

Synthesize the benchmarks, benchmark clarifications, and appendices to fully understand the expected outcomes that carry the full weight of the standards.

Person Responsible: Melanie Hill-Anderson (hill-andersonm@pcsb.org)

By When: December 2023

#2. Positive Culture and Environment specifically relating to Early Warning System

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Based on the 2022-2023 Early Warning System data, the number of scholars that received OSS (34) increased and there is a high number of scholars (145) that have 10% or higher number of absences.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Decrease the number of scholars that receive OSS by 10% 20 or less and decreased the number of scholars that are absent 10% or more by 10%.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

- OSS data will be monitored through monthly SBLT meetings
-Attendance data will be monitored bi-weekly through CST meetings

Person responsible for monitoring outcome:

Jennifer Smith (smithjenni@pcsb.org)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

By focusing on PBIS, teachers create an environment that helps all students achieve important behavior for a successful learning environment. PBIS is a multi-tiered framework to teach positive social and cognitive behaviors, PBIS provides strategies for students to engage in the classroom by setting behavioral expectations, positive rewards, and clear consequences. These practices are supported by the physical school environment, effective classroom routines, and behavioral expectations.

Additionally using Restorative practices provides our scholars opportunities to focus on resolving conflict, repairing harm, and healing relationships. RPs support a positive and safe school climate, prevent bullying, and reduce disciplinary incidents. Maintaining a restorative culture mitigates the negative effects of punitive discipline policies that can exacerbate inequity.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Positive Behavioral Interventions and Supports (PBIS) is an evidence-based, tiered framework for supporting students' behavioral, academic, social, emotional, and mental health. When implemented with fidelity, PBIS improves social emotional competence, academic success, and school climate. It also improves teacher health and wellbeing. It is a way to create positive, predictable, equitable and safe learning environments where everyone thrives.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

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 as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

The PBIS team will deliver staff training on PBIS school wide expectations with all staff and provide walkthrough feedback to teachers.

Person Responsible: Melanie Hill-Anderson (hill-andersonm@pcsb.org)

By When: August 2023

The PBIS team teaches/reviews scholar expectations to scholars during PBIS and AVID assemblies for all grade levels.

Person Responsible: Melanie Hill-Anderson (hill-andersonm@pcsb.org)

By When: August 2023 January 2024 April 2024

The behavior support team will proactively support scholars that are tier 2/3 based on MTSS through daily check-in. In addition, they will monitor trends in discipline data to determine next steps and provide targeted support to teachers that require additional assistance with classroom management.

Person Responsible: Melanie Hill-Anderson (hill-andersonm@pcsb.org)

By When: Begins 1st day of school

#3. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Based on the 2021-2022, ESSA data for students with disabilities fell below the 41% index.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

For 2023-2024, our goal is to increase our students with disabilities index to above 41%.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

District module assessment data
District unit assessment data

Person responsible for monitoring outcome:

Melanie Hill-Anderson (hill-andersonm@pcsb.org)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Direct instruction
Accelerated instruction

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Based on John Hattie's effect sizes: Direct Instruction (.82 effect size); Accelerated Instruction (.72 effect size)

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

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 as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Ensure instructional supports are in place for all students with special needs during core instruction and independent instruction

Person Responsible: Melanie Hill-Anderson (hill-andersonm@pcsb.org)

By When: August 2023

Progress monitor scholars with special needs to meet their IEP goals and to determine gains based on school and district assessments.

Person Responsible: Melanie Hill-Anderson (hill-andersonm@pcsb.org)

By When: Baseline Assessments - 9/2023 District/school assessments- Based on school-wide assessment calendar

CSI, TSI and ATSI Resource Review
Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

Pinellas County Schools Superintendent and the Pinellas County School Board have invested in a strong support structure that creates an increasing number of strategies and interventions to support schools in need. The district has robust systems, processes, and measures to continually review the progress in the schools in support of their continued improvement. Data review has informed the various aspects of this plan. It connects several ongoing monitoring systems to support the schools in alignment with the domains for school turnaround: Effective Leadership, Collaborative Teaching, Ambitious Instruction and Learning, Safe and Supportive Environment, and Family and Community Engagement. The Leadership Team will continue to meet weekly to monitor the progress of our Differentiated Accountability (DA) schools. Issues identified in the process include but are not limited to the following: teacher concerns, staffing model, technology, facilities, instructional practices, the effectiveness of School-based Leadership Teams, coaching support model, allocation of resources, progress monitoring, and student performance. The team evaluates identified issues weekly and establishes a plan of action to resolve them effectively and efficiently.

School Improvement funding allocations will be reviewed quarterly at our School Advisory Committee Meetings to ensure resources are allocated based on needs. In addition, 2-3 times a year, the principal will meet with Title 1 to review how Title 1 funds are allocated based on student need.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

Area of Focus Description and Rationale
Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

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

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

Strategically focus on 3-5 teachers and instruction, where acceleration is the focus, by ensuring equitable use of resources including instructional supports, school-based professional development, cycles of coaching, and feedback.

Measurable Outcomes
State the specific measurable outcome the school plans to achieve for each grade below. This should be a data-based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- ◦ Each grade K -3, using the coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment;

- ◦ Each grade 3-5 where 50 percent or more of its students scored below a Level 3 on the most recent statewide, standardized ELA assessment; and

- ◦ Grade 6 measurable outcomes may be included, as applicable.

Grades K-2 Measurable Outcomes

Based on 2022-2023 ELA data: 1st Grade - 57% / 2nd Grade - 63% of scholars scored below the 41st percentile.

For 2023-2024, our STAR ELA goal for grade 1 will be 53% proficient and grade 2 will be 47% proficient.

Grades 3-5 Measurable Outcomes

Based on 2022-2023 ELA data: 3rd Grade - 86% / 4th Grade - 83% of scholars scored below the 41 st percentile,

For 2023-2024, our FAST ELA goal for grades 3-4 will be 41% proficient.

Monitoring

Monitoring
Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will impact student achievement outcomes.

Scholars will be monitored using FAST/STAR; module assessments, and I-Station.

Person Responsible for Monitoring Outcome
Select the person responsible for monitoring this outcome.

Hill-Anderson, Melanie, hill-andersonm@pcsb.org

Evidence-based Practices/Programs

Description:
Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

  ◦ Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?

  ◦ Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?

  ◦ Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

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 alphabetics, 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:
Explain the rationale for selecting practices/programs. Describe the resources/criteria used for selecting the practices/programs.

  ◦ Do the evidence-based practices/programs address the identified need?

  ◦ Do the identified evidence-based practices/programs show proven record of effectiveness for the target population?

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

Action Steps to Implement
List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

  ◦ Literacy Leadership

  ◦ Literacy Coaching

  ◦ Assessment

  ◦ Professional Learning

Action Step	Person Responsible for Monitoring
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 the use of evidence-based curriculum, instruction, and intervention aligned to the B.E.S.T. ELA Standards. § School Literacy Leadership Team plan family reading nights grounded in family friendly evidence-based practices to support the homeschool connection	Hill-Anderson, Melanie, hill-andersonm@pcsb.org
Literacy Coaching § Literacy coaches work with school principals to plan and implement consistent professional learning using strategies that 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.	Hill-Anderson, Melanie, hill-andersonm@pcsb.org
o Assessment § Develop a structure for ongoing formative assessment is in place to determine where instruction should be modified to meet individual student needs § Determine a structure for conducting screening, progress monitoring and diagnostic assessments is in place to identify students with a substantial deficiency in reading.	Hill-Anderson, Melanie, hill-andersonm@pcsb.org
o Professional learning § 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 are provided professional learning sessions on the science of reading and evidence-based literacy instruction, materials, and assessment. § School-based teams provide training to teachers that integrate 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	Hill-Anderson, Melanie, hill-andersonm@pcsb.org

Title I Requirements

Schoolwide Program Plan (SWP) Requirements
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 the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

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. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

Melrose Elementary School will provide information to parents regarding Title I programs in a timely manner using various methods of communication including meetings, letters home, weekly school messenger, (Sunday @ 5:00 p.m.) and the school website. At the Back-2-School & Meet & Greet night / Annual Title I Meeting, Monthly Parent Meetings information about Title I programs, curriculum, and academic assessments will be shared in a general meeting. Teachers will maintain sign-in sheets and provide a copy to the Title One Crate Leader who will also maintain documentation on the dissemination of information, distribution methods, and timelines. Parents will be provided a response form to complete to provide input or to ask questions. The principal will respond by email to all questions left within 24 hours. If a parent is unsatisfied with the school-wide program plan under Section 1114 (b)(2), they will be asked to provide their comments to the principal who will then provide the comments to the Title I office. Our Parent Bulletin Board is located at the front entrance of the school. (Current information displayed)

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 Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

• Describe how the school will implement activities that will build the capacity for strong parent and family activities, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, the community to improve student academic achievement [Section 1118(e)]. Describe the actions the school will take to provide materials and training to help parents work with their child to improve their child s academic achievement [Section 1118(e)(2)]. Include information on how the school will provide other reasonable support for parental involvement activities under Section 1118 as parents may request [Section 1118(e)(14)].
To build a strong partnership between home and school, Melrose Elementary will provide the following:
o Convene in an Annual Title 1 Meeting where parents will learn about the Title I program requirements and rights of parents.
o Materials and specific training to help parents work with their children; for example, Literacy and Mathematics/Science Family Nights
o Hold flexible meetings through the school year. (AM & PM)
o Organized, ongoing, and timely way to involve parents with the improvement, planning and review of the school-wide parent engagement program.
o Provide parents with description and explanation of school curriculum, academic assessment, state's academic content, achievement standards, proficiency levels.
o Provide parents' timely information of activities and programs through bi-weekly newsletters, monthly calendars, school messenger, and messages on school marquee.
o A minimum of two meetings during the school year where parents will have an opportunity to help review, plan for and make suggestions to improve the Title 1 Program, as well as the Parent and Family Engagement Plan and the School-Parent Compact.
o A survey for all parents of participating students to express opinions about the current Title I program

as well as to list ideas and suggestions for improvement and topics for meeting to meet the needs of parents.
o Develop, in collaboration with parents, a clear, long-term strategic plan, with actions and a timeline for parent and family engagement
o Regular meetings (Once a month) throughout the year to formulate suggestions, to participate in decisions related to the education of their children and respond to suggestions as soon as possible.
o Melrose will hold parent conferences where the progress of scholars will be discussed and explained. Teachers will schedule meetings before school, during their planning time, and after school to accommodate parent schedules.
o We will encourage parents to become active members of our School Advisory Council (SAC). More than 50 percent of the members of the SAC are required to be parent (non-employee) representatives. The SAC has the responsibility for developing, implementing, and evaluating the various school level plans, including the School Improvement Plan (SIP) and Parent and Family Engagement (PFEP) We will express to our families in every meeting and newsletter how the school can support him or her with ongoing parental engagement

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 III of the SIP. (ESSA 1114(b)(7)ii))

Melrose Elementary plans to strengthen the academic program by providing opportunities for the following:

Collaborative planning for each grade level occurs 2-3 times a week with a content coach in the areas of ELA, math and science. Administration is present for all grade level planning sessions. These sessions include planning for core instruction and small group instruction.

Teach Like a Champion Professional Development (Engaging Academics); Feedforward from content coaches and administration; Benchmarks- Deep study (review of clarifications and possible misconceptions)

Academic connections to engage families will be executed through our literacy, math/science nights. For our content events, we surveyed parents to get their feedback. In addition, at every SAC meeting, parents will be informed of scholar data on previous assessments.

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). (ESSA 1114(b)(5))

n/a

Optional Component(s) of the Schoolwide Program Plan
Include descriptions for any additional strategies that will be incorporated into the plan.

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. (ESSA 1114(b)(7)(iii)(I))

n/a

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. (ESSA 1114(b)(7)(iii)(II))

Our staff and scholars were introduced to AVID last school year. Our primary focus last school were on organization skills, individual goal setting and visuals of college and career throughout our campus. AVID provides scaffolded support that educators and scholars need to encourage college and career readiness and success. This increases scholar engagement and ownership of their learning. As we move into the 23-24 school year our AVID focus will build on on organization through writing and note-taking.

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 ESSA 1114(b)(7)(iii)(III).

n/a

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. (ESSA 1114(b)(7)(iii)(IV))

Teach Like a Champion Professional Development (Engaging Academics); Feedforward from content coaches and administration; Benchmarks- Deep study (review of clarifications and possible misconceptions); AVID overview and note-taking. PBIS Overview and school-wide discipline strategy boosts monthly.

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

n/a