

Pinellas County Schools

MELROSE ELEMENTARY SCHOOL



2026-27 Schoolwide Improvement Plan

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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

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)

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

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

A. School Mission and Vision

Provide the school's mission statement

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

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

Provide the school's vision statement

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

B. School Leadership Team, 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 Harris

harriscar@pcsb.org

Position Title

Principal

Job Duties and Responsibilities

To lead and monitor the implementation of the plan with fidelity. Make adjustments and recommendations for support as needed.

Leadership Team Member #2

Employee's Name

Brandi Williams

Williamsbran@pcsb.org

Position Title

Assistant Principal

Job Duties and Responsibilities

Support with instructional priorities and cultural goals to support implementation of the priorities for the year.

Leadership Team Member #3

Employee's Name

Jaleesa Ford

fordja@pcsb.org

Position Title

MTSS Coordinator

Job Duties and Responsibilities

To support with the instructional strategies provided, provide professional development and monitor, coach staff where needed with priorities.

Leadership Team Member #4

Employee's Name

Jennifer Bowens

bowensj@pcsb.org

Position Title

Science Coach

Job Duties and Responsibilities

Support with instructional priorities, interventions, provide professional development and coaching to support teachers and staff with implementation of the priorities.

Leadership Team Member #5

Employee's Name

Natasha Baker

bakernat@pcsb.org

Position Title

Math Coach

Job Duties and Responsibilities

Support with instructional priorities, interventions, provide professional development and coaching to support teachers and staff with implementation of the priorities.

Leadership Team Member #6

Employee's Name

Emily Spitzmiller

spitzmillere@pcsb.org

Position Title

Reading Coach

Job Duties and Responsibilities

Support with instructional priorities, interventions, provide professional development and coaching to support teachers and staff with implementation of the priorities.

Leadership Team Member #7

Employee's Name

Melissa Thogmartin

thogmartinm@pcsb.org

Position Title

Math Interventionist

Job Duties and Responsibilities

Support with instructional priorities, interventions, provide professional development and coaching to support teachers and staff with implementation of the priorities.

Leadership Team Member #8

Employee's Name

Kelly Moyer

moyerk@pcsb.org

Position Title

Reading Interventionist

Job Duties and Responsibilities

Support with instructional priorities, interventions, provide professional development and coaching to support teachers and staff with implementation of the priorities.

Leadership Team Member #9

Employee's Name

Deanna Teasdale

teasdaled@pcsb.org

Position Title

Primary ELA Coach

Job Duties and Responsibilities

Support with instructional priorities, interventions, provide professional development and coaching to support teachers and staff with implementation of the priorities.

Leadership Team Member #10

Employee's Name

Lamar Mills

millsla@pcsb.org

Position Title

Success Coach

Job Duties and Responsibilities

Support with cultural priorities, interventions, provide professional development and coaching to support teachers and staff with implementation of the priorities.

Leadership Team Member #11

Employee's Name

Jaime French

frenchja@pcsb.org

Position Title

Behavior Specialist

Job Duties and Responsibilities

Support with cultural priorities, interventions, provide professional development and coaching to support teachers and staff with implementation of the priorities.

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.

The development of the School Improvement Plan (SIP) was a collaborative process that intentionally engaged a variety of stakeholders, including the School Leadership Team, teachers and staff, parents (by invite) and families, students, and community partners. Stakeholder involvement was facilitated through regularly scheduled meetings, which provided opportunities for participants to share concerns, discuss school needs, and offer recommendations for improvement.

During these meetings, stakeholders received updates on the current status of the school, including academic performance data, school culture and climate initiatives, operational priorities, and financial information. Teachers and staff contributed insights regarding instructional practices, student achievement trends, and resource needs. Parents and families provided feedback on communication, family engagement opportunities, and student support services. Students shared perspectives on their educational experiences, school climate, and areas where additional support may be beneficial. Community and business leaders offered input regarding partnerships, mentorship opportunities, and resources that support student success.

Input collected through these discussions was reviewed and analyzed by the School Leadership Team to identify common themes, strengths, and areas for growth. Stakeholder feedback helped inform the school's priorities, goals, and action steps within the SIP. Academic achievement data, school climate information, and stakeholder recommendations were used to ensure that the plan reflects the needs of the school community and supports continuous improvement. This ongoing process of stakeholder engagement promotes transparency, shared decision-making, and collective ownership of the school's improvement efforts.

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)).

The School Improvement Plan (SIP) will be regularly monitored through a systematic process designed to ensure effective implementation and measurable impact on student achievement, with a particular focus on students demonstrating the greatest achievement gaps. The School-Based Leadership Team meets monthly to review progress toward the school's instructional and cultural goals. During these meetings, the team analyzes student achievement data, progress monitoring results, attendance trends, behavior data, and other key performance indicators to determine the effectiveness of implemented strategies and interventions.

To support the successful implementation of the SIP, professional learning opportunities are provided weekly to teachers and staff. These professional development sessions are aligned to the school's improvement goals and are designed to strengthen instructional practices, enhance student engagement, and improve outcomes for all learners. Classroom observations, coaching cycles, and ongoing progress monitoring are utilized to assess the implementation of instructional strategies and to provide targeted support where needed.

The school maintains a continuous improvement process by regularly gathering feedback from stakeholders, including teachers, staff, parents, families, students, and community partners. Stakeholder input is collected through meetings, surveys, and collaborative discussions and is reviewed alongside academic and school culture data. This feedback helps identify successes, challenges, and emerging needs that may require adjustments to the plan.

Based on data analysis and stakeholder feedback, the School-Based Leadership Team will revise and refine action steps, strategies, and resource allocations as necessary to ensure the SIP remains responsive to the needs of students and aligned with state academic standards. This ongoing cycle of monitoring, reflection, and adjustment promotes accountability, fosters stakeholder ownership, and supports continuous improvement in student achievement and school performance.

C. Demographic Data

2026-27 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	ELEMENTARY PK-5
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	100.0%
CHARTER SCHOOL	NO
RAISE SCHOOL	YES
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 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) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2025-26: A 2024-25: B 2023-24: B 2022-23: C 2021-22: B

D. Early Warning Systems

1. Grades K-8

Current Year 2026-27

Using 2025-26 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	24	46	48	49	36	50				253
Absent 10% or more school days	0	21	19	22	11	18				91
One or more suspensions	0	1	1	2	1	2				7
Course failure in English Language Arts (ELA)	0	0	0	0	0	10				10
Course failure in Math	0	0	0	0	0	5				5
Level 1 on statewide ELA assessment	0	0	4	24	2	6				36
Level 1 on statewide Math assessment	0	14	6	16	4	5				45
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	4	24						28
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	0	14	6	16	4					40

Current Year 2026-27

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	10	8	23	9	14				64

Current Year 2026-27

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	3	0	0				3
Students retained two or more times	0	0	0	0	0	0				0

Prior Year (2025-26) 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	
School Enrollment	28	22	49	53	65	48				265
Absent 10% or more school days		25	26	25	37	17				130
One or more suspensions		5	5	1	1	3				15
Course failure in English Language Arts (ELA)					3	1				4
Course failure in Math					2	9				11
Level 1 on statewide ELA assessment				24	8					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)				24						24
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)		19	22							41

Prior Year (2025-26) 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		25	26	25	37	17				130

Prior Year (2025-26) 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										0
Students retained two or more times	1				1					2

2. Grades 9-12 (optional)

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

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

A. ESSA School, District, State Comparison

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 2025-26 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2026			2025			2024		
	SCHOOL	DISTRICT [†]	STATE [†]	SCHOOL	DISTRICT [†]	STATE [†]	SCHOOL	DISTRICT [†]	STATE [†]
ELA Achievement*	56	68	62	38	64	59	40	61	57
Grade 3 ELA Achievement	48	70	61	32	67	59	39	63	58
ELA Learning Gains	60	65	63	60	62	60	61	64	60
ELA Lowest 25th Percentile	95	63	58	80	59	56	87	62	57
Math Achievement*	63	72	66	49	69	64	51	66	62
Math Learning Gains	78	69	64	75	67	63	68	68	62
Math Lowest 25th Percentile	91	56	50	83	56	51	61	58	52
Science Achievement	75	72	62	26	70	58	40	69	57
Social Studies Achievement*			95			92			
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)				67		63		65	61

*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)

2025-26 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	71%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	566
Total Components for the FPPI	8
Percent Tested	98%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2025-26	2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*
71%	55%	56%	32%	55%	53%	

C. ESSA Subgroup Data Review (pre-populated)

2025-26 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	58%	No		
Black/African American Students	69%	No		
Economically Disadvantaged Students	71%	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.

2025-26 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 2024-25	C&C ACCEL 2024-25	ELP PROGRESS
All Students	56%	48%	60%	95%	63%	78%	91%	75%					
Students With Disabilities	42%	45%	65%		46%	68%	82%						
Black/African American Students	52%	46%	58%	94%	62%	74%	90%	73%					
Economically Disadvantaged Students	57%	50%	63%	95%	63%	78%	90%	75%					

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.
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%					

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.

2025-26 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	44%	68%	-24%	60%	-16%
ELA	4	62%	66%	-4%	60%	2%
ELA	5	60%	66%	-6%	61%	-1%
Math	3	53%	71%	-18%	66%	-13%
Math	4	60%	72%	-12%	65%	-5%
Math	5	78%	69%	9%	62%	16%
Science	5	78%	70%	8%	60%	18%

III. Planning for Improvement

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

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

Most Improvement

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

The school-wide reading and science showed the greatest improvements in the 25-26 school year. We implemented a targeted support structure to individualize as much learning as possible for the students.

Lowest Performance

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

3rd Grade Reading showed the lowest proficiency, but significant growth. A strong emphasis on moving students in tiered work was done. A challenge that contributed was the gaps that the group came with from the previous school year.

Greatest Decline

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

There was no decline in any group, however our ELA gains remained the same from the previous year. We were not able to individualize the learning in 4th grade, due to staffing, which could have contributed to the stagnation of gains in ELA.

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.

Third Grade English Language Arts (ELA) demonstrated the greatest gap when compared to the state average. Several factors contributed to this gap, including teacher instability throughout the school year, which impacted instructional consistency and student learning outcomes. Frequent changes in instructional personnel created challenges in maintaining continuity of instruction, implementing interventions with fidelity, and building strong teacher-student relationships that support academic growth.

Additionally, many students entered third grade performing below grade-level expectations based on

prior-year achievement data. These foundational skill deficits, particularly in reading comprehension, vocabulary, and foundational literacy skills, created a larger learning gap that required intensive intervention and support. Data trends indicate that students who began the year significantly below grade level experienced difficulty meeting proficiency benchmarks despite demonstrating growth throughout the year. Moving forward, the school will focus on strengthening instructional consistency, providing targeted interventions, and accelerating foundational literacy development to close achievement gaps and improve third-grade ELA performance.

EWS Areas of Concern

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

Two areas of concern identified through the Early Warning System (EWS) data are student attendance and mathematics achievement. A significant number of students accumulated more than 10% absences during the school year, placing them at risk for chronic absenteeism. Excessive absences reduce instructional time, limit opportunities for academic engagement, and can negatively impact student achievement across all content areas.

Another area of concern is the number of students who earned a Level 1 on the state mathematics assessment. These students demonstrated significant gaps in grade-level mathematical understanding and problem-solving skills, indicating a need for targeted intervention and additional instructional support. Data trends suggest that students with attendance concerns are often among those performing below proficiency levels, highlighting the importance of addressing both attendance and academic performance through a coordinated system of supports and interventions.

Highest Priorities

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

1. **Increase Student Attendance** – Improve overall student attendance and reduce the percentage of students identified as chronically absent (more than 10% absences) to maximize instructional time and student engagement.

2. **Decrease the Number of Level 1 Students in Mathematics** – Provide targeted interventions and differentiated instruction to increase mathematical proficiency, accelerate student learning, and demonstrate greater movement toward grade-level achievement.

3. **Increase Student Vocabulary Acquisition and Participation** – Implement schoolwide vocabulary initiatives to ensure all students actively engage in vocabulary instruction, word study, and vocabulary application activities, resulting in improved word knowledge and reading comprehension.

These priorities were identified through a review of student performance and Early Warning System data and are intended to address the most significant barriers to student success while supporting

continued academic growth across all grade levels.

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.

The school's Area of Focus for all grade levels is the implementation of high-quality small group instruction across all content areas, with a particular emphasis on vocabulary development.

Instruction will intentionally incorporate the study of Greek and Latin roots, word parts, and word decomposition skills to strengthen students' ability to understand and apply academic language.

Through targeted small group instruction, teachers will provide differentiated support that meets students' individual learning needs while accelerating achievement across all subject areas.

This area of focus directly impacts student learning by improving students' reading comprehension, content knowledge, and ability to access grade-level standards. A strong foundation in vocabulary and word analysis skills enables students to decode unfamiliar words, determine meaning within context, and engage more effectively with complex texts. As students develop proficiency in understanding roots, prefixes, suffixes, and word structures, they become more confident readers and communicators, leading to improved performance in reading, mathematics, science, and social studies.

This area was identified as a crucial need through the review of prior-year academic data, including state assessment results, district benchmark assessments, and classroom performance trends. Data analysis revealed that many students experienced challenges with academic vocabulary, comprehension of complex texts, and application of content-specific language across disciplines. Additionally, subgroup performance data indicated achievement gaps that can be addressed through more intentional and differentiated instruction. As a result, the school has prioritized small group instruction focused on vocabulary acquisition and word analysis as a key strategy for increasing student achievement and ensuring all students meet or exceed state academic standards.

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.

Student **reading proficiency** will go from 56% proficient to 60% proficient. Each grade has a goal:

K- 60%

1-70%

2-75%

3rd-60%

4th-60%

5th-70%

Student **math proficiency** will remain at 63%

K- 63%

1-60%

2-80%

3rd-70%

4th-63%

5th-68%

Student **science proficiency** will be 70% proficient.

5th-70%

Monitoring

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

The academic learning team will progress monitor student progress weekly, using short assessment checks to determine if student acquisition of words is supporting their comprehension of reading.

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:

Students will have word parts as a part of their learning each day. Students will be required to use the word in different context. Additionally the school will feature the word part and incentive students for their usage.

Rationale:

Student incentives and participation will increase student motivation to acquire the learning and inform the team of any learning gaps.

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

Morning show reading of the word parts

Person Monitoring:

Dr. Carmen Harris

By When/Frequency:

Daily

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

Students will be given a word part and it will be used in a different context daily. Teachers will build "word-part word walls" and support students in their language learning.

Action Step #2

Students will be given weekly instructional lessons on word parts through their reading each week.

Person Monitoring:

Academic Coaches

By When/Frequency:

Weekly

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

During the planning sessions, words will be identified as highlights to support the word parts of the week. Students are to utilize the word in their writing.

Area of Focus #2

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

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

After reviewing student achievement data from grades 3–5, our leadership team identified vocabulary acquisition and foundational literacy skills as areas requiring targeted improvement. Analysis of state assessment results, classroom assessments, and progress monitoring data revealed that students consistently performed lower in vocabulary development, word analysis, and foundational reading

skills when compared to other English Language Arts domains. These skill deficits impact students' ability to comprehend complex texts, engage in academic discussions, and demonstrate proficiency across all content areas.

As a result, our Area of Focus will center on strengthening vocabulary instruction and foundational literacy skills through intentional, research-based practices. Research demonstrates that vocabulary knowledge is one of the strongest predictors of reading comprehension and overall academic success. According to the National Reading Panel (2000), explicit vocabulary instruction improves students' ability to understand text and supports long-term literacy development. Additionally, research by Beck, McKeown, and Kucan (2013) emphasizes that direct instruction of high-utility academic vocabulary significantly increases students' reading comprehension and communication skills.

Foundational literacy skills, including phonics, word recognition, and decoding, provide the necessary framework for fluent reading. The Science of Reading research indicates that students who develop strong foundational skills are better equipped to access grade-level texts and achieve academic success across disciplines. By focusing on vocabulary acquisition and foundational literacy development, we aim to increase reading proficiency, improve comprehension outcomes, and ensure students have the tools necessary to become confident, successful readers.

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.

During the 2025–2026 school year, school-based assessments and end-of-year assessment data indicated that 35% of students in grades K–5 demonstrated proficiency in vocabulary acquisition and application. Data analysis revealed that vocabulary development was an area of need across grade levels and directly impacted students' reading comprehension and overall academic performance.

For the 2026–2027 school year, the school will implement targeted vocabulary instruction and evidence-based literacy strategies to increase student proficiency. Our measurable goal is to increase the percentage of students in grades K–5 demonstrating proficiency in vocabulary from 35% to 45% as measured by district assessments, school-based assessments, progress monitoring data, and end-of-year achievement results. Progress toward this goal will be monitored throughout the year to ensure instructional effectiveness and provide timely support for students who need additional intervention.

Monitoring

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

Implementation and impact of this Area of Focus will be monitored through a systematic process that includes daily, weekly, and unit-based review of student performance data. Daily monitoring will occur through the implementation of a schoolwide "Word of the Day" routine, where teachers will provide explicit vocabulary instruction and opportunities for students to use newly introduced words in speaking and writing. Classroom walkthroughs and instructional observations will be used to ensure consistent implementation.

Weekly monitoring will focus on student performance on vocabulary usage prompts, classroom assignments, and formative assessments. Teachers will analyze student responses to determine mastery of targeted vocabulary and identify students who may require additional support or intervention.

At the conclusion of each instructional unit, teachers and instructional leaders will review assessment data and isolate vocabulary-related performance indicators to determine the effectiveness of instruction. Data chats and collaborative planning meetings will be used to identify trends, adjust instructional strategies, and provide targeted interventions as needed. This ongoing monitoring cycle will ensure that implementation remains consistent and that progress toward the goal of increasing vocabulary proficiency from 35% to 45% is achieved.

Person responsible for monitoring outcome

Dr. Carmen Harris; Natasha Baker; Emily Spitzmiller

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:

To improve vocabulary acquisition and increase student proficiency from 35% to 45%, the school will implement evidence-based vocabulary and word study practices across grades K–5. Research supports explicit vocabulary instruction, morphology (word parts) instruction, and repeated opportunities for students to apply newly learned vocabulary in authentic contexts as effective strategies for increasing comprehension and overall literacy achievement. Implementation of these interventions will be monitored through classroom walkthroughs, review of student vocabulary prompts and work samples, weekly formative assessments, and unit assessments that isolate vocabulary performance. Teachers and instructional leaders will analyze student data during collaborative planning meetings to determine the effectiveness of the interventions, identify trends, and make instructional adjustments as needed. This ongoing monitoring process will ensure consistent implementation and progress toward the school's measurable vocabulary proficiency goal.

Rationale:

Implementation of these interventions will be monitored through classroom walkthroughs, review of student vocabulary prompts and work samples, weekly formative assessments, and unit assessments that isolate vocabulary performance. Teachers and instructional leaders will analyze student data

during collaborative planning meetings to determine the effectiveness of the interventions, identify trends, and make instructional adjustments as needed. This ongoing monitoring process will ensure consistent implementation and progress toward the school's measurable vocabulary proficiency goal.

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

Word Part of the Week

Person Monitoring:

Emily Spitzmiller

By When/Frequency:

Daily/ Weekly

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

A primary intervention will be the implementation of a ***"Word Part of the Week"*** routine. Each week, students will explicitly learn a targeted word part, such as a prefix, suffix, or root word. Throughout the week, teachers will integrate a different vocabulary word connected to the targeted word part each day, helping students understand word meanings, relationships, and patterns. Students will engage in direct instruction, discussion, reading, and writing activities that reinforce the targeted vocabulary and morphology skills.

Implementation of these interventions will be monitored through classroom walkthroughs, review of student vocabulary prompts and work samples, weekly formative assessments, and unit assessments that isolate vocabulary performance. Teachers and instructional leaders will analyze student data during collaborative planning meetings to determine the effectiveness of the interventions, identify trends, and make instructional adjustments as needed. This ongoing monitoring process will ensure consistent implementation and progress toward the school's measurable vocabulary proficiency goal.

Action Step #2

Can You Use this word?

Person Monitoring:

Emily Spitzmiller; Natasha Baker

By When/Frequency:

Weekly

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

Additionally, students will regularly participate in vocabulary acquisition prompts that require them to demonstrate mastery by defining words, using vocabulary in context, identifying word relationships, and applying newly learned words in speaking and writing. These opportunities will provide students with repeated exposure and practice, which research identifies as critical for long-term vocabulary retention.

Implementation of these interventions will be monitored through classroom walkthroughs, review of student vocabulary prompts and work samples, weekly formative assessments, and unit assessments that isolate vocabulary performance. Teachers and instructional leaders will analyze student data during collaborative planning meetings to determine the effectiveness of the interventions, identify trends, and make instructional adjustments as needed. This ongoing monitoring process will ensure consistent implementation and progress toward the school's measurable vocabulary proficiency goal.

IV. Positive Learning Environment

Area of Focus #1

Positive Behavior and Intervention System (PBIS)

Area of Focus Description and Rationale

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

The school's Area of Focus for all grade levels is strengthening and refining the implementation of the HOUSE System and Positive Behavioral Interventions and Supports (PBIS) framework to further enhance school culture and student engagement. Building on the success achieved during the previous school year, the school will focus on increasing student ownership and understanding of how their individual actions contribute to their HOUSE's success. Through intentional recognition systems, collaborative activities, and consistent expectations, students will be encouraged to demonstrate positive behaviors that support both personal growth and the overall school community.

This area of focus directly impacts student learning by fostering a positive, supportive, and engaging learning environment. Research shows that students who feel connected to their school community and understand behavioral expectations are more likely to attend school regularly, remain engaged in learning, and demonstrate positive academic outcomes. By strengthening the HOUSE System and PBIS practices, students and staff will have increased opportunities to recognize and celebrate one another's achievements, build positive relationships, and reinforce behaviors that contribute to a safe and productive learning environment.

This focus was identified through the review of prior-year school climate, behavior, attendance, and stakeholder feedback data. While the school demonstrated improvement in several key areas, data indicated an opportunity to further strengthen student ownership, accountability, and engagement within the HOUSE and PBIS systems. Stakeholder discussions revealed a need to deepen students' understanding of the impact their choices have on their peers and school community. As a result, the school has prioritized refining these systems to increase student motivation, strengthen school culture, and support continued academic and behavioral success for all students.

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.

Grade levels will have at least 70% of their teachers giving points to their students. The previous year, we had roughly 30% of staff altogether.

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 review point allocations for teachers weekly in our Behavior Team Leader meetings. We will share feedback during staff meetings.

Person responsible for monitoring outcome

Jaime French and Lamar Mills

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:

Review and provide points to students as they make good choices. Students can redeem their points at the school store. We will remain funded and continue provided incentives to the students. Students will participate in the process of running the store.

Rationale:

Students are more motivated to make good choices when there is ongoing recognition of their choices and they are a part of the process of the recognition.

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

Weekly Store with points

Person Monitoring:

Lamar Mills

By When/Frequency:

Weekly

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

Students can purchase items from the store using House Points (through PBIS).

Action Step #2

Students can participate in HOUSE Competitions as a way to support their HOUSE.

Person Monitoring:

Jaime French

By When/Frequency:

Monthly

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

House competitions will take place to support student ownership and build community in the school

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in 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.

<https://melrose-es.pcsb.org/>

We will share our SIP one pager with back-to-school events and parent events. We will also share it on our weekly calls home to families.

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)).

The school is committed to building strong, positive relationships with parents, families, and community stakeholders in order to fulfill the school's mission, support student success, and maintain open communication regarding student progress. Family engagement opportunities will be intentionally designed to encourage collaboration, strengthen connections between home and school, and create meaningful partnerships that benefit students academically, socially, and emotionally. To support these goals, the school will host monthly "Moms Making Moments" meetings and "All Pro Dads" sessions. These programs provide families with opportunities to engage with the school community, build relationships with staff and other parents, and participate in activities that promote student well-being and achievement.

Additionally, the school is launching the "Melrose Parent Partnership Program", which will provide parents with structured opportunities to volunteer, support school initiatives, and participate in the school pantry program to help meet the needs of students and families. The school will also maintain ongoing communication through newsletters, digital platforms, parent conferences, progress reports, and school events to ensure families remain informed about their child's academic progress, attendance, behavior, and available supports. By creating multiple avenues for involvement and communication, the school seeks to foster trust, collaboration, and shared responsibility for student success.

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)).

The school plans to strengthen its academic program by providing ongoing, job-embedded professional development on a weekly basis to ensure that teachers are equipped with current best practices, effective instructional strategies, and high-quality teaching techniques. Professional learning opportunities will focus on improving instructional delivery, data-driven decision-making, student engagement, differentiation, and the implementation of rigorous academic standards. Through continuous professional growth, teachers will be better prepared to meet the diverse needs of students and deliver an enriched and accelerated curriculum.

To increase both the amount and quality of learning time, the school will prioritize and protect instructional time throughout the school day. Academic learning time will be considered sacred, and schedules will be carefully monitored to minimize interruptions and maximize opportunities for teaching and learning. School leaders and staff will work collaboratively to ensure that students have consistent access to high-quality instruction and that classroom time is used effectively to support mastery of grade-level standards.

The school will also monitor student engagement and time on task through regular classroom walkthroughs, observations, and instructional support. School leaders will be visible and proactive in addressing behaviors that may interfere with learning, ensuring that classrooms remain focused, safe, and conducive to academic success. By reducing distractions, maintaining high expectations, and promoting active student participation, the school will create an environment where all students can thrive academically and benefit from a rigorous, engaging, and accelerated learning experience.

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)).

All site based plans work in conjunction with this plan as the primary focus.

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)).

The school is committed to supporting the social-emotional well-being of all students by providing comprehensive counseling, mental health, and specialized support services. All students participate in counseling lessons facilitated by the school's site-based counselor, which focus on developing essential life skills such as self-awareness, self-management, responsible decision-making, relationship building, and conflict resolution. In addition to classroom-based counseling, students have access to targeted small-group support services designed to address specific social, emotional, and behavioral needs.

The school fosters a supportive environment where students are encouraged to self-advocate and seek assistance when needed. Students may request individual counseling sessions and receive personalized support from the school counselor. Through ongoing monitoring and collaboration with teachers, families, and support staff, students are connected with appropriate interventions and resources to help them overcome challenges that may impact their success both inside and outside the classroom.

To further strengthen mental health supports, the school partners with an external mental health provider that offers additional counseling and therapeutic services for students. These services extend beyond the school setting and include support for families, helping to address barriers that may affect student well-being and academic success. By providing access to counseling, mental health resources, family support services, and opportunities for social-emotional growth, the school ensures that students develop the skills necessary to thrive academically, socially, and emotionally.

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)).

Our 5th grade students visit the local college here to learn about programs and opportunities for them

in the future. They also take a visit to 2 state colleges, one HBCU and one state university. This allows students to see the world outside of their neighborhood.

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)).

We use the school-wide PBIS system, in conjunction with the HOUSE system to teach explicit desired behaviors and build community and partnership. We meet with parents of students that have 2 or more referrals from the previous year and develop a plan of support that includes parent actions and school actions. We include our MTSS facilitator and if needed, our ESE coordinator.

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)).

We provide weekly professional development to support learning and produce high quality student outcomes. Teachers and staff are tasked with supporting the initiative and given weekly work to support their work. Our next focus as an administration team is the timely feedback to produce change in real time.

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)).

We have partner read and classroom visits to kindergarten to help them transition and know the structure of elementary school programs.

VI. ATSI, TSI and CSI Resource Review

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

Melrose Elementary works collaboratively with the district to review and evaluate the use of resources that best meet the identified needs of our students. District committees and school-based representatives participate in the selection and evaluation process to ensure resources align with instructional priorities and student achievement goals. School leaders, teachers, and staff provide ongoing feedback regarding the effectiveness of instructional materials and interventions. This collaborative process allows our school team the autonomy to select and implement the resources that are most effective in addressing the unique academic and social-emotional needs of our students.

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).

Our school has the autonomy to determine how best to implement these resources to maximize student success. Core district-provided instructional materials are supplemented with evidence-based programs such as AMIRA, Ron Clark Resources, and additional web-based instructional tools to provide targeted support, enhance engagement, and address the diverse academic needs of all learners.

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2026-27 UniSIG funds but has chosen NOT to apply.

No

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