

Pinellas County Schools

MADEIRA BEACH FUNDAMENTAL K-8



2025-26 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

Madeira Beach Fundamental will provide a rigorous student-centered learning environment to ensure 100% student success by working collaboratively with all faculty, staff, and community stakeholders, by preparing students for college and career readiness in a global society.

Provide the school's vision statement

100% Student Success

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

Melissa Athanson

athansonm@pcsb.org

Position Title

Principal

Job Duties and Responsibilities

The role of the principal is that of an Instructional Leader. Within this realm, my duties are to ensure that all students are placed in the correct courses, with opportunities for advanced and honors classes available to all that are interested. Through this role I ensure that students are being taught the benchmarks and standards with the appropriate amount of rigor. I oversee the hiring and retention of all staff.

Professional Development, coaching, job imbedded collaboration and mentoring of staff are

components of the role of Principal. Additionally, I oversee the key operations of the facility and make sure that we are providing students with a safe and secure learning environment. Lastly, the role of utilizing financial resources in a responsible manner is a critical component of the position.

Leadership Team Member #2

Employee's Name

Carolyn Altenore

altenorec@pcsb.org

Position Title

Assistant Principal

Job Duties and Responsibilities

The APC has been tasked with creating the master schedule for our school. Through this process she coordinates with our families, students and feeder schools to ensure that registration and course selection information is disseminated properly. She works closely with our counselors to make sure that they are reviewing and placing students in the proper courses.

Additional duties include overseeing our ELP program as well as our instructional materials. Lastly, she oversees the implementation and monitoring of all students for academic and behavior concerns within our middle school setting.

Mrs. Altenore will oversee ELA & Reading in our middle school setting, Kindergarten and our elective courses.

Leadership Team Member #3

Employee's Name

Brooke Crandall

crandallb@pcsb.org

Position Title

Assitant Principal

Job Duties and Responsibilities

Mrs. Crandall is our Assistant Principal over our elementary program. Her key areas include overseeing the master schedule, academic progression and management of the elementary school. She coordinates with our families, staff and key stakeholders to ensure that our students receive a quality education.

Mrs. Crandall will oversee the following areas: Grades 2-4 as well as Science and Social studies in the middle school.

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 school leadership team includes our administration, the guidance department, student services members including the school social worker and school psychologist, team leaders for each elementary grade level and middle school department. The administrative leadership team meets weekly, and the full school leadership team meets monthly. Other stakeholders, including students and parents, participate in the School Advisory Committee and provide input on the SIP development process.

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 SIP will be monitored regularly in school leadership meetings and in PLCs held by grade level and/or departments. The PLCs will include data chats and strategy discussions to ensure that action steps are implemented with fidelity and to assess the impact of the strategies on meeting the goals of the SIP. A mid-year review of the SIP will track our progress and provide opportunity for revision of action steps if necessary.

C. Demographic Data

2025-26 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	COMBINATION KG-8
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2024-25 TITLE I SCHOOL STATUS	NO
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	29.4%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2024-25 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD) ENGLISH LANGUAGE LEARNERS (ELL) ASIAN STUDENTS (ASN) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2024-25: A 2023-24: A 2022-23: A 2021-22: A 2020-21: A

D. Early Warning Systems

1. Grades K-8

Current Year 2025-26

Using 2024-25 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment	72	72	72	71	88	88	281	284	281	1,309
Absent 10% or more school days	0	10	7	2	6	8	24	33	31	121
One or more suspensions	0	0	0	0	0	0	3	9	5	17
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	1	0	1
Course failure in Math	0	0	0	0	1	0	1	0	0	2
Level 1 on statewide ELA assessment	0	0	2	8	6	11	23	4	0	54
Level 1 on statewide Math assessment	0	4	6	8	5	4	8	4	6	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	1	0	1	0	0	0	0	2
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	0	1	1	1	1	0	0	0	0	4

Current Year 2025-26

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	2	0	3	2	4	14	3	28

Current Year 2025-26

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

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

Prior Year (2024-25) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days	7	8	10	8	9	10	32	46	60	190
One or more suspensions			1	1			1	3	3	9
Course failure in English Language Arts (ELA)					2			5	4	11
Course failure in Math								2	7	9
Level 1 on statewide ELA assessment				1	4	4	20	11	13	53
Level 1 on statewide Math assessment					1	7	12		14	34
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)		2	2	6						10
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	2	1	5	14	16					38

Prior Year (2024-25) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators				1		3	8		12	24

Prior Year (2024-25) As Last Reported (pre-populated)

The number of students retained:

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

2. Grades 9-12 (optional)

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

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

A. ESSA School, District, State Comparison

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

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

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	81	62	61	80	59	58	69	55	53
Grade 3 ELA Achievement	77	68	62	69	64	59	79	63	56
ELA Learning Gains	65	59	61	70	60	59			
ELA Lowest 25th Percentile	61	52	55	72	53	54			
Math Achievement*	87	66	62	87	62	59	86	61	55
Math Learning Gains	72	63	60	74	59	61			
Math Lowest 25th Percentile	71	55	53	72	51	56			
Science Achievement	87	59	57	81	54	54	78	52	52
Social Studies Achievement*	93	72	74	86	71	72	92	69	68
Graduation Rate		40	72		31	71		44	74
Middle School Acceleration	91	83	75	87	74	71	83	69	70
College and Career Acceleration		19	56		20	54		17	53
Progress of ELLs in Achieving English Language Proficiency (ELP)	59	61		53	59		56	55	

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

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

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

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

2024-25 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	79%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	785
Total Components for the FPPI	10
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
79%	78%	81%	69%	67%		74%

* Any school that was identified for Comprehensive or Targeted Support and Improvement in the previous school year maintained that identification status and continued to receive support and interventions in the 2020-21 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

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

C. ESSA Subgroup Data Review (pre-populated)

2024-25 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	56%	No		
English Language Learners	68%	No		
Asian Students	83%	No		
Black/African American Students	62%	No		
Hispanic Students	76%	No		
Multiracial Students	84%	No		
White Students	79%	No		
Economically Disadvantaged Students	73%	No		

D. Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

2024-25 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	81%	77%	65%	61%	87%	72%	71%	87%	93%	91%			
Students With Disabilities	45%	40%	48%	47%	63%	67%	67%	48%	83%				
English Language Learners	67%		56%		86%	63%							
Asian Students	86%		63%		93%	78%		75%	100%	89%			
Black/African American Students	70%		53%		67%	53%	57%	73%					
Hispanic Students	76%		63%	58%	83%	66%	66%	92%	87%	93%			
Multiracial Students	85%		60%	60%	92%	78%	87%	100%	100%	93%			
White Students	81%	75%	66%	63%	88%	74%	72%	87%	93%	92%			
Economically Disadvantaged Students	72%	72%	58%	53%	81%	70%	73%	82%	91%	82%			
07/2025													

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	80%	69%	70%	72%	87%	74%	72%	81%	86%	87%			
Students With Disabilities	45%	53%	62%	67%	56%	59%	55%	43%	63%	33%			
English Language Learners	80%		58%		93%	75%							
Asian Students	89%		77%		87%	73%		79%	93%	94%			
Black/African American Students	70%		83%	81%	67%	70%	75%		75%				
Hispanic Students	79%		73%	86%	89%	74%	74%	86%	90%	95%			
Multiracial Students	81%		64%		93%	79%	85%	85%	93%	100%			
White Students	79%	71%	69%	67%	87%	73%	71%	81%	86%	86%			
Economically Disadvantaged Students	74%	58%	72%	72%	81%	70%	67%	75%	80%	80%			

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2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	69%	79%			86%			78%	92%	83%			
Students With Disabilities	27%				57%			41%	60%	67%			
Asian Students	77%				92%			88%	93%	100%			
Black/African American Students	39%				61%			40%					
Hispanic Students	76%				85%			76%	93%	86%			
Multiracial Students	76%				87%			85%	100%	100%			
White Students	68%	75%			87%			79%	92%	80%			
Economically Disadvantaged Students	53%	68%			77%			56%	83%	64%			

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

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

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

2024-25 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	77%	65%	12%	57%	20%
ELA	4	80%	62%	18%	56%	24%
ELA	5	82%	61%	21%	56%	26%
ELA	6	79%	61%	18%	60%	19%
ELA	7	83%	59%	24%	57%	26%
ELA	8	81%	59%	22%	55%	26%
Math	3	78%	68%	10%	63%	15%
Math	4	93%	68%	25%	62%	31%
Math	5	85%	65%	20%	57%	28%
Math	6	89%	63%	26%	60%	29%
Math	8	82%	64%	18%	57%	25%
Science	5	90%	67%	23%	55%	35%
Science	8	87%	58%	29%	49%	38%
Civics		93%	78%	15%	71%	22%
Algebra		90%	59%	31%	54%	36%
Geometry		100%	53%	47%	54%	46%
Math	7	* data suppressed due to fewer than 10 students or all tested students scoring the same.				

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?

Maderia Beach is a school that excels academically across all levels and content areas. In reflecting on the previous three years of data our school has made gains in almost all measured areas. Our greatest strides this year have been in 3rd grade proficiency (up from 69% to 77%), Science (81% to 87%) and Civics (86% to 93%). Math and ELA remained consistent with previous year.

Continual performance and gains are attributed to our teacher's knowledge of curriculum standards and benchmarks. Our teacher use of common planning and collaboration additionally contribute to lesson planning and delivery of instruction. Professional development, specifically module training has been a positive impact in our students proficiency.

Lowest Performance

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

Although we made great strides in the 2024-2025 school year, performance in English Language Arts showed the lowest performance. In general, at a proficiency level of 81%, English Language Arts (ELA) scores were lower than scores for other instructional areas (Mathematics, Science, Social Studies). In 2023-2024, overall proficiency in ELA was 80%, with 65% of students making Learning Gains, 61% of L25 students making Learning Gains, and 72% proficiency in 3rd grade. In 2024-2025, the overall proficiency for all ELA areas increased by 1%, from 80% to 81% proficient. However, there was an overall drop in Learning Gains. Overall Learning Gains declined by 5%, from 70% to 65% and the Learning Gains of the L25 students declined by 11%, from 72% to 61%. Proficiency in 3rd grade improved by 5%, from 77% to 82% proficient.

Factors that could have contributed to this performance include:

- Lack of Reading stamina among students
- Lack of being engaged in numerous texts at the same time
- iReady (the program used for Reading classes) is not fully aligned to the new B.E.S.T. standards as students are tested on

Greatest Decline

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

The only data component that showed a decline from the prior year was Algebra proficiency, which dropped to 90% in the 2024-2025 school year from 92% proficient in the 2023-2024 school year. Although this was a slight decline, it was not significant and may have resulted from disruption in instruction due to multiple hurricanes and school site relocation.

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.

All data components were above the state average.

ELA - State average = 57%, Madeira Beach = 81%

Mathematics - State average = 59% proficient overall, 62% on Algebra I and 55% on Geometry, Madeira Beach = 87%, proficient, Algebra I = 90% and Geometry = 100%

Statewide Science Assessment - 55% at the 5th grade level and 49% at the 8th grade level, Madeira Beach = 90% at the 5th grade level and 87% at the 8th grade level

Civics - State average = 71%, Madeira Beach = 93%

EWS Areas of Concern

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

The biggest potential area of concern based on EWS data is the number of students who miss 10% or more days. When students are not present, they are not learning, and this reflects in their performance across all subject areas.

Highest Priorities

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

1. Reading and writing across all content areas involving rigorous texts
2. Collaborative planning across subject areas and grade levels
3. Monitoring with constructive, immediate feedback
4. Improving performance of subgroup students by focusing on Learning Gains and Learning Gains for L25 students

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 ELA

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.

Ensuring that whole group and small group instruction in English Language Arts (ELA) in both reading and writing is designed and implemented according to evidence-based principles and aligned with the B.E.S.T. standards, we will be able to align standards with rigorous expectations for all students in English Language Arts. Teachers will focus on instructional practices that identify critical content, engage students in complex tasks, and use rigorous texts to increase students' background knowledge and literacy skills in all subject areas, including social studies, science, and the arts in order to improve student learning and increase the overall level of proficiency in ELA across all grade levels.

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.

The percent of all students (K-8) achieving ELA proficiency will increase from 81% to 86%, as measured by the Spring 2026 Progress Monitoring 3 Assessment (F.A.S.T.).

The percent of all students in third grade achieving ELA proficiency will increase from 77% to 80%, as measured by the Spring 2026 Progress Monitoring 3 Assessment (F.A.S.T.).

The percent of all students (K-8) making Learning Gains will increase from 65% to 70%, as measured by the Spring 2026 Progress Monitoring 3 Assessment (F.A.S.T.).

The percent of L25 students (K-8) making Learning Gains will increase from 61% to 66%, as measured by the Spring 2026 Progress Monitoring 3 Assessment (F.A.S.T.).

Monitoring

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

STAR Reading Assessment (K-2)

Progress Monitoring Assessment (F.A.S.T.) data in grades 3-8

i-Ready (6-8)

Amira (K-5)

District Writing Assessments

ELA Module Assessments

Middle school benchmark / cycle assessments

Person responsible for monitoring outcome

Carolyn Altenore

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:

1. Explicit and systematic instruction using B.E.S.T./FSASS standards as a non-negotiable for improving student outcomes. 2. Intentional use of lesson plans that incorporate scaffolded / differentiated lessons to meet the needs of all learners.

Rationale:

1. Explicit and systematic instruction that includes full, clear explanations, teacher modeling, providing a "worked-out" sample with full teacher explanation, full guidance during student practice, and teacher corrective feedback. Decades of research clearly demonstrate that for novices (comprising virtually all students), direct, explicit instruction is more effective and more efficient than partial guidance. Teachers are more effective when providing explicit guidance with practice and feedback rather than requiring student discovery while learning new skills/concepts. 2. Scaffolding/ Differentiation consists of teachers responding to variance among learners in the classroom. Teachers can differentiate content, process, products—culminating projects that ask the student to rehearse, apply, and extend what he or she has learned in a unit, and learning environment.

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

Student engagement

Person Monitoring:

Carolyn Altenore

By When/Frequency:

Weekly/Monthly

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

All teachers across all content areas will engage students in immense amounts of reading, academic discourse discussion, and writing using rigorous, grade-level text while providing high-quality feedback and opportunities for students to use that feedback. ELA teachers will use Florida's B.E.S.T. ELA standards and benchmarks and district PCS Modules curriculum to provide all students with consistent opportunities to engage in in complex, grade-level content, knowledge building, and tasks aligned to the rigor of the standard/benchmark. ELA teachers will implement a plan for identifying students not meeting benchmarks, including targeted instruction, and frequently monitoring progress to close gaps early. Administration will complete weekly classroom walk-throughs, monthly planning sessions/PLCs with teachers; conduct department-wide lesson studies and peer observations/demonstrations.

Action Step #2

Instructional Planning

Person Monitoring:

Carolyn Altenore

By When/Frequency:

Ongoing

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

ELA and Reading Teachers receive professional development and coaching related to instruction using B.E.S.T. Benchmarks and district curriculum resources to provide all students with consistent opportunities to engage in complex, grade-level content, knowledge building, and tasks aligned to the rigor of the standard/benchmark. Administration will attend, if possible, and encourage ELA grade-level teams to attend district module rollouts and other professional development opportunities throughout the year.

Action Step #3

Collaborative Planning

Person Monitoring:

Carolyn Altenore

By When/Frequency:

Weekly/Monthly/Ongoing

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

Provide regular structures for planning/PLCs where teachers regularly engage in data/student work analysis as well as intellectual preparation, completing student tasks (i.e., close reading texts, answering teacher-posed questions, annotating texts) and lesson rehearsal including planning for scaffolds that address gaps, or potential misconceptions, in student learning. Common planning will occur weekly among grade level ELA teachers. ELA Department PLCs will occur monthly. Administration will participate in PLC discussions and monitor planning and implementation.

Action Step #4

Targeted Early Intervention with Small Group Support

Person Monitoring:

Carolyn Altenore

By When/Frequency:

Weekly/Ongoing

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

Elementary students will be identified for targeted early intervention and additional small group support in ELA instruction using various data points, including STAR data from grades K-2, and PM1

and PM2 data from grades 3-5. Data will be reviewed weekly during common planning among grade level ELA teachers, monthly during ELA Department PLCs. Administration will participate in PLC discussions and monitor planning and implementation.

Action Step #5

Person Monitoring:

By When/Frequency:

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

Area of Focus #2

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

Instructional Practice specifically relating to Math

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.

By focusing on monitoring whole and small group instruction in Mathematics to ensure instruction is designed and implemented according to evidence-based principles, we will improve the proficiency as well as learning gains for all students in Mathematics. Teachers will focus on implementing evidence-based strategies to meet the needs of each student in order to improve student learning and increase the overall level of proficiency in Mathematics according to the B.E.S.T. standards across all grade levels.

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.

The percent of all students achieving Mathematics proficiency will increase from 87% to 92%, as measured by the 2026 F.A.S.T. Mathematics Achievement.

The percent of all students achieving proficiency in Algebra I will increase from 90% to 95%, as measured by the 2026 Algebra I End of Course Exam.

The percent of all students achieving proficiency in Geometry will maintain 100%, as measured by the 2026 Geometry End of Course Exam.

The percent of all students making Learning Gains in Mathematics will increase from 73% to 80% as measured by Spring 2026 Mathematics testing (F.A.S.T. PM3 and E.O.C for Algebra and Geometry).

The percent of L25 students making Learning Gains in Mathematics will increase from 70% to 80% as measured by Spring 2026 Mathematics testing (F.A.S.T. PM3 and E.O.C for Algebra and Geometry).

Monitoring

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

STAR Math (K-2)
 Cycle Assessment Data (Grades 6-8)
 F.A.S.T. Progress Monitoring Data (Grades 3-8)
 Dreambox
 iXL Diagnostic
 District Benchmark Assessments
 District Topic Assessments

Person responsible for monitoring outcome

Melissa Athanson

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:

1. Teachers will implement use of the B.E.S.T. standards throughout their lessons through collaborative structures. 2. Monitor whole group and small group instruction to ensure instruction is designed and implemented according to evidence-based principles. 3. Support productive struggle in learning mathematics.

Rationale:

1. Understanding of the B.E.S.T. standards - Ensures feedback, professional development, and PLCs support the Florida B.E.S.T. standards and promotes strong alignment between standard, target, and task. 2. Monitoring whole group and small group instruction - Ensures instruction is designed and implemented according to evidence-based principles while allowing implementation of plans for identifying and supporting students not meeting benchmarks in all grades, including targeted instruction, and frequently monitoring progress to ameliorate gaps early 3. Support productive struggle in learning mathematics

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

Instructional Planning

Person Monitoring:

By When/Frequency:

Melissa Athanson

Ongoing

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

Mathematics Teachers will participate in professional development and coaching around instruction using B.E.S.T. Benchmarks and district curriculum resources to provide all students with consistent opportunities to engage in complex, grade-level content, knowledge-building, and tasks aligned to the rigor of the standard/benchmark. Teachers will be provided opportunities to attend district rollouts and other professional development opportunities throughout the year to increase content knowledge and implementation strategies to engage all learners in differentiated lessons.

Action Step #2

Collaborative Planning

Person Monitoring:

Melissa Athanson

By When/Frequency:

Weekly/Monthly/Ongoing

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

Provide regular structures for planning/PLCs where teachers regularly engage in data/student work analysis as well as intellectual preparation, completing student tasks, and lesson rehearsal including planning for scaffolds that address gaps, or potential misconceptions, in student learning. Plan for and utilize multiple forms of formative assessment and use the District Data PLC protocol to game plan to utilize differentiated resources to inform future instruction. Common planning will occur weekly among grade level/course Mathematics teachers. Mathematics Department PLCs will occur monthly. Administration will participate in PLC discussions and monitor planning and implementation.

Action Step #3

Use of Data Analytics to Inform Instruction

Person Monitoring:

Melissa Athanson

By When/Frequency:

Monthly

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

Students will be identified for targeted early intervention and additional small group support in Mathematics instruction using various data points, including Data Analytics, Cycle Assessment data, iXL data, STAR data from grades K-2, and PM1 and PM2 data to inform instruction. Data will be reviewed weekly during common planning among grade level/course Mathematics teachers, and monthly during Mathematics Department PLCs. Administration will participate in PLC discussions and monitor planning and implementation.

Area of Focus #3

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

Instructional Practice specifically relating to Social Studies**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.

By focusing on instruction and differentiation of practice in Social Studies, we will improve the

proficiency level of all students. Teachers will focus on instructional practices that identify critical content and engage students in complex tasks in order to improve student learning and increase the overall level of proficiency in Social Studies across all grade levels. Teachers will monitor whole group and small group instruction to ensure instruction is designed and implemented according to evidence-based principles.

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.

The percent of students achieving proficiency on the Civics EOC will increase from 93% to 98%, as measured by the Spring 2026 administration of the Civics EOC.

Monitoring

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

Classroom observations, teacher/administrator conversations

Progress monitoring assessments and tools

PLCs Cycle Assessment Data

Person responsible for monitoring outcome

Brooke Crandall

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:

1. Reading and writing in the Social Studies content area involving rigorous texts 2. Collaborative planning

Rationale:

1. Reading and writing in the Social Studies content area involving rigorous texts including the use of GForce – Teachers utilize classroom processes to make the critical content explicit to students through organization systems such as interactive student notebooks, learning scales, regular vocabulary exercises or other methods. Utilize supplemental resources and integrate B.E.S.T. with social studies content via Document Based questions (DBQs) project materials that utilize primary documents at varying complexity levels throughout the year coupled with appropriate literacy strategies. Encourage productive-struggle for students as they work throughout the year and ensure they have the time to struggle through document analysis. 2. Collaborative planning - Provide regular structures for planning/PLCs where teachers regularly engage in data/student work analysis as well as intellectual preparation, completing student tasks, and lesson rehearsal including planning for scaffolds that address gaps, or potential misconceptions, in student learning. Civics and all Social Studies teachers utilize systemic documents (curriculum guide, Canvas resources, textbook

materials, DBQ online, Civics Spec Book, GForce) to collaborate on planning and that build the historical timeline and regularly incorporate close reading and writing around historical documents enacting lessons, develop interactive notebooks, create anchor charts, and choose a common instrument for students track and reflect on their data, including growth in historical thinking/ disciplinary literacy skills.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

Instructional Planning

Person Monitoring:

Brooke Crandall

By When/Frequency:

Ongoing

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

Social Studies Teachers participate in professional development and coaching around instruction using B.E.S.T. Benchmarks and district curriculum resources to provide all students with consistent opportunities to engage in complex, grade-level content, knowledge-building, and tasks aligned to the rigor of the standard/benchmark. When possible, attend Co-professional development with ELA and Reading teachers. Opportunities for our grade level teams to attend district rollouts and other professional development occur throughout the year.

Action Step #2

Collaborative Planning

Person Monitoring:

Brooke Crandall

By When/Frequency:

Weekly/Monthly/Ongoing

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

Provide regular structures for planning/PLCs where teachers regularly engage in data/student work analysis as well as intellectual preparation, completing student tasks, and lesson rehearsal including planning for scaffolds that address gaps, or potential misconceptions, in student learning. Plan for and utilize multiple forms of formative assessment and use the District Data PLC protocol to game plan to utilize differentiated resources to inform future instruction. Common planning will occur weekly among grade level/course Social Studies teachers. Social Studies Department PLCs will occur monthly. Administration will participate in PLC discussions and monitor planning and implementation.

Action Step #3

Use of Formative Assessment

Person Monitoring:

Brooke Crandall

By When/Frequency:

Ongoing

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

All Social Studies Teachers will regularly assess (formally and informally) and utilize data to modify

and adjust instruction. Teachers utilize ongoing formative assessment (unit and cycle assessments) and use the information gained to adjust instruction, enrich and reteach, and provide research-based interventions. Administration and teachers will participate in PLC discussions and monitor planning and implementation, especially following Cycle assessment windows.

Area of Focus #4

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

Instructional Practice specifically relating to Science

Area of Focus Description and Rationale

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

By focusing on rigorous instruction that is fully aligned to the standards, collaborative planning based on student data, and monitoring with constructive, immediate feedback for planning differentiated instruction in Science, we will improve the proficiency level of all students. In addition, Nature of Science (NOS) tends to be an area of weakness compared to other reporting categories, such as Earth Science, Life Science, or Physical Science. If we engage students in rigorous instruction, with a focus on embedding Nature of Science standards throughout all Science instruction, overall proficiency in Science should improve. We will improve student learning and increase the overall level of proficiency in Science across all grade levels.

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.

The percent of all students achieving Science proficiency will increase from 87% to 92%, as measured by the Statewide Science Assessment in May 2026.

Monitoring

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

Classroom observations, teacher/administrator conversations, utilizing progress monitoring assessments and tools, and teacher collaboration in common planning/ PLCs

Cycle Assessments (6-8)

District Science Assessments (3-5)

Big Idea Assessments (3-5)

Mock SSA (Grade 8)

Unit Assessments (K-2)

Person responsible for monitoring outcome

Brooke Crandall

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:

1. Increase teacher intentionality of embedding spiraled science standards, including Nature of Science standards, to ensure consistent deepening of learning throughout all grade levels 2. Strengthen teacher ability to utilize formative data from multiple sources to determine gaps in knowledge and opportunities for increased student understanding and proficiency in science

Rationale:

Student performance on Nature of Science (NOS) Standards across all grade levels, as seen on Cycle Assessment data and SSA data has historically been lower than performance on other tested areas - Earth Science, Life Science, and Physical Science standards. By intentionally embedding spiraled science standards as well as NOS standards into rigorous instruction, we can focus on improving these NOS standards, and overall proficiency scores will improve. In addition, we started planning for specific differentiated review of standards that showed low performance on assessments, and students showed growth in their performance on these standards. By continuing to strengthen teacher ability to utilize formative data from multiple sources to determine gaps and plan for differentiated instruction, growth should continue in these areas.

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

Use of rigorous instruction in reading, discussion, and writing with a focus on science curriculum

Person Monitoring:

Brooke Crandall

By When/Frequency:

Ongoing

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

Science teachers will incorporate lessons that use challenging science texts to help build scientific thinking skills and reading stamina. Lessons will include opportunities for students to complete claim, evidence, reasoning tasks that require the testing of a scientific idea and providing written evidence and reasoning for their findings. Lessons will encourage productive struggle for students as they work through vocabulary and comprehension using appropriate strategies.

Action Step #2

Instructional Planning

Person Monitoring:

By When/Frequency:

Brooke Crandall

Ongoing

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

Science Teachers will participate in professional development and coaching around instruction using science benchmarks and district curriculum resources to provide all students with consistent opportunities to engage in complex, grade-level content, knowledge-building, and tasks aligned to the rigor of the standard/benchmark. Administration will attend, if possible, and encourage grade-level teams to attend district rollouts and other professional development opportunities throughout the year.

Action Step #3

Collaborative Planning

Person Monitoring:

Brooke Crandall

By When/Frequency:

Weekly/Monthly/Ongoing

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

Provide regular structures for planning/PLCs where teachers regularly engage in data/student work analysis and utilize systemic documents (Roadmaps, Unit Cards, Test Specs, etc.) to effectively plan for lessons that incorporate rigorous performance tasks, reading analysis, and SSA style practice questions aligned to and within the scope of the standards. Common planning will occur weekly among grade level Science teachers. Science Department PLCs will occur monthly. Administration will participate in PLC discussions and monitor planning and implementation. Administrators monitor teacher practice and provide feedback to support growth through regularly observing science lessons to monitor strategy implementation and use of data in informing instruction.

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.

By focusing on building a positive, productive community to which all stakeholders feel a connection to Madeira Beach Fundamental, we hope to improve the positive culture and environment of the school.

Our Positive Behavior Intervention and Supports school-wide behavior program is the primary way we build a positive school culture for students at Madeira Beach Fundamental. During our pre-school training, we will have PBIS professional development for staff that includes training on school-wide expectations and our school-wide positive reward program using Manta Dollars. Throughout the school year, teachers and administrators will teach students and families about PBIS, expectations, and reward opportunities for Positive Behaviors such as the Manta Store and Manta Drawings.

We will also build a positive school culture by strengthening the community of our classrooms and

school through the use of Targeted Learning groups. These groups provide each student with a connection to an adult at the school, so that students and staff will have an opportunity to build a relationship that is not based solely on academics. Targeted Learning groups provide the school community with an opportunity to build class culture by offering students voice and choice in their targeted learning activities. In addition, Targeted Learning Groups may be used for community circles that provide a chance for each student to share, listen, and make connections, as well as for AVID Academies that provide students with leadership opportunities in implementing school-wide AVID strategies.

Communication between the school and parents is a priority at Madeira Beach Fundamental. Families will receive weekly Connect-Ed messages that highlight initiatives, goals, recommendations, and upcoming events. Throughout the year, parents will have the opportunity to attend several Parent University sessions to learn about curriculum and academic expectations to best support the success of their students.

We will build community and culture with our celebrations and recognitions. Monthly Commitment to Character breakfasts will be held to celebrate achievements in character. We will also hold at least two large community events throughout the year, such as a Fall Festival and our annual Fish Fry to build connections between the entire school community, including staff, students, families, and the community at large.

We will build positive school culture in order to improve attendance. In the 2024-2025 school year, 9.2% of our students had an absence rate of 10% or more. Regular daily attendance is crucial for academic achievement, as well as building the classroom community.

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.

The percent of all students missing 10% or more days will decrease from 9.2% to 7%, as measured by attendance data and the Early Warning System data.

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.

A team that includes administration, counselors, social worker along with other key staff will meet twice a week to hold our Child Study Team. This team will use our data dashboard to monitor students attendance. We will follow district guidelines for students with absences that exceed 10%.

Person responsible for monitoring outcome

Melissa Athanson

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 build a positive, productive community to which all stakeholders will feel a connection, we will implement several strategies. Madeira Beach Fundamental will use several recognitions to motivate and reward students through our Commitment to Character program and our PBIS program. Targeted Learning groups will be used to provide each student with a connection to an adult at the school to have an opportunity to build a relationship with staff and their peers that is not based solely on academics, but rather student voice and choice. These groups will be used to implement restorative practices in the form of community circles. Communication with families is another intervention we will use to increase attendance. Attendance information will be sent to parents as part of the school's weekly communication. When a student is struggling with their daily attendance, the CST will communicate with the parents through phone calls, in-person conferences, or home visits. Through this communication, we will problem solve, develop interventions, and set goals with the parents to work toward improved attendance. In addition, opportunities for parents and families to build connections to the school community are offered through Parent University sessions to provide families with strategies to best support the success of their students, and large community events such as the Fall Festival and our annual Fish Fry.

Rationale:

We feel that students have high numbers of absences from school because they, and/or their families, do not feel a connection to the school community. Parents are an important stakeholder in student attendance. It's important for parents to understand how crucial daily attendance is to both learning and becoming a part of the school community. Sharing this information with parents can help prevent attendance issues. When students are experiencing problems with attendance, including the parents in the problem-solving process is the most effective way to see a decrease in absences. In addition, by focusing on opportunities to build a positive, productive community to which all stakeholders feel a connection, students, and families, will want to be present at school and part of the activities offered at the school. This will help reduce the number of students with high absentee rates.

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

Student Community Building and Recognition

Person Monitoring:

Melissa Athanson

By When/Frequency:

Weekly/Monthly/Ongoing

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

Weekly Targeted Learning groups will meet to allow students to engage in activities related to their voice and choice of interests. These groups may also be used to implement school-wide AVID

strategies and restorative practices in the form of community circles to build a positive, productive community. Manta Store and Manta Drawing opportunities for student recognition will be held monthly (or more frequently) to recognize positive student behaviors. Commitment to Character to breakfasts are held monthly to celebrate achievements in character.

Action Step #2

Stakeholder Community Building

Person Monitoring:

Melissa Athanson

By When/Frequency:

Monthly/Bi-Annually

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

Monthly Commitment to Character breakfasts will be held to invite our stakeholders to be part of our school community and recognition process. Large community events will be held at least twice a year, including the Fall Festival and annual Fish Fry to build connections between the entire school community and all stakeholders. Monthly Parent University sessions will be held in conjunction with our SAC meetings to provide stakeholders with sessions to learn about curriculum and academic expectations to best support the success of their students.

Action Step #3

Attendance Monitoring and Support

Person Monitoring:

Melissa Athanson

By When/Frequency:

Daily/Weekly/Monthly

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

Daily attendance messages are sent to families to ensure that they are aware of their child's absences. Child Study Team meetings will be held twice a month to review attendance concerns and identify steps including home visits, conferences, or direct communication to address attendance concerns. Students who earn perfect attendance will be recognized through monthly Commitment to Character breakfasts or quarterly Open Court celebrations.

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.

No Answer Entered

Positive Relationships With Parents, Families and other Community Stakeholders

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

List the school's webpage where the school's Parental Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

No Answer Entered

Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

No Answer Entered

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other federal, state and local services, resources and programs, such as programs supported under 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)).

No Answer Entered

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

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

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services and other strategies to improve students' skills outside the academic subject areas (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

No Answer Entered

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

No Answer Entered

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

No Answer Entered

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

No Answer Entered

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

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

Process to Review the Use of Resources

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

No Answer Entered

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).

No Answer Entered

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2025-26 UniSIG funds but has chosen NOT to apply.

No

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