

Pinellas County Schools

MADEIRA BEACH FUNDAMENTAL K-8



2024-25 Schoolwide Improvement Plan

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School Board Approval

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

SIP Authority

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

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

ADDITIONAL TARGET SUPPORT AND IMPROVEMENT (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.
TARGETED SUPPORT AND IMPROVEMENT (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.
COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)
A school can be identified as CSI in any of the following four ways: 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

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

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

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

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

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

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

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

Purpose and Outline of the SIP

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

I. School Information

A. School Mission and Vision

Provide the school's mission statement

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

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

Chris Ateek

Position Title

Principal

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #2

Employee's Name

Carolyn Altenore

Position Title

Assistant Principal

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #3

Employee's Name

Brooke Crandall

Position Title

Assistant Principal

Job Duties and Responsibilities

No Answer Entered

C. Stakeholder Involvement and Monitoring

Stakeholder Involvement and SIP Development

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

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

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

SIP Monitoring

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

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.

D. Demographic Data

2024-25 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
2023-24 TITLE I SCHOOL STATUS	NO
2023-24 MINORITY RATE	25.4%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	28.9%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 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>	2023-24: A 2022-23: A* 2021-22: A 2020-21: 2019-20: A

E. Early Warning Systems

1. Grades K-8

Current Year 2024-25

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days	7	8	10	8	9	10	32	46	60	190
One or more suspensions	0	0	1	1	0	0	1	3	3	9
Course failure in English Language Arts (ELA)	0	0	0	0	2	0	0	5	4	11
Course failure in Math	0	0	0	0	0	0	0	2	7	9
Level 1 on statewide ELA assessment	0	0	0	1	4	4	20	11	13	53
Level 1 on statewide Math assessment	0	0	0	0	1	7	12	0	14	34
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. (only applies to grades K-3)	0	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

Current Year 2024-25

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	1	0	3	8	0	12	24

Current Year 2024-25

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

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

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

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days	6	7	10	4	15	11	31	51	64	199
One or more suspensions			1	1	1		4	4	23	34
Course failure in ELA					1					1
Course failure in Math										0
Level 1 on statewide ELA assessment				3	11	4	35	29	51	133
Level 1 on statewide Math assessment				4	9	1	17	31	29	91
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. (only applies to grades K-3)										0

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

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators			1		4		16	25	27	73

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

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year										0
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

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

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

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	80			69	55	53	70	55	55
ELA Grade 3 Achievement **	69			79	63	56			
ELA Learning Gains	70						57		
ELA Learning Gains Lowest 25%	72						44		
Math Achievement *	87			86	61	55	81	34	42
Math Learning Gains	74						68		
Math Learning Gains Lowest 25%	72						59		
Science Achievement *	81			78	52	52	73	57	54
Social Studies Achievement *	86			92	69	68	89	57	59
Graduation Rate					44	74		49	50
Middle School Acceleration	87			83	69	70	80	44	51
College and Career Readiness					17	53		65	70
ELP Progress	77				56	55		69	70

*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)

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	78%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	778
Total Components for the FPPI	10
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
78%	81%	69%	67%		74%	75%

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

C. ESSA Subgroup Data Review (pre-populated)

2023-24 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	54%	No		
English Language Learners	77%	No		
Asian Students	85%	No		
Black/African American Students	74%	No		
Hispanic Students	83%	No		
Multiracial Students	85%	No		
White Students	77%	No		
Economically Disadvantaged Students	73%	No		

2022-23 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	50%	No		
Asian Students	90%	No		
Black/African American Students	47%	No		
Hispanic Students	83%	No		
Multiracial Students	90%	No		
White Students	80%	No		
Economically Disadvantaged Students	67%	No		

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	42%	No		
English				

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Language Learners				
Native American Students				
Asian Students	80%	No		
Black/African American Students	52%	No		
Hispanic Students	73%	No		
Multiracial Students	58%	No		
Pacific Islander Students				
White Students	69%	No		
Economically Disadvantaged Students	58%	No		

D. Accountability Components by Subgroup

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

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	80%	69%	70%	72%	87%	74%	72%	81%	86%	87%			77%
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%			
06/2024													

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%			

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2020-21	C&C ACCEL 2020-21	ELP PROGRESS
All Students	70%		57%	44%	81%	68%	59%	73%	89%	80%			
Students With Disabilities	31%		43%	38%	46%	46%	41%	35%	54%				
English Language Learners													
Native American Students													
Asian Students	73%		55%		92%	82%		85%	86%	85%			
Black/African American Students	45%		54%	47%	45%	57%	63%						
Hispanic Students	71%		65%	48%	81%	69%	67%	73%	96%	86%			
Multiracial Students	55%		49%	21%	72%	64%	50%	57%	75%	82%			
Pacific Islander Students													
White Students	71%		56%	44%	82%	68%	59%	73%	90%	79%			
Economically Disadvantaged Students	53%		49%	45%	63%	57%	49%	61%	75%	69%			

08/06/2024

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

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

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

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

III. Planning for Improvement

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

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

Most Improvement

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

The data component that showed the most improvement was our overall proficiency in English Language Arts (ELA). In 2022-2023, our overall proficiency in ELA was 69%. In 2023-2024, the overall proficiency for all ELA areas increased by 11% to 80% proficient. The factors that contributed to this improvement was collaborative planning among English Language Arts teachers as well as the use of district provided modules for English Language Arts Instruction. Finally, the B.E.S.T. benchmarks help teachers understand what students need to know and be able to focus their planning and instruction on the specific requirements of the benchmarks.

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 2023-2024 school year, the data component showing the lowest overall performance is English Language Arts. In general, at a proficiency level of 80%, English Language Arts (ELA) scores were lower than scores for other instructional areas (Mathematics, Science, Social Studies). There were several factors that occurred in the 2023-2024 school year for English Language Arts that could have contributed to this performance, including:

- 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.

We experienced declines in three areas: overall proficiency in Algebra I, overall proficiency in Geometry, and overall proficiency in Social Studies (Civics). Our overall proficiency in Algebra dropped from 94% proficient in 2022-2023 to 92% proficient in 2023-2024, and our overall proficiency in Geometry dropped from 100% proficient in 2022-2023 to 98% proficient in 2023-2024. The only data component that declined significantly from the prior year was Social Studies (Civics). In

2022-2023, the proficiency level was 92%, while in 2023-2024, the proficiency level dropped to 86%. There were several factors during the 2023-2024 school year for Social Studies that could have contributed to this decline, including having numerous teachers teaching the Civics course (including some teachers who had not taught Civics before) and a Civics teacher leave of absence during the year that affected collaborative planning among the group of Civics teachers

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. The state average for ELA is 53%, while our proficiency is 80%. The state average for Mathematics is 56% proficient on the F.A.S.T./B.E.S.T. , 50% proficient on Algebra I, and 52% on Geometry. Our proficiency is 87% overall for all Mathematics areas, with 92% proficiency on Algebra I and 98% proficiency on Geometry. The state average for the Statewide Science Assessment is 53% at the 5th grade level and 45% at the 8th grade level, while our proficiency is 84% at the 5th grade level and 80% at the 8th grade level. The state average for Civics is 67%, while our proficiency is 86%

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

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

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

By focusing on 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 implement aligned standards with rigorous expectations for all students in English Language Arts. Teachers will focus on instructional practices that identify critical content and engage students in complex tasks as well as 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

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 80% to 83%, as measured by the Spring 2025 Progress Monitoring Assessment (F.A.S.T.).

The percent of Grade 3 students achieving ELA proficiency will increase from 70% to 80%, as measured by the Spring 2025 Progress Monitoring Assessment (F.A.S.T.).

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.

STAR Reading Assessment (K-2)

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

i-Ready (6-8)

Istation (K-5)

District Writing Assessments

ELA Module Assessments

Exit Tickets

Early Literacy Assessment (K)

Person responsible for monitoring outcome

Brooke Crandall

Evidence-based Intervention:

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

Description of Intervention #1:

1. Explicit and systematic instruction using B.E.S.T./FSASS standards as a non-negotiable for improving student outcomes. 2. Scaffolded/Differentiated instruction

Rationale:

1. Explicit and systematic instruction: instructional practice for novices in learning new content, skill, or concept: 1) full, clear explanations, 2) teacher modeling, 3) Provide a "worked-out" sample with full teacher explanation, 3) Full guidance during student practice, 4) 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 the efforts of teachers to respond 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

Action Steps to Implement:

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

Action Step #1

Use of reading, discussion, and writing across the curriculum - All teachers prioritize engaging students in immense amounts of reading, academic discourse discussion, and writing with feedback ensuring ample time is given to students to read, closely read and annotate, and write appropriate grade-level text (while applying foundational skills) with high-quality feedback and opportunities to use that feedback. ELA teachers will use Florida's B.E.S.T. ELA standards and benchmarks as a non-negotiable for improving student outcomes by using 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; and make strategic decisions about implementation of the curriculum to maximize impact on student learning. ELA teachers will implement a plan for identifying students not meeting benchmarks, including targeted instruction, and frequently monitoring progress to close gaps early.

Person Monitoring:

Brooke Crandall

By When/Frequency:

Weekly/Monthly

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

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

Professional Development - ELA and Reading Teachers receive 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.

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:

Administration will attend, if possible, and encourage grade-level teams to attend rollouts and other PD opportunities throughout the year.

Action Step #3

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 (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.

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:

ELA/Reading Teachers will attend biweekly PLCs before, during, or after school. Administration will participate in PLC discussions and monitor planning and implementation.

Action Step #4

Targeted Early Intervention with Small Group Support

Person Monitoring:

Brooke Crandall

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.

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**

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

By focusing on monitoring whole group and small group instruction in Mathematics to ensure instruction is designed and implemented according to evidence-based principles, we will improve the proficiency of 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

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 90%, as measured by the 2025 F.A.S.T. Mathematics Achievement. E.O.C. Algebra will increase from 92% to 95% and E.O.C. Geometry Achievement will increase from 98% to 100% as reported on the School Grade Report.

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.

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

Carolyn Altenore

Evidence-based Intervention:

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

Description of Intervention #1:

1. Gain a deep understanding of the B.E.S.T. standards as a non-negotiable for improving student outcomes. 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. Gain a deep understanding of the B.E.S.T. standards as a non-negotiable for improving student outcomes - ensure feedback, professional development, and PLCs support the Florida B.E.S.T. standards and promote strong alignment between standard, target, and task. 2. Monitor whole group and small group instruction to ensure instruction is designed and implemented according to evidence-based principles - implement a plan for identifying 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:

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

Action Step #1

Professional Development - Mathematics Teachers receive 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.

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:

Administration will attend, if possible, and encourage grade-level teams to attend rollouts and other PD opportunities throughout the year.

Action Step #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. 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.

Person Monitoring:

Carolyn Altenore

By When/Frequency:

Weekly/Bi-Weekly

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

Mathematics Teachers will attend biweekly PLCs before, during, or afterschool. 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

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

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

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 86% to 90%, as measured by the Spring 2025 administration of the Civics EOC.

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.

Classroom observations, teacher/administrator conversations

Progress monitoring assessments and tools

PLCs Cycle Assessment Data

Person responsible for monitoring outcome

Chris Ateek

Evidence-based Intervention:

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

Description of Intervention #1:

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 – 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. Following the DBQ method through the writing stage (three incorporated into their Year at a Glance calendar). 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 History teachers utilize systemic documents (curriculum guide, Canvas resources, textbook materials, DBQ online, Civics Spec Book) 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. The instrument includes space for student reflection and “next steps.”

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

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

Action Step #1

Professional Development – Social Studies Teachers receive 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.

Person Monitoring:

Chris Ateek

By When/Frequency:

Ongoing

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

Administration will attend, if possible, and encourage grade-level teams to attend rollouts and other PD opportunities throughout the year.

Action Step #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. 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. Planning will be inclusive of ‘data chats’ to review student responses to tasks and formative assessments and plan for instructional lessons that include text dependent questions, close and critical reading and skill/strategy-based groups to implement during core instruction to support success with complex texts.

Person Monitoring:

Chris Ateek

By When/Frequency:

Weekly/Bi-weekly

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

Social Studies Teachers will attend biweekly PLCs before, during, or afterschool. Administration will participate in PLC discussions and monitor planning and implementation.

Action Step #3

Formative Assessment - 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.

Person Monitoring:

Chris Ateek

By When/Frequency:

Ongoing

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

Administration will monitor data PLCS, especially following Cycle assessment windows and participate in PLC discussions and monitor implementation of response plans.

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**

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

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

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 81% to 85%, as measured by the Statewide Science Assessment in May 2025.

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.

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

Chris Ateek

Evidence-based Intervention:

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

Description of Intervention #1:

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:

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

Action Step #1

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

Person Monitoring:

Chris Ateek

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. 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

2. Professional Development – Science Teachers receive professional development and coaching around instruction using Science standards 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.

Person Monitoring:

Chris Ateek

By When/Frequency:

Ongoing

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

Administration will attend, if possible, and encourage science teams to attend rollouts and other PD opportunities throughout the year.

Action Step #3

3. Collaborative Planning – 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.

Person Monitoring:

Chris Ateek

By When/Frequency:

Bi-weekly/Monthly

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

Science Teachers will attend biweekly PLCs before, during, or after school. Science teachers will intentionally plan lessons that will include the use of embedded Nature of Science standards and Scientific Thinking Skills, as well as spiraled science standards for review. 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. Guide teachers in strategy walks of other classrooms based on evidence of implementation of high yield strategies.

IV. Positive Culture and 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 “homeroom” 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. Homeroom groups will 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 by improving attendance. In the 2023-2024 school year, 14.3% 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 14.3% to 10%, 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.

Student attendance will be monitored by the individual classroom teachers who will document when attendance is a concern with guidance counselors and/or families. They will refer student attendance problems to the Child Study Team.

The Child Study Team consists of the Administration, School Social Worker, Guidance Counselors, School Psychologist, and Data Management Technician. The team meets twice a month. During the meetings, student absences are monitored through the Attendance Dashboard. The Child Study Team will address the attendance issues of students that are flagged in the attendance dashboard and those referred by teachers. Progressive steps will be taken to improve student attendance.

Person responsible for monitoring outcome

Chris Ateek

Evidence-based Intervention:

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

Description of Intervention #1:

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. Homeroom 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. 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 #1**

Student Community Building and Recognition

Person Monitoring:

Chris Ateek

By When/Frequency:

Monthly/Ongoing

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

Bi-monthly (or more frequent) “homeroom” groups will meet 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 breakfasts are held monthly to celebrate achievements in character.

Action Step #2

Stakeholder Community Building

Person Monitoring:

Chris Ateek

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 our Fall Festival and our 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:

Chris Ateek

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 weekly 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 ESEA Section 1114(b). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

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

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

No Answer Entered

Positive Relationships With Parents, Families and other Community Stakeholders

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

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

No Answer Entered

Plans to Strengthen the Academic Program

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

No Answer Entered

How Plan is Developed

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

No Answer Entered

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

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

Improving Student's Skills Outside the Academic Subject Areas

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

No Answer Entered

Preparing for Postsecondary Opportunities and the Workforce

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

No Answer Entered

Addressing Problem Behavior and Early Intervening Services

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

No Answer Entered

Professional Learning and Other Activities

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

No Answer Entered

Strategies to Assist Preschool Children

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

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

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

Process to Review the Use of Resources

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

No Answer Entered

Specifics to Address the Need

Identify the specific resource(s), rationale (i.e., data) and plan 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 2024-25 UniSIG funds but has chosen not to apply.

No

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