

Pinellas County Schools

MADEIRA BEACH FUNDAMENTAL K-8



2026-27 Schoolwide Improvement Plan

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School Board Approval

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

SIP Authority

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

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

The Department's SIP template meets:

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

Purpose and Outline of the SIP

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

I. School Information

A. School Mission and Vision

Provide the school's mission statement

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.

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 middle 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.

Leadership Team Member #3

Employee's Name

Cali Kulavic

kulavicc@pcsb.org

Position Title

Assistant Principal

Job Duties and Responsibilities

Focus for instructional leadership are in the areas of: K,1,2 and electives throughout the building. She will oversee the master schedule & testing schedule for elementary.

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

2026-27 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
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	34.6%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD) 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>	2025-26: A 2024-25: A 2023-24: A 2022-23: A 2021-22: A

D. Early Warning Systems

1. Grades K-8

Current Year 2026-27

Using 2025-26 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment	68	72	70	74	84	88	262	276	277	1,271
Absent 10% or more school days	0	2	5	8	5	7	21	23	37	108
One or more suspensions	0	0	0	0	0	1	0	3	4	8
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide ELA assessment	0	0	4	3	0	4	13	14	17	55
Level 1 on statewide Math assessment	0	6	2	7	4	4	10	2	11	46
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	0	0	0	0	0	0	0	0	0	0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	0	3	1	0	0	0	0	0	0	4

Current Year 2026-27

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	2	3	0	3	5	4	10	27

Current Year 2026-27

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	0	0	0	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 (2025-26) As Last Reported (pre-populated)

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

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

Prior Year (2025-26) As Last Reported (pre-populated)

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

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

Prior Year (2025-26) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year										0
Students retained two or more times										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 2025-26 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2026			2025			2024		
	SCHOOL	DISTRICT [†]	STATE [†]	SCHOOL	DISTRICT [†]	STATE [†]	SCHOOL	DISTRICT [†]	STATE [†]
ELA Achievement*	81	66	64	81	62	61	80	59	58
Grade 3 ELA Achievement	83	69	64	77	68	62	69	64	59
ELA Learning Gains	65	62	62	65	59	61	70	60	59
ELA Lowest 25th Percentile	61	53	55	61	52	55	72	53	54
Math Achievement*	90	68	64	87	66	62	87	62	59
Math Learning Gains	79	64	61	72	63	60	74	59	61
Math Lowest 25th Percentile	75	54	52	71	55	53	72	51	56
Science Achievement	85	61	60	87	59	57	81	54	54
Social Studies Achievement*	92	75	77	93	72	74	86	71	72
Graduation Rate		49	77		40	72		31	71
Middle School Acceleration	97	81	79	91	83	75	87	74	71
College and Career Acceleration		14	61		19	56		20	54
Progress of ELLs in Achieving English Language Proficiency (ELP)					59	61		53	59

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

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

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

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

2025-26 ESSA FPPI						
ESSA Category (CSI, TSI or ATSI)						N/A
OVERALL FPPI – All Students						81%
OVERALL FPPI Below 41% - All Students						No
Total Number of Subgroups Missing the Target						0
Total Points Earned for the FPPI						808
Total Components for the FPPI						10
Percent Tested						100%
Graduation Rate						
ESSA OVERALL FPPI HISTORY						
2025-26	2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*
81%	79%	78%	81%	69%	67%	

C. ESSA Subgroup Data Review (pre-populated)

2025-26 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	65%	No		
English Language Learners	67%	No		
Asian Students	91%	No		
Black/African American Students	76%	No		
Hispanic Students	81%	No		
Multiracial Students	89%	No		
White Students	81%	No		
Economically Disadvantaged Students	78%	No		

D. Accountability Components by Subgroup

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

2025-26 ACCOUNTABILITY COMPONENTS BY SUBGROUPS										
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.
All Students	81%	83%	65%	61%	90%	79%	75%	85%	92%	97%
Students With Disabilities	47%	82%	52%	50%	67%	65%	60%	60%	67%	100%
English Language Learners	47%		56%		84%	81%				
Asian Students	86%		75%		95%	90%		100%	90%	100%
Black/African American Students	75%		69%	71%	84%	79%	77%			
Hispanic Students	78%		65%	61%	90%	83%	79%	85%	91%	100%
Multiracial Students	92%		76%		93%	81%		91%	93%	100%
White Students	81%	85%	64%	61%	90%	78%	73%	85%	92%	97%
Economically Disadvantaged Students	76%	83%	61%	64%	87%	73%	74%	81%	84%	92%

2024-25 ACCOUNTABILITY COMPONENTS BY SUBGROUPS										
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.
All Students	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%

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

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

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

2025-26 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	83%	68%	15%	60%	23%
ELA	4	80%	66%	14%	60%	20%
ELA	5	66%	66%	0%	61%	5%
ELA	6	83%	64%	19%	62%	21%
ELA	7	80%	63%	17%	62%	18%
ELA	8	83%	62%	21%	60%	23%
Math	3	82%	71%	11%	66%	16%
Math	4	89%	72%	17%	65%	24%
Math	5	89%	69%	20%	62%	27%
Math	6	94%	63%	31%	60%	34%
Math	8	83%	62%	21%	61%	22%
Science	5	84%	70%	14%	60%	24%
Science	8	85%	59%	26%	52%	33%
Civics	7	92%	89%	3%	77%	15%
Algebra	7	100%	97%	3%	96%	4%
Algebra	8	99%	81%	18%	84%	15%
Geometry	8	96%	97%	-1%	95%	1%
Civics	8	* 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 when compared to the district and the state. This past year our greatest area for improvement was in middle school mathematics and in 3rd grade proficiency to an all-time high of 83%. 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 targeting use of data tracking in conjunction with small group interventions has caused growth in this area.

Lowest Performance

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

Our school achieves across all content areas. An area that we can improve on is in learning gains, especially in ELA. Our students are demonstrating proficiency in the 80% range but only in mid 60's percentile for gains.

Greatest Decline

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

Our greatest area of decline was in our 5th grade students. In both ELA and in Math that had a significant drop in their performance. The teachers within the grade level are veterans and have a past history of excelling with their students. We will implement the use of benchmark and module assessments with fidelity for this upcoming school year to monitor any areas for growth prior to PM3.

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.

Our school scores well above state average in all areas.

ELA - 81%

Math - 90%

Civics - 92%

Science- 85%

Acceleration - 98%

3rd grade proficiency - 83%

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 (108) 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. Data driven instruction that is used to differentiate to meet the needs of all learners
4. Improving performance of subgroup students by focusing on Learning Gains and Learning Gains for L25 Gains

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 Benchmark-aligned instruction

Area of Focus Description and Rationale

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

Based on 2025 / 2026 school wide data we have shown improvement in several areas, but continued growth and improvement can still occur. Throughout this school year our teachers have been provided with common planning with a focus of ensuring that instruction is curriculum and benchmark based. We will continue to improve this process in the following areas:

ELA:

STAR / ELFAC data in K-2 indicates that implementation of UFLI has been successful and our scores are higher than in previous years. Our teachers will continue to implement this program with consistency. ELFAC assessments will occur 5 times this school year and data from these assessments will be used to create small group intervention groups.

FAST: data in grades 3-8 indicate that our student body is comprised of proficient readers overall. Our deficits within these grade levels are in maintaining proficiency level and growing within the scale scores. Our efforts need to focus on differentiating to meet the needs of all learners, especially in the area of rigor. Instructional implementation should be focused on delivery of instruction at the benchmark and higher consistently. Intervention groups should be data driven.

MATH:

FAST: data indicates that in grades 3-8 we are increasing in proficiency and gains in almost all areas. Proficiency is 90% and both learning gains and L25 gains are in the 70% area. Our algebra students had 99% proficiency and geometry scores at 96% proficient. This past year there was a greater emphasis on data driven discussions, collaborative planning and use of monitoring consistently. This will continue as an area of focus through this next school year.

STAR Math

Civics:

Data indicates that our students excel in content comprehension. Continued use of common planning with a focus on collaboration, use of writing along with rigorous texts and small group interventions will be an area of focus.

Science:

SSA grades 5 & 8 saw a slight dip in our overall proficiency by 2% points. A key area of focus will be on increasing the use of writing, reading complex nonfiction text and intentional instructional planning. Data from assessments should guide spiral instruction and remediation of key concepts.

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.

Proficiency in English Language Arts will increase by 4% from 81% in 2026 to 86% in 2027 as measured by the FAST Assessment (Florida Assessment of Student Thinking).

Proficiency in Grade 3 English Language Arts will increase by 2% from 83% in 2026 to 85% in 2027 as measured by the FAST Assessment (Florida Assessment of Student Thinking).

Proficiency in Mathematics will increase by 2% from 90% in 2026 to 92% in 2027 as measured by the FAST Assessment (Florida Assessment of Student Thinking).

Proficiency in Science will increase by 2% from 85% in 2026 to to 87% in 2027 as measured by SSA (Science State Assessment)

Proficiency in Civics will increase by 3% from 92% in 2026 to 95% in 2027 as measured by the FAST Assessment (Florida Assessment of Student Thinking).

Grades 4-8 will demonstrate an increase in learning gains by 5% in ELA & in Math.

Monitoring

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

STAR Reading / ELFAC Assessment (K-2)

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

Amira (K-5)

District Writing Assessments

ELA Module Assessments Middle school benchmark / cycle assessments

Civics and Science benchmark / cycle assessments

Person responsible for monitoring outcome

Melissa Athanson and 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:

Description of Intervention #1: Explicit and systematic instruction using B.E.S.T. standards as a non-negotiable for improving student outcomes.

Rationale:

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. Teachers need to have a firm understanding of what the benchmarks are and at what level they need to teach to achieve mastery.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

Intentional use of lesson plans that incorporate scaffolded /differentiated lessons to meet the needs of all learners in addition to addressing the Level 4 & Level 5 achievement level descriptors.

Rationale:

Teachers must do the work prior to providing instruction to the students. It is essential through collaborative planning that our teachers determine how to enrich our students past the level 3 of the benchmark, how they will engage students through academic discourse and how they will allow for groupings that are data driven (constantly evolving).

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:

Melissa Athanson, Carolyn Altenore, Cali Kulavic

By When/Frequency:

Weekly

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

Provide regular structured common planning PLC's for each grade level / content level team. The

focus will be on unit planning utilizing curriculum guides, modules, task cards, etc. Teachers will understand and create lesson plans that align to the benchmarks while also engaging students.

Action Step #2

Instructional Planning

Person Monitoring:

Melissa Athanson, Carolyn Altenore, Cali Kulavic

By When/Frequency:

Weekly

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

Data driven discussions will occur prior to and following assessments K-8. Teachers will review outcomes, create opportunities to spiral / remediate / enrich students based on data. Learning plans will be created to target specific deficit areas on a continual basis.

Action Step #3

Instructional Planning K-2

Person Monitoring:

Melissa Athanson, Cali Kulavic

By When/Frequency:

weekly

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, ELFAC and UFLI performance. Data groups will be consistently modified and adjusted to meet the needs of the students as they learn and progress through the 5 cycles of ELFAC assessments.

Action Step #4

Instructional planning

Person Monitoring:

Melissa Athanson, Carolyn Altenore, Cali Kulavic

By When/Frequency:

weekly

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

Teachers need to continually work to improve and grow their knowledge of teaching strategies. This is done through attending and participating in professional development. Teachers can learn from one another through their PLC's, attending module / unit roll out trainings or by attending other trainings both school based and district based. Sharing of the information with other staff will help our school to continue to grow and excel.

Action Step #5

Instructional Planning

Person Monitoring:

Melissa Athanson, Carolyn Altenore, Cali Kulavic

By When/Frequency:

weekly

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

Increase volume of writing in response to rigorous, text-dependent questions that address the Level 4 & 5 achievement level descriptors.

Area of Focus #2

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

Instructional Practice specifically relating to Differentiation

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.

Differentiation of instruction is critical for all students to achieve. As a school, an area of improvement is with our learning gains and L25 gains across all levels. By utilizing frequent assessments (formal / informal) it will allow teachers to see in real time the comprehension level of students.

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.

Learning gains across all content areas and grade levels will increase by 5%

Monitoring

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

Through PLC's student work samples, writing samples, data from modules, cycle assessment and progress monitoring will be discussed. Teachers will identify benchmarks that students excel at and which need spiral remediation. On going progress monitoring informs instruction in real time.

Person responsible for monitoring outcome

Melissa Athanson, 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:

- Data-driven instructional adjustments based on student performance
- Collaborative analysis of student data to inform planning and intervention
- Ongoing progress monitoring aligned to priority standards and skills

Rationale:

Ongoing progress monitoring solidifies learning. By revisiting key skills and tracking growth over time, teachers reinforce learning, support retention, and ensure that students are building toward mastery of benchmarks. This process also helps students see their own progress, which increases motivation and ownership. Formative assessment also serves to stretch thinking. Well-designed checks for understanding go beyond recall and require students to explain, justify, and apply their knowledge. This aligns instruction to the rigor of grade-level standards and prepares students for the demands of benchmark assessments.

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

Frequent check for understanding

Person Monitoring:

Melissa Athanson, Carolyn Altenore, Cali Kulavic

By When/Frequency:

weekly

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

- Incorporate frequent checks for understanding (e.g., quick writes, exit tickets, discussion protocols). Focus that achievement level descriptors are reaching Level 4 & 5.

Action Step #2

Data driven discussions

Person Monitoring:

Melissa Athanson, Carolyn Altenore, Cali Kulavic

By When/Frequency:

weekly

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

- Facilitate regular data meetings where teachers:
 - o Review student work and assessment results
 - o Identify trends and priority needs
 - o Plan targeted instructional responses

Action Step #3

Student centered learning

Person Monitoring:

Melissa Athanson, Carolyn Altenore, Cali Kulavic

By When/Frequency:

weekly

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

- Build structures for students to reflect on their learning and track progress.

Action Step #4

Monitoring

Person Monitoring:

Melissa Athanson, Carolyn Altenore, Cali Kulavic

By When/Frequency:

weekly

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

Monitoring implementation of differentiation to ensure all students, including those already proficient, having opportunities to engage in appropriately challenging learning experiences.

Area of Focus #3

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

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

Area of Focus Description and Rationale

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

Increase proficiency and learning gains for Black students in ELA and Math through rigorous standards-based instruction, responsive teaching practices, and systematic progress monitoring.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Our Black students will decrease the gap in proficiency in math and ela from their white classmates.

Current data: ELA: black proficiency - 75%, Gains 69%; white - 80%, Gains - 63%

Math: black proficiency 84%, 79% gains; White - 91%, gains 78%

The gap between the two groups will decrease by 2 %

Monitoring

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

- Data driven discussions in PLC, review of all common assessment, informal student work samples reviewed in PLC's

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:

Data-Driven Instruction Collaborative Learning Academic Discussion Writing to Learn

Rationale:

Research consistently demonstrates that students achieve at higher levels when instruction is standards-aligned, intentionally planned, and responsive to student needs. Black students experience

the greatest success when schools maintain high expectations, provide access to rigorous grade-level instruction, monitor progress frequently, and implement timely interventions. Effective schools also create culturally affirming environments where students see themselves reflected in instruction and where relationships support academic excellence.

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

Access to rigorous classes

Person Monitoring:

Carolyn Altenore

By When/Frequency:

twice year

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

Scheduling of students at the start of each semester to ensure that all students have the opportunity to rigorous coursework.

Action Step #2

PLC review

Person Monitoring:

All administrators

By When/Frequency:

Weekly

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

- Monitor participation and performance of Black students during PLC discussions.

IV. Positive Learning Environment

Area of Focus #1

Student Attendance

Area of Focus Description and Rationale

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

Our area of focus is with promoting a positive learning environment through our PBIS Manta Bucks. We utilize this token economy in grades K-8 to increase student engagement, eagerness to participate and encourage daily attendance at school. 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 build positive school culture in order to improve attendance. In the 2025-2026 school year, 10.04% of our students (108) 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 10.4% to 9%, 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:

By creating a strong school culture that is engaging, inviting and welcoming of all students will increase and promote student attendance.

Rationale:

Creating positive culture with frequent (quarterly) activities to celebrate, students will increase their attendance in school.

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

Bimonthly check of daily attendance

Person Monitoring:

Administration

By When/Frequency:

bi-monthly

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

CST will meet to review students with greater than 10% absent. Students identified will meet with Counselor / Social Worker to examine different alternatives to missing school.

Action Step #2

Targeted monthly incentives

Person Monitoring:

Administration

By When/Frequency:

monthly

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

Students will create attendance incentive check list. They will identify items they are interested in acquiring and what they need to do to achieve them.

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, TSI, or CSI (ESEA Sections 1111(d)(1)(B)(4) and (2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

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

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 2026-27 UniSIG funds but has chosen NOT to apply.

No

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