MADISON CREATIVE ARTS ACADEMY INC

2025-26 Schoolwide Improvement Plan

MCAA Board Approved 8/21/2025

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School Board Approval

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

SIP Authority

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

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

The Department's SIP template meets:

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

Purpose and Outline of the SIP

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

I. School Information

A. School Mission and Vision

Provide the school's mission statement

The mission of Madison Creative Arts Academy is to ensure that all students receive a challenging and enriching liberal arts education that provides a moral and ethical framework for critical decision making.

Provide the school's vision statement

Each student will leave MCAA with the skills and confidence necessary to transition seamlessly to higher-level institutions and further become productive and compassionate citizens of their communities.

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
Janna Barrs

barrsj@mcaa.academy

Position Title
Executive Director/Principal

Job Duties and Responsibilities

To include, but not limited to the oversight of the following:
Budget
Personnel
Policy and Procedures
Employee Evaluation

Teacher Certification
Student Enrollment
Student Achievement
School Improvement
Accreditation
Facilities
Transportation

Leadership Team Member #2

Employee's Name
Lori Newman

newmanl@mcaa.academy

Position Title
Assistant Principal

Job Duties and Responsibilities

School Administrative Duties to include, but not limited to:
Curriculum/Instruction
Discipline
Student/Teacher/Staff Support
Professional Development
Public Relations

Leadership Team Member #3

Employee's Name
Jennifer Copeland

copelandj@mcaa.academy

Position Title
Instructional Coach

Job Duties and Responsibilities

Provide Professional Development
Support all Teachers
Instructional Planning
Data Review

Leadership Team Member #4

Employee's Name
Kelli Minter

minterk@mcaa.academy

Position Title
ESE/MTSS

Job Duties and Responsibilities

Provide ESE Services to Students with Disabilities
Collect Data
Plan and Schedule IEP, 504, and SIT Meetings
MTSS and RTI Coordinator
Collect MTSS Data Calendars Monthly
School Advisory Council Team Member
PBIS Team Member

Leadership Team Member #5

Employee's Name
Kimberly Whigham

whighamk@mcaa.academy

Position Title
Kindergarten Teacher

Job Duties and Responsibilities

Instruction for all Kindergarten Academics
PBIS Team Member
Lead Leader
SAC Member

Leadership Team Member #6

Employee's Name
Carlissa Cherry

cherryc@mcaa.academy

Position Title
Custodian

Job Duties and Responsibilities

Oversight and implementation of custodial and maintenance services

Leadership Team Member #7

Employee's Name
Jennifer Raines

rainesj@mcaa.acdemy

Position Title
Intervention/ESE

Job Duties and Responsibilities

Provide intervention and intensive instruction to students needing remediation.
Provide ESE services to students with disabilities based upon need and IEP.

Leadership Team Member #8

Employee's Name
Jessica Webb

webbj@mcaa.academy

Position Title
Ag Science Teacher/FFA Advisor

Job Duties and Responsibilities

Instruction in Agriscience for 6th-8th Grades
School Advisory Council Member
PBIS Team Member
FFA Advisor

Leadership Team Member #9

Employee's Name
Carolyn Thigpen

thigpenc@mcaa.academy

Position Title
Instructional Technology, Teacher

Job Duties and Responsibilities

Instruction in Computer/Technology for 4th-8th Grades
School Advisory Team Member
PBIS Team Member

Yearbook
IT for school

Leadership Team Member #10

Employee's Name

Cindy Vega

vegac@mcaa.academy

Position Title

5th/6th Math Teacher

Job Duties and Responsibilities

Instruction in Mathematics for 5th/6th
School Advisory Council Team Member
PBIS Team Member
Team Leader

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.

Stakeholders involved in school improvement include MCAA's School Advisory Council, Strategic Planning Council, Teaching Staff, Board of Directors, and the Parent and Teachers Club. Information is gathered in a multitude of ways, including monthly and quarterly formal meetings and through Cognia Certified Teacher, Student, and Parent Surveys. Information acquired in these meetings will be disseminated through the proper channels to drive the decision making process as it relates to school improvement.

3. SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with

stakeholder feedback, as necessary, to ensure continuous improvement (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

The School Improvement Plan will be monitored on quarterly basis by the School Advisory Council and the Strategic Planning Team to review data, review student progress towards standards mastery, and revise the plan if necessary to ensure continuous improvement.

C. Demographic Data

2025-26 STATUS (PER MSID FILE)	**ACTIVE**
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	**COMBINATION** **PK-8**
PRIMARY SERVICE TYPE (PER MSID FILE)	**K-12 GENERAL EDUCATION**
2024-25 TITLE I SCHOOL STATUS	**NO**
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	**0.0%**
CHARTER SCHOOL	**YES**
RAISE SCHOOL	**NO**
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	**ATSI**
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2024-25 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	**STUDENTS WITH DISABILITIES** **(SWD)*** **BLACK/AFRICAN AMERICAN** **STUDENTS (BLK)*** **MULTIRACIAL STUDENTS (MUL)** **WHITE STUDENTS (WHT)**
SCHOOL GRADES HISTORY *2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.*	**2024-25: C** **2023-24: A** **2022-23: A** **2021-22: A** **2020-21: A**

D. Early Warning Systems

1. Grades K-8

Current Year 2025-26

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment	36	36	36	36	43	42	43	41	43	356
Absent 10% or more school days	24	19	14	22	26	27	13	18	18	181
One or more suspensions	2	0	2	0	1	2	6	6	6	25
Course failure in English Language Arts (ELA)	2	1	2	3	0	0	0	0	0	8
Course failure in Math	2	0	1	1	0	1	0	0	0	5
Level 1 on statewide ELA assessment	2	0	0	4	12	12	5	5	10	50
Level 1 on statewide Math assessment	1	0	1	1	12	11	6	4	4	40
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	2	0	0	4	12	12	5	5	10	50
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	1	0	1	1	12	11	6	4	4	40

Current Year 2025-26

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	3	1	2	3	13	17	5	7	9	60

Current Year 2025-26

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

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

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

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days	7	6	13	9	11	9	10	6	10	81
One or more suspensions	1	1	1		4	3	5	7	1	23
Course failure in English Language Arts (ELA)	1	1								2
Course failure in Math	1									1
Level 1 on statewide ELA assessment		1	2	2	11	10	2	5	5	38
Level 1 on statewide Math assessment	5		1	1	11	11	1	5	2	37
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	2	3	3	3						11
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	6	1	3	4	12					26

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

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	3	2	3	3	6	6	2	4	1	30

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

The number of students retained:

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

2. Grades 9-12 (optional)

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

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

A. ESSA School, District, State Comparison

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

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

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	55	39	61	57	41	58	54	36	53
Grade 3 ELA Achievement	71	39	62	52	52	59	61	42	56
ELA Learning Gains	51	47	61	52	49	59			
ELA Lowest 25th Percentile	44	54	55	55	45	54			
Math Achievement*	59	44	62	66	42	59	63	39	55
Math Learning Gains	49	52	60	66	59	61			
Math Lowest 25th Percentile	37	50	53	59	63	56			
Science Achievement	45	34	57	41	28	54	61	37	52
Social Studies Achievement*	86	77	74	82	82	72	90	62	68
Graduation Rate			72			71			74
Middle School Acceleration	58	63	75	80	73	71	70	74	70
College and Career Acceleration		56			54			53	
Progress of ELLs in Achieving English Language Proficiency (ELP)		61			59			55	

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

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

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

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

2024-25 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL FPPI – All Students	56%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the FPPI	555
Total Components for the FPPI	10
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	**2023-24**	**2022-23**	**2021-22**	**2020-21****	**2019-20***	**2018-19**
56%	64%	67%	63%	62%		67%

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

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

C. ESSA Subgroup Data Review (pre-populated)

	2024-25 ESSA SUBGROUP DATA SUMMARY			
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	38%	Yes	2	
Black/African American Students	34%	Yes	1	
Multiracial Students	53%	No		
White 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.

2024-25 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	55%	71%	51%	44%	59%	49%	37%	45%	86%	58%			
Students With Disabilities	34%		42%	55%	41%	38%	18%	36%					
Black/ African American Students	34%		36%	36%	41%	36%	20%						
Multiracial Students	55%		50%		55%	50%							
White Students	57%	69%	54%	47%	62%	51%	38%	49%	87%	61%			

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	57%	86%	52%	55%	66%	66%	59%	41%	82%	80%			
Students With Disabilities	36%		35%	36%	40%	45%							
Black/African American Students	36%		52%	55%	48%	62%		10%					
Multiracial Students	45%		27%		73%	73%							
White Students	60%	90%	53%	57%	67%	66%	58%	45%	83%	83%			

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	54%	61%			63%			61%	90%	70%			
Students With Disabilities	38%				46%								
Black/African American Students	36%				43%								
White Students	56%	61%			65%			67%	91%	71%			

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

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

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

		2024-25 SPRING				
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	72%	43%	29%	57%	15%
ELA	4	49%	40%	9%	56%	-7%
ELA	5	42%	36%	6%	56%	-14%
ELA	6	51%	44%	7%	60%	-9%
ELA	7	57%	41%	16%	57%	0%
ELA	8	58%	37%	21%	55%	3%
Math	3	89%	54%	35%	63%	26%
Math	4	49%	41%	8%	62%	-13%
Math	5	33%	31%	2%	57%	-24%
Math	6	58%	42%	16%	60%	-2%
Math	7	67%	48%	19%	50%	17%
Math	8	32%	28%	4%	57%	-25%
Science	5	35%	31%	4%	55%	-20%
Science	8	56%	39%	17%	49%	7%
Civics		86%	78%	8%	71%	15%
Algebra		88%	45%	43%	54%	34%

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 components that showed improvement was our ELA and Math Learning Gains for students with disabilities. Their ELA learning gains increased from 36% in 2023-2024 to 55% in 2024-2025. Their Math learning gains increased from 38% in 2023-2024 to 45% in 2024-2025.

Lowest Performance

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

2024-2025 FAST ELA and Math scores demonstrated that our students with disabilities and black students reflected the lowest performance. Our students with disabilities scored 34% in ELA and a 38% in Math and our black students scored a 34% in ELA and a 41 % in Math. Attendance rates below 90% increased drastically during the 2024-2025 school year.

Greatest Decline

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

Students with disabilities Math learning gains decreased from 45% in 2023-2024 to 18% in 2024-2025. Attendance rates below 90% increased drastically during the 2024-2025 school year.

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.

Based on the 2024-2025 FAST data, our 4th-8th grade math achievement had the largest gap. The state average on FAST reflects a 57% achievement in Math. MCAA's 4th-8th grade achievement was 48%.

EWS Areas of Concern

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

Based on our EWS data, two areas of concern moving forward are attendance and 4th and 5th grade ELA and Math achievement.

Highest Priorities

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

Our highest priorities for the upcoming school year are improving ELA and Math achievement and learning gains for all students, attendance and student safety and security.

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.

ESSA Subgroups specifically relating to Students With Disabilities (SWD), 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.

Students with disabilities scored 38% on the Federal Index in 2023-2024. Based on FAST, STAR data, and classroom grades, students with disabilities in 3rd-8th grades perform below grade level expectations, especially in reading comprehension and reading and math fluency skills.
In 2024-2025 black students scored 34% on the Federal Index.

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.

Students with disabilities in 3rd -8th grades scored 38% on the Federal Index in 2024-2025 and black students scored 34% on the Federal Index in 2024-2025. Students with disabilities and black students will score a minimum of 41% on the Federal Index in 2025-2026.

Monitoring

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

Progress will be monitored using STAR Reading/Math data, FAST PM 1 and PM 2 data, Progress Learning Data, and Intervention Programs tracking data. This data will be tracked and analyzed monthly to determine progress and academic intervention need for students with disabilities. Classroom walkthroughs will be conducted to monitor small group, differentiated instruction and interventions. Lesson plans and intervention calendar reviews will also take place for progress monitoring.

Person responsible for monitoring outcome
Kelli Minter/Lori Newman

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:
Rewards Read Naturally Progress Learning Seeing Stars UFLI Pathways & Pitfalls

Rationale:
Rewards, Read Naturally, UFLI, and Seeing Stars align with the Science of Reading and focuses on phonics, fluency, vocabulary, and comprehension. Math interventions align with math standards and scope & sequence.

Tier of Evidence-based Intervention:
Tier 3 – Promising 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
Acquisition of materials

Person Monitoring:	**By When/Frequency:**
Janna Barrs/Lori Newman	August 31, 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Order intervention materials. Regular data review to review student progress.

Action Step #2
Teacher Training

Person Monitoring:	**By When/Frequency:**
Lori Newman/Jennifer Copeland	September 30, 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Provide teacher training and technical assistance for programs implementation. Regular student data reviews and classroom walkthrough data reviews to monitor student progress and fidelity of implementation.

Action Step #3
Progress Monitoring of Implementation and Effectiveness

Person Monitoring:	**By When/Frequency:**
Lori Newman/Kelli Minter	Ongoing monthly beginning September 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Regular monthly data review to monitor student response and progress with interventions.

Action Step #4
Classroom Walkthroughs

Person Monitoring: **By When/Frequency:**
Janna Barrs/Lori Newman/Jennifer Copeland/Kelli   Beginning August 2025
Minter

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Classroom walkthroughs conducted regularly to monitor student engagement, small group instruction, and differentiation. Classroom coaching and feedback to help inform instruction and intervention and monitor student progress.

Action Step #5
Lesson Plans/Intervention Calendars Review

Person Monitoring: **By When/Frequency:**
Janna Barrs/Lori Newman/Kelli Minter/Jennifer   Beginning August 2025
Copeland

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Review weekly lesson plans and intervention calendars to monitor small group instruction, differentiation, and student progress.

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.

In Kg-3rd, 55% of students had an average attendance below 90%. In 4th-8th 48% of students had an average attendance below 90%. Each year attendance rates decrease for each grade level. Student absenteeism directly impacts student learning and progress towards mastery of grade level standards. More and more students are missing daily instruction and student achievement has decreased in both reading and math.

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.

In 2024-25, 51% of KG-8th grade students had an average attendance below 90%. For 2025-2026, no more than 50% of KG-3rd students will have an average attendance of below 90% and in 4th-8th grade average attendance will decrease to no more than 43% of students below 90%.

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.

Attendance averages will be monitored monthly by the administrative team and also during monthly data meetings with grade level teams.

Person responsible for monitoring outcome
Lori Newman/Kelli Minter

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:
Monthly attendance monitoring (along with PBIS monitoring).

Rationale:
Regular data reviews and implementing interventions/incentives for attendance will assist in improving attendance averages.

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
Monthly attendance records pulled from Skyward

Person Monitoring: **By When/Frequency:**
Lori Newman/Kelli Minter   Monthly beginning August 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Review of attendance data during monthly data chats to address excessive absences and develop interventions.

Action Step #2
Monthly/Quarterly Attendance recognition

Person Monitoring: **By When/Frequency:**
Lori Newman/Jennifer Copeland   Monthly beginning August 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Student attendance will be recognized and rewarded monthly and at quarterly Spirit Days.

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.

The MCAA School Improvement Plan will be publicly available at www.mcaa.academy

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)).

MCAA plans to continue to build positive relationships with parents, families, and our community stakeholders by conducting Open Houses, Parent/Family Nights, Parent Conferences, and School/ Community wide events such as the Fall Festival. Information is provided to parents, families and the community through various means, such as, parent conferences, report cards, progress reports, social media, the MCAA website (mcaa.academy), CANVAS, Class Dojo, and One Call Now.

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)).

Plans for improvement for the upcoming year include continuing intervention times during ELA, Math, and Study Hall Wheel classes, the implementation of remedial ELA and Math classes for 4th-8th

grades during Wheel to provide intervention for Level 1 students. MCAA also plans to continue to focus on improving attendance rates by recognizing attendance monthly and quarterly and conducting parent contact and conferences for students with excessive absences.

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)).

Not applicable.

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 ATSIor 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.

Teachers and administrative staff review the data to determine specific needs of the students. Then a review of specific evidenced-based resources that help address these needs is conducted using a Textbook/Materials Evaluation Matrix. Resources that score the highest on the Matrix are then vetted and narrowed down to the one that best meets the students' needs.

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).

Progress Learning to provide diagnostic screening, skills practice, assessment of skills, and targeted intervention.
Rewards, UFLI, Pathways & Pitfalls to provide ELA and Math Intervention.

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2025-26 UniSIG funds but has chosen NOT to apply.	**No**

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