LEALMAN AVENUE ELEMENTARY SCHOOL

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

All scholars will receive an equitable, standards-based education, that is purposeful and driven by data to achieve at least one year's growth of learning and prepare all for college, career and life.

Provide the school's vision statement

100% Student Success: Every scholar at Lealman Avenue will make at least one year's worth of Learning Gains.

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
Kimberly Duffy

Position Title
Principal

Job Duties and Responsibilities

Monitoring of School Data, Support Instructional Planning, Implementation of Meaningful Professional Development, Observation and Coaching of Instructional Staff, Develop and Maintain Positive School Climate and Culture for Adults and Scholars, Ensure Management of School Leadership Teams.

Leadership Team Member #2

Employee's Name
Nichole LeGrant

Position Title
Assistant Principal

Job Duties and Responsibilities

Assist with the Monitoring of School Data, Support Instructional Planning, Implementation of

Meaningful
Professional Development, Observation and Coaching of Instructional Staff, Develop and Maintain
Positive School Climate and Culture for Adults and Scholars, Support the Management of School
Leadership Teams.

Leadership Team Member #3

Employee's Name
Jennifer Pierce

Position Title
ELA Coach

Job Duties and Responsibilities

Assist with the Monitoring of School Data in grades 3rd-5th, Support Instructional Planning,
Implementation of Meaningful Professional Development, Observation and Coaching of Instructional
Staff as related to English Language Arts.

Leadership Team Member #4

Employee's Name
Shannon Fouts

Position Title
Math Coach

Job Duties and Responsibilities

Assist with the Monitoring of School Data, Support Instructional Planning, Implementation of
Meaningful
Professional Development, Observation and Coaching of Instructional Staff as related to
mathematics.

Leadership Team Member #5

Employee's Name
Tara McClintick

Position Title
Science Coach

Job Duties and Responsibilities

Assist with the Monitoring of School Data, Support Instructional Planning, Implementation of
Meaningful
Professional Development, Observation and Coaching of Instructional Staff as related to Science.

Leadership Team Member #6

Employee's Name
Deanna Teasdale

Position Title
Reading Coach

Job Duties and Responsibilities

Assist with the Monitoring of School Data in grades K-2, Support Instructional Planning, Implementation of Meaningful Professional Development, Observation and Coaching of Instructional Staff as related to English Language Arts.

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 team that was involved to give input and develop the SIP was our instructional leadership team, teachers, staff and parents. After the FAST & SSA results were available administration met with each of the stakeholder groups to discuss and disaggregate the data to develop the goals and the SIP for the 24-25 school year. All the stakeholders input was valued and incorporated into the goals and action steps.

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 regularly monitored throughout the 24-25 school year after each FAST PM testing cycle to see where strengths and deficits are in ELA & Math academic standards are. The goals and action steps will be monitored by administration, Instructional Leadership Team, teachers and parents throughout the year. All stakeholders will give feedback in order to make revisions to the SIP to support the scholars with the greatest achievement gap.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	**ACTIVE**
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	**ELEMENTARY** **PK-5**
PRIMARY SERVICE TYPE (PER MSID FILE)	**K-12 GENERAL EDUCATION**
2023-24 TITLE I SCHOOL STATUS	**YES**
2023-24 MINORITY RATE	**74.8%**
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	**100.0%**
CHARTER SCHOOL	**NO**
RAISE SCHOOL	**YES**
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	**ATSI**
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)** **BLACK/AFRICAN AMERICAN STUDENTS (BLK)*** **HISPANIC STUDENTS (HSP)** **MULTIRACIAL STUDENTS (MUL)** **WHITE STUDENTS (WHT)** **ECONOMICALLY DISADVANTAGED STUDENTS (FRL)**
SCHOOL GRADES HISTORY *2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.*	**2023-24: B** **2022-23: C*** **2021-22: C** **2020-21:** **2019-20: D**

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	0	16	28	32	22	23	0	0	0	121
One or more suspensions	0	0	1	8	3	4	0	0	0	16
Course failure in English Language Arts (ELA)	0	0	0	0	4	0	0	0	0	4
Course failure in Math	0	0	0	5	2	3	0	0	0	10
Level 1 on statewide ELA assessment	0	0	0	10	15	20	0	0	0	45
Level 1 on statewide Math assessment	0	0	0	6	14	20	0	0	0	40
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
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

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	3	14	16	16	0	0	0	49

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	0	0	12	0	0	0	0	0	12
Students retained two or more times	0	0	0	3	0	0	0	0	0	3

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		31	26	23	16	30				126
One or more suspensions				1						1
Course failure in ELA				3						3
Course failure in Math				1	1					2
Level 1 on statewide ELA assessment				13	18	20				51
Level 1 on statewide Math assessment				10	22	18				50
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				9	12	18				39

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				13						13
Students retained two or more times				3						3

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 CIMS at time of printing.

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	39			35	54	53	32	55	56
ELA Grade 3 Achievement **	29			29	54	53			
ELA Learning Gains	64						48		
ELA Learning Gains Lowest 25%	64						54		
Math Achievement *	47			40	61	59	37	51	50
Math Learning Gains	69						61		
Math Learning Gains Lowest 25%	72						65		
Science Achievement *	59			51	62	54	42	62	59
Social Studies Achievement *								65	64
Graduation Rate								57	50
Middle School Acceleration								52	52
College and Career Readiness									80
ELP Progress	60			48	64	59			65

*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)	ATSI
OVERALL FPPI – All Students	56%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	506
Total Components for the FPPI	9
Percent Tested	99%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
56%	41%	51%	40%		38%	46%

* 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	56%	No		
English Language Learners	60%	No		
Black/African American Students	39%	Yes	5	
Hispanic Students	63%	No		
Multiracial Students	58%	No		
White Students	57%	No		
Economically Disadvantaged Students	55%	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	6%	Yes	4	4
English Language Learners	48%	No		
Black/African American Students	26%	Yes	4	1
Hispanic Students	53%	No		
Multiracial Students	41%	No		
White Students	42%	No		
Economically Disadvantaged Students	40%	Yes	1	

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	28%	Yes	3	3

	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%
English Language Learners	60%	No		
Native American Students				
Asian Students	71%	No		
Black/African American Students	40%	Yes	3	
Hispanic Students	51%	No		
Multiracial Students				
Pacific Islander Students				
White Students	52%	No		
Economically Disadvantaged Students	48%	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	39%	29%	64%	64%	47%	69%	72%	59%					60%
Students With Disabilities	28%		83%		39%	75%							
English Language Learners	43%		67%	60%	50%	78%							63%
Black/African American Students	29%	15%	50%		27%	53%	70%	31%					
Hispanic Students	47%		72%	67%	53%	72%	70%	60%					62%
Multiracial Students	54%				62%								
White Students	33%	26%	70%		54%	85%		71%					
Economically Disadvantaged Students	36%	26%	64%	68%	43%	69%	77%	52%					64%

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	35%	29%			40%			51%					48%
Students With Disabilities	0%				11%								
English Language Learners	45%				50%								48%
Black/African American Students	26%	18%			25%			36%					
Hispanic Students	46%	50%			46%			80%					44%
Multiracial Students	27%				55%								
White Students	36%				48%								
Economically Disadvantaged Students	33%	25%			39%			52%					50%

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	32%		48%	54%	37%	61%	65%	42%					65%
Students With Disabilities	18%		40%		12%	40%							
English Language Learners	43%		56%		55%	80%							65%
Native American Students													
Asian Students	67%				75%								
Black/African American Students	19%		48%	59%	26%	51%	56%	22%					
Hispanic Students	27%		50%		34%	76%							70%
Multiracial Students													
Pacific Islander Students													
White Students	45%		50%		44%	60%		59%					
Economically Disadvantaged Students	28%		45%	56%	34%	56%	63%	40%					65%

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 areas that showed the most improvement were our proficiency rates in Math and Science. They went from: Math 40% - 48% & Science 51%-59%.
In the area of math our 3rd, 4th and 5th grade teachers along with the math coach and assistant principal looked at the math data each week and formulated small groups based on the lowest performed standards on the weekly formative assessments to reteach those standards the following week. During afterschool tutoring those standards were touched on again to ensure the scholars gained a deep understanding of each math standard.
In the area of science this was due to our 5th grade math teachers and science coach collaboratively planning the Big Ideas and assessing the scholars to see the standards they were deficient in and reteaching the standards. The scholars had competitions with completing lessons on Study Island with scores of 75% or higher to be posted on the board in their treasure chest. Scholars were invited to science club where they worked through some of those tougher standards to gain a better understanding of them.

Lowest Performance

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

The data component that showed the lowest performance was in the area of ELA during the FAST throughout the three PM testing windows. We ended the 23-24 school year with our scholars at 40% proficiency in ELA on FAST PM3. During the 22-23 school year our scholars had a 35% proficiency. The contributing factors to the low performance, even though we saw a gain in our ELA proficiency this year, was a few of our teachers do not understand the depth and breadth of the standard in order to teach it. Our 3rd grade ELA proficiency is at 29%, and did not move from the prior year where it was also 29% proficient.

Greatest Decline

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

The data that showed the greatest decline from the prior year was in the area of our ESSA

subgroups.

Subgroup	22-23	23-24
Hispanic	53%	31%
White	42%	33%
ELL	48%	20%

All of these ESSA subgroups were above the 41% of Federal Percent of Index points in the 22-23 school year. The factors that contributed to this decline are:

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 3rd ELA scores had the greatest gap when compared to the state average. Contributing factors for the lack of students meeting grade level expectations in the area of ELA are due to limited opportunities for students having the foundational skills to support them with interacting with grade level aligned tasks. Inexperienced teacher knowledge of the standards and the use of standards aligned resources were also a contributing factor.

EWS Areas of Concern

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

Our Highest priorities for the 24-25 school year are:

1. To decrease the number of scholars with 10% or more absences
2. To decrease the number of retained 3rd graders
3. To decrease the number of level 1 scholars in ELA
4. To decrease the number of level 1 scholars in Math

Highest Priorities

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

Our Highest priorities for the 24-25 school year are:

1. Raising ELA proficiencies
2. Supporting foundational literacy skills in VPK-2nd grade
3. Increase our attendance rates
4. Continue to grow our climate and culture through our PBIS plan
5. Increase the number of families attending our family nights

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, Math, 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.

Instructional Practice specifically relating to ELA, Math and Science will focus on supporting teachers with researched-based practices that follow state adopted standards within the specific content area and strategies to support highest student achievement.

Standards-based data (common assessments, FAST, walkthrough data, etc.) collected from the 2023-2024 school year showed scholars performing below grade level in ELA and Math with a lack of consistency in tasks aligned to grade-appropriate standards. Scholars were not provided with consistent opportunities to be successful with standards-aligned tasks, and teachers have limited effective teaching methods to support
learning.

Our goal is to ensure whole group and small group instruction in ELA (reading and writing), Math and science blocks are designed and implemented according to evidence-based principles.

Another goal is to strategically focus on K-2 teachers and instruction, where acceleration can occur more rapidly, by ensuring equitable use of resources including instructional supports, school-based professional development, cycles of coaching, and feedback.

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 10% (from 40% to 50%), as measured by the PM 3 Florida Assessment for Student Thinking (FAST) in May 2025. .

Proficiency in 3rd Grade English Language Arts will increase 10% (from 29% to 39%), as measured by the PM 3 Florida Assessment for Student Thinking (FAST) in May 2025.

Proficiency in Mathematics will increase 5% (from 48% to 53%), as measured by the PM 3 Florida Assessment for Student Thinking (FAST) in May 2025.

Proficiency in Science will increase 5% (from 59% to 64%), as measured by end of year data on the Science Standards Assessment (SSA) 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.

School based instructional leadership team (ILT) that is made up of the Principal, Assistant Principal, Literacy Coaches, Math Coach, Science Coach will monitor data through the use of all common assessments, formative and summative assessments. We will monitor Core Instruction and interventions for all Tier 2 and Tier 3 students are done with fidelity. The ILT Team will provide support and feedback focused on explicit, systematic and sequential approaches for all instructional content areas.

Person responsible for monitoring outcome
Kim Duffy

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:
ELA 3-5 * Explicit and systematic instruction * Scaffolded instruction * Formative assessment & corrective feedback * Cognitive engagement with content * Academic discourse * Writing to learn * Close reading & annotation strategies ELA K-2 * Provides print rich, explicit, systematic, and scaffolded instruction. *Teach students to decode words, analyze word parts, and recognize words. * Reinforce the effectiveness of instruction in alphabetics, fluency, and vocabulary. * Provide instruction in broad oral language skills * Teach students how to use reading comprehension strategies. * Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension.

Rationale:
ELA - Explicit 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. A review of 70 studies indicates that failure to provide strong instructional support produced measurable loss of learning: minimal guidance can increase the achievement gap. Differentiation consists of the efforts of teachers to respond to variance among learners in the classroom. Whenever

a teacher reaches out to an individual or small group to vary his or her teaching in order to create the best learning experience possible, that teacher is differentiating instruction. Teachers can differentiate at least four classroom elements based on student readiness, interest, or learning profile: (1) content–what the student needs to learn or how the student will get access to the information; (2) process–activities in which the student engages in order to make sense of or master the content; (3) products–culminating projects that ask the student to rehearse, apply, and extend what he or she has learned in a unit; and (4) learning environment–the way the classroom works and feels. The most important factor in differentiation that helps students achieve more and feel more engaged in school is being sure that what teachers differentiate is high-quality curriculum and instruction. For example, teachers can make sure that: (1) curriculum is clearly focused on the information and understandings that are most valued by an expert in a particular discipline; (2) lessons, activities, and products are designed to ensure that students grapple with, use, and come to understand those essentials; (3) materials and tasks are interesting to students and seem relevant to them; (4) learning is active; and (5) there is joy and satisfaction in learning for each student. ELA K-2- To develop literacy, students need instruction in two related sets of skills: foundational reading skills and reading comprehension skills. Employing the evidence-based strategies and action steps will enable students to read words (alphabetics), relate those words to their oral language, and read connected text with sufficient accuracy and fluency to understand what they read.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Description of Intervention #2:
Math- * Use and connect mathematical representations * Facilitate meaningful discourse * Pose purposeful questions * Build procedural fluency from conceptual understanding * Support productive struggle in learning mathematics * Elicit and use evidence of student thinking * Formative assessment & corrective feedback * Cognitive engagement with content * Academic discourse * Writing to learn * Close reading & annotation strategies

Rationale:
Math - Use and connect mathematical representations. Effective teaching of mathematics engages students in making connections among mathematical representations to deepen understanding of mathematics concepts and procedures and as tools for problem solving. Facilitate meaningful mathematical discourse. Effective teaching of mathematics facilitates discourse among students to build shared understanding of mathematical ideas by analyzing and comparing student approaches and arguments. Pose purposeful questions. Effective teaching of mathematics uses purposeful questions to assess and advance students' reasoning and sense making about important mathematical ideas and relationships. Build procedural fluency from conceptual understanding. Effective teaching of mathematics builds fluency with procedures on a foundation of conceptual understanding so that students, over time, become skillful in using procedures flexibly as they solve contextual and mathematical problems. Support productive struggle in learning mathematics. Effective teaching of mathematics consistently provides students, individually and collectively, with opportunities and supports to engage in productive struggle as they grapple with mathematical ideas and relationships. Elicit and use evidence of student thinking. Effective teaching of mathematics uses evidence of student thinking to assess progress toward mathematical understanding and to adjust instruction continually in ways that support and extend learning.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Description of Intervention #3:
Science - * Teacher clarity * Classroom discussion * Formative assessment and feedback * Cognitive engagement with content * Close reading and annotation strategies * Academic discourse * Writing tor learn

Rationale:
Science- Clarity around goals and making them transparent in the lesson. Goals also need to be appropriately challenging and provide many ways and opportunities to monitor progress from learner entry into the lesson towards the goals of the lesson. This strategy may be selected if there is evidence that lessons are often not aligned to the standard(s) and/or students are not clear as to the focus/purpose of the lesson. They may be unaware of the objective. Activating prior knowledge helps students see the connections between previous learning and new instruction, builds on what students already know, provides a framework for learners to better understand new information, and gives instructors formative assessment information to adapt instruction. It is important to slow down, ask our students what they already know about the matter, and make important connections to what is to come. This strategy may be selected if there is evidence of gaps in learning between grade levels. Classroom discussion is a method of teaching, that involves the entire class in a discussion. The teacher stops lecturing and students get together as a class to discuss an important issue. Classroom discussion allows students to improve communication skills by voicing their opinions and thoughts.

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
ELA

Person Monitoring:	**By When/Frequency:**
Jennifer Pierce	May 2025/Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
* Provide regular structures for planning/PLCs where teachers regularly engage in data/student work analysis as well as intellectual prep and lesson rehearsal including planning for scaffolds that address gaps in student learning. * Use state and district resources (such as the BEST ELA Standards, PCS Gold Documents, Power Benchmarks, & Pop-Up Padlets) to synthesize the benchmarks, benchmark clarifications, and appendices to fully understand the expected outcomes that carry the full weight of the standards. * Deliver explicit, step-by-step instruction—in multiple, briskly paced cycles related to student interests & cultural backgrounds; opportunities for students to ask their own questions, set their own goals, and make their own choices. * Ensure instructional supports are in place for all students during core instruction and independence, including supports for students with exceptional needs, English Language supports, as well as extensions/more advanced texts for students above benchmark. These "pop-up" small group supports include access to grade-level text and beyond as well as small group instruction based on data. * Prioritize engaging students in immense amounts of

reading, *academic discourse, 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. * Employ instructional practices that result in students doing the work of the lesson. * Employ instructional practices to motivate and deepen student engagement including, but not limited to: positive expectations for success; *activating prior knowledge, novel tasks or other approaches to stimulate curiosity; developing a compelling introduction for each lesson: a one- or two-minute preview or "pitch" to help students see the relevance of the day's lesson; meaningful tasks related to student interests & cultural backgrounds; thought-provoking challenges or dilemmas; analogies, metaphors, or humorous anecdotes; opportunities for students to ask their own questions, set their own goals, and make their own choices; employ simple procedures (such as proximity) for ensuring that every student is attentive during instruction—with their eyes are on the teacher, ready to learn. * Strengthen student inquiry skills through the implementation and monitoring of routine use of higher-level thinking through questioning, class discussions, problem solving activities, and/or collaborative study groups. * Implement goal setting opportunities where students regularly and visibly participate in setting their own goals, monitoring their academic progress throughout the year, revising their goals based on data, and celebrating successes. * Utilize administrator walkthrough tool to provide weekly feedback to individual teachers as well as communicate and highlight evidence-based practices in ELA that are impacting student achievement with the entire staff.

Action Step #2
Math

| **Person Monitoring:** | **By When/Frequency:** |
| Shannon Fouts | May 2025/Monthly |

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
* Teachers and administrators engage in Common Planning (during or after school) utilizing the Best Instructional Guide to Mathematics (B1G-M) to support Implementation of the B.E.S.T. Standards and other instructional initiatives to synthesize the benchmarks, benchmark clarifications, and appendices to fully understand the expected outcomes that carry the full weight of the standards. * Employ instructional practices and routines that promote student-centered learning (Higher-Order Questioning, Pinellas Problem Solving Routine, Play-Explore-Investigate (PEI) Routine, Number Sense Making Routines, Collaborative structures, High-quality feedback and opportunities to use that feedback). * Utilize the MTR Coaching tool to provide feedback to individual teachers as well as communicate and highlight evidence-based practices that are impacting student achievement with the entire staff. * Ensure instructional supports are in place for all students during core instruction and intervention, based on data, including supports for students with exceptional needs, English Language supports, as well as extensions/more advanced tasks for students above benchmark. * Provide all students with consistent opportunities to engage in in complex, grade-level content and activities aligned to the rigor of the standard/benchmark. * Implement a plan for identifying students not meeting benchmark in the early grades, including targeted instruction, and frequently monitoring progress to ameliorate gaps early. * Implement goal setting opportunities where students regularly and visibly participate in setting their own goals, monitoring their academic progress throughout the year, revising their goals based on data, and celebrating successes. * Utilize administrator walkthrough tool to provide weekly feedback to individual teachers as well as communicate and highlight evidence-based practices in Math that are impacting student achievement with the entire staff.

Action Step #3
Science

Person Monitoring:
Tara McClintick

By When/Frequency:
May 2025/Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
* During collaborative planning that occurs within school hours or after-school planning sessions, ensure grades 1-5 have a deep understanding of the science curriculum, correlation to FSASS, materials management, and pacing/scheduling. * During collaborative planning that occurs within school hours or after-school planning sessions, engage in standards articulation to gain a deeper understanding of prior knowledge and future learning to support students' holistic understanding of the Big Ideas in science. * Provide all students with consistent opportunities to engage in complex, grade-level content and activities aligned to the rigor of the standard/benchmark. * Implement goal setting opportunities where students regularly and visibly participate in setting their own goals, monitoring their academic progress throughout the year, revising their goals based on data, and celebrating successes. * Strengthen student inquiry skills through the implementation and monitoring of routine use of higher-level thinking through questioning, class discussions, problem solving activities, and/or collaborative study groups. * Develop, implement, and monitor a school-wide plan and timeline to support students' natural wonderings through the use of science projects (experiments, research/models, field studies and engineer design tasks), cumulating in a school science night. * Utilize administrator walkthrough tool to provide weekly feedback to individual teachers as well as communicate and highlight evidence-based practices in science that are impacting student achievement with the entire staff.

Action Step #4
ELA K-2

Person Monitoring:
Deanna Teasdale

By When/Frequency:
May 2025/Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
* Ensure teachers have a clear understanding of the K-2 B.E.S.T. ELA Standards * Increase teacher knowledge of the science of reading & evidence-based practices. * Ensure teachers integrate phonological awareness, phonics, word study and spelling, fluency, vocabulary and text comprehension strategies into an explicit, systematic and sequential approach to reading instruction, including multisensory intervention strategies. * Implement a plan for identifying students not meeting benchmark in the early grades, including targeted instruction, and frequently monitoring progress to ameliorate gaps early. * Engage in ongoing professional learning on the implementation of the high-quality curricular materials, including norming walks for excellence, studying student responses, and robust & constructive feedback.

Area of Focus #2

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

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.

Black students are currently an ESSA subgroup. Their English Language Arts (ELA) proficiency

during the 22-23 school year was at 26%. During the 23-24 school year their ELA proficiency dropped to 25%. This subgroup has an achievement gap when comparing to the performance of non-black students and performance overall.

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.

Increase ELA proficiency for our Black scholars from 25% to 41%, as measured by the PM 3 Florida Assessment for Student Thinking (FAST) 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.

School based instructional leadership team (ILT) that is made up of the Principal, Assistant Principal, Literacy Coaches, Math Coach, Science Coach will monitor data through the use of all common assessments, formative and summative assessments. We will monitor that interventions for all Tier 2 and Tier 3 students are done with fidelity. The ILT Team will provide support and feedback focused on explicit, systematic and sequential approaches for all instructional content areas.

Person responsible for monitoring outcome
Kim Duffy

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:
* Collaborative learning * Provide models such as step-by-step demonstrations * Obtain a high success rate through teaching in small steps, guiding practice, and employing mastery learning techniques * Academic discourse * Explicit and systematic instruction * Multi-sensory approach to all learning * Scaffolded instruction * Formative assessment & corrective feedback * Cognitive Engagement with Content * Positive relationships * Provide Students the Opportunity to Develop Academic Oral Language While Simultaneously Teaching Literacy and Other Content Areas * Teach Vocabulary Across Content Areas * Implement Culturally and Linguistically Responsive Instruction

Rationale:
Students thrive in classrooms that promote curiosity, improvement, and risk-taking. By tapping into students' curiosities, relevance is created which results in not only higher levels of student engagement, but deeper and long-lasting learning. Learning becomes more meaningful when students not only know what they are learning, but why they are learning it. All students deserve to

feel heard and valued in the classroom. Productive classrooms may buzz with conversation. When students contribute to the collective classroom experience, it motivates and engages them by creating a sense of belonging as well as the satisfaction of being appreciated for their thoughts and ideas. They are a valuable member of the classroom learning experience. Establishing clear expectations at the start of each lesson and providing timely, positive feedback during stretches of independent practice will ensure students build agency and confidence when tackling complex texts and tasks on their own.

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
ESSA Subgroup Black

Person Monitoring:	**By When/Frequency:**
Kim Duffy	May 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
* Provide targeted professional development and coaching to teachers and leaders on growth mindset strategies to increase engagement and improve pass rates and grade point averages for black students. * Implement practices in classrooms such as cooperative and small group settings, music and movement, explicit vocabulary instruction, monitoring with feedback. * Employ instructional practices to motivate and deepen student engagement including, but not limited to positive expectations for success; novel tasks or other approaches to stimulate curiosity; meaningful tasks related to student interests & cultural backgrounds; opportunities for students to ask their own questions, set their own goals, and make their own choices.

Area of Focus #3

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

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

Grades K-2: Instructional Practice specifically relating to Reading/ELA

Instructional Practice specifically relating to ELA in 2nd grade will focus on supporting teachers with researched-based practices that follow state adopted standards within the specific content area and strategies to support highest student achievement.

Standards-based data (common assessments, FAST, walkthrough data, etc.) collected from the 2023-2024 school year showed scholars performing below grade level in ELA with a lack of

consistency in tasks aligned to grade-appropriate standards. Scholars were not provided with consistent opportunities to be successful with standards-aligned tasks, and teachers have limited effective teaching methods to support

learning.

Our goal is to ensure whole group and small group instruction in ELA (reading and writing) are designed and implemented according to evidence-based principles.

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.

Strategically focus on 2nd grade teachers and instruction, where acceleration can occur more rapidly, by ensuring equitable use of resources including instructional supports, school-based professional development, cycles of coaching, and feedback.

Grades 3-5: Instructional Practice specifically related to Reading/ELA

Strategically focus on 3rd, 4th & 5th grade teachers and instruction, by ensuring equitable use of resources including instructional supports, school-based professional development, cycles of coaching, and feedback.

Grades K-2: Measurable Outcome(s)

Proficiency in English Language Arts in 2nd grade will increase 15% (from 35% to 50%), as measured by the PM 3 on STAR Reading in May 2025.

Grades 3-5: Measurable Outcome(s)

Proficiency in 3rd Grade English Language Arts will increase 25% (from 25% to 50%), as measured by the PM 3 Florida Assessment for Student Thinking (FAST) in May 2025.

Proficiency in 4th Grade English Language Arts will increase 10% (from 40% to 50%), as measured by the PM 3 Florida Assessment for Student Thinking (FAST) in May 2025.

Proficiency in 5th Grade English Language Arts will increase 10% (from 44% to 54%), as measured by the PM 3 Florida Assessment for Student Thinking (FAST) 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.

School based instructional leadership team (ILT) that is made up of the Principal, Assistant Principal, Literacy Coaches, Math Coach, Science Coach will monitor data through the use of all common assessments, formative and summative assessments. We will monitor Core Instruction and interventions for all Tier 2 and Tier 3 students are done with fidelity. The ILT Team will provide support and feedback focused on explicit, systematic and sequential approaches for all instructional content areas.

Person responsible for monitoring outcome
Kim Duffy

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:
o Provides print rich, explicit, systematic, and scaffolded instruction o Teach students to decode words, analyze word parts, and recognize words o Reinforce the effectiveness of instruction in alphabetics, fluency, and vocabulary o Provide instruction in broad oral language skills o Teach students how to use reading comprehension strategies o Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension

Rationale:
To develop literacy, students need instruction in two related sets of skills: foundational reading skills and reading comprehension skills. Employing the evidence-based strategies and action steps will enable students to read words (alphabetics), relate those words to their oral language, and read connected text with sufficient accuracy and fluency to understand what they read.

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
Literacy Leadership

Person Monitoring:	**By When/Frequency:**
Kim Duffy	May 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
School Literacy Leadership Teams are meeting regularly to look at data to make informed decisions

about what professional learning and supports need to be in place to maximize student growth in reading. Build capacity by identifying teachers, coaches and district staff who can support training in the use of evidence-based curriculum, instruction, and intervention aligned to the B.E.S.T. ELA Standards. School Literacy Leadership Team plan family reading nights grounded in family friendly evidence-based practices to support the homeschool connection.

Action Step #2
Literacy Coaching

Person Monitoring:	**By When/Frequency:**
Deanna Teasdale & Jennifer Pierce	May 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Literacy coaches work with school principals to plan and implement consistent professional learning using strategies that demonstrate a significant effect on improving student outcomes. Literacy coaches prioritize time to those teachers, activities, and roles that will have the greatest impact on student achievement in reading, namely coaching, modeling, and mentoring in classrooms daily. Literacy coaches support and train teachers to administer assessments, analyze data and use data to differentiate instruction.

Action Step #3
Assessment

Person Monitoring:	**By When/Frequency:**
Kim Duffy	May 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Develop a structure for ongoing formative assessment is in place to determine where instruction should be modified to meet individual student needs. Determine a structure for conducting screening, progress monitoring and diagnostic assessments is in place to identify students with a substantial deficiency in reading.

Action Step #4
Professional Learning

Person Monitoring:	**By When/Frequency:**
Kim Duffy, Deanna Teasdale & Jennifer Pierce	May 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Professional Learning Communities (PLCs) are guided by assessment data and are ongoing, engaging, interactive, collaborative, and job-embedded and provide time for teachers to collaborate, research, conduct lesson studies, and plan instruction. School-based teams are provided professional learning sessions on the science of reading and evidence-based literacy instruction, materials, and assessment. School-based teams provide training to teachers that integrate the six components of reading (phonemic awareness, phonics, fluency, oral language, comprehension, and vocabulary) into an explicit, systematic, and sequential approach to reading instruction, including multisensory intervention strategies

IV. Positive Culture and 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.

Strategically focus on students who are missing 10% or more of school by providing family resources including the five in a row program to incentivize students and provide resources to families.

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.

37% (121 out of 324 students) had over 10% absences during the 23-24 school year. Our goal is to decrease this by 20% so that only 17% of students are missing 10% or more of school.

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 data on school profiles will be monitored during bi-weekly Child Study Team meetings in order to support students at each Tier and remove the barriers contributing to truancy.

Person responsible for monitoring outcome
Kim Duffy

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:
Five in a row is an incentive program given to students missing 10% more more of school so they can earn incentives each time they attend 5 consecutive days in a row.

Rationale:
Develop good attendance habits and positive reinforcement for attending school daily for instruction.

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
Attendance

Person Monitoring:
Kim Duffy

By When/Frequency:
May 2025/Bi-Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
* Review attendance taking process and school-wide strategies for positive attendance with all students. Resource map contains the attendance resources, interventions and incentives at our school to support increased attendance for each Tier. * Develop and implement 5 in a row attendance incentive programs and attendance spirit weeks (twice a year). * Engage students and families in attendance related activities to ensure they are knowledgeable of the data and aware of the importance of attendance. * Review data and effectiveness of school-wide attendance strategies on a biweekly basis during Child Study Team Meetings. * Implement Tier 2 and 3 plans for student specific needs and review barriers and effectiveness on a bi-weekly basis. * Ensure attendance is accurately taken and recorded on a daily basis and reflects the appropriate entry codes. (e.g. Pending entries cleared)

Area of Focus #2

Other

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.

Family engagement is a key strategy essential for student achievement. When school staff and families focus on building trusting relationships and connecting authentic family engagement to student learning and building the capacity of educators and families to work together to support learning at home, family engagement can lead to a family-school partnership that can positively impact student outcomes and close achievement gaps. Based on the 10 academic family events that were held during the 23-24 school year we had about 25% of our families come to participate in them.

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.

Attendance at schoolwide academic family events will increase to 40%.
The number of family engagement events that are relational, interactive and collaborative remain at 10 events.
The family/student satisfaction evaluation following each academic family event with demonstrate 85% overall satisfaction.
100% of Scholars will receive Daily Agendas to use in daily communications - academic, behavioral, community events.

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.

Collection and Review of Exit Surveys Following each academic family event.

Collection and Review of Signature Sheets following each academic family event.

Review of Daily Agendas

School Messenger Completion Data

Person responsible for monitoring outcome

Kim Duffy & Nichole LeGrant

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:

* Family Nights * Open House * Agendas for communication between school and home * Focus messaging system * School Messenger * Parent/Teacher Conferences

Rationale:

Families will feel confident talking with teachers and administrators and will advocate for their student(s); teachers will reach out to every family and will work as partners; administrators will provide leadership and support for family engagement and will assure families are partners in supporting student achievement; students will know their families are welcome and will feel their heritage and their families respected at school; staff will know they are valued by school administration for their role in engaging families and will take initiative to welcome and engage families; and the greater community will feel they are an integral part of the school family/community.

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

Family Engagement

Person Monitoring:	By When/Frequency:
Kim Duffy	May 2025/Monthly

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

* Educators regularly communicate with families, to share school processes/practices and scholar progress data. * Classroom teachers touch base at the beginning of the year with all families and establish preferred methods of communication (Focus, student agendas, online platforms and/or emails to regularly communicate with families to make positive connections home on a regular basis. * Meet and Greet and Open House scheduled with classroom teachers participating. * Parent-

Teacher Conferences will be held on a regular basis with flexibility on timing and platform- 1 per quarter- on calendar and connected to events. (September, November, February, May). This will include review of academic performance/data and Title 1 Compact. * All family engagement events, initiatives and programs are linked to academic learning. * All family engagement events, initiatives and programs have an opportunity to share student data and strategies to use at home. * Family engagement events are interactive where families have a chance to practice strategies. * Family engagement events provide opportunities for families to collaborate and form networks with each other. * Family engagement events are differentiated to address the diversity of our families and their needs. * Lealman Avenue will support family participation in district wide programs (Parent Academy, Parent-Guardian Connection, ESOL Family activities). * Lealman Avenue will support family use of district resources (virtual libraries, assessment tools, etc.) * Principal will host two State of Lealman Avenue Sessions for community stakeholders- September and February. * Use School Messenger calls from Principal with school updates- bi-weekly, monthly newsletters, include school Facebook page and updated website with Peachjar. Items will be translated into multiple languages.

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.

We provide all documents via our website, Facebook, and at our school lobby. In addition, we share the documents at our annual Title 1 Meetings and out PTA and SAC events. The documents are provided in two other languages for our ESOL parents in our school lobby as well. Our school website is https://www.pcsb.org/lealman-es

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))

Our school website is https://www.pcsb.org/lealman-es
We have a family nights monthly for students, parents, grandparents and other family members to the events. Some of our family events are celebratory for the scholars academics, some nights are to help families learn how to support their scholars at home. The events that we host focus on ELA, Science, STEM, Math, Student Led Conferences, Chorus and performing arts. Some of our events are tied into out PTA as well, Trunk or Treat where we host a book fair and give out information on the benefits of reading to your child and having them read to you as well.

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))

We have developed an instructional playbook which builds on our school-wide common language of expectations that align to our SIP. The five categories include: conditions for learning, community building, content planning, instructional practices, assessment and feedback. All of these conditions can be found in our plan for improvement section 3 of the SIP.

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))

NA

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))

We have a full time psychologist, social worker, and school counselor who work as team with administration to identify scholars who need more mental health and mentoring services. We provide school employee mentors if scholars need it for academic purposes, but we also offer community mentors to support our scholars as advocates. Our student services team all provide 1:1 and/or small group support based on scholar need.

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))

NA

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)).

We have a comprehensive PBIS plan. Staff, scholars, and their families are all trained on our PBIS processes. We also have a behavior team that addresses behavioral issues and we use that data to define which scholars who may need Tier 2 or Tier 3 services, in which case we use the MTSS process. This team uses a problem solving worksheet as needed based on data. The team meets monthly.

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)).

We have weekly PLC's for grade level teams that follow a cyclical process that uses student data to problem solve, develop an action plan, monitor and assess for results. The data used ranges from

formative assessments to summative assessments. Monthly staff meetings are used to provide professional development that aligns to our school improvement plan that centers around our 5 core focus areas: conditions for learning, community building, content planning, instructional practices, assessment and feedback. We have a primary literacy coach, intermediate literacy coach, math coach, science coach that collaboratively plan with our teachers two to three times a week and do coaching cycles to support our teachers.

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))

We have two Pre-K 3 and two VPK classrooms on our campus. They are all a part of our school community and attend all of our family events. They have support from a district Pre-K literacy coach as well as support from the district Pre-K team. We host a Ready, Set Kindergarten family night in February to give families the information they need to register their child for kindergarten.

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.

As a school team we will be looking at the resources available at our school and district that will be needed to support our black scholars to make the gains needed in ELA to reach the 41% needed of the Federal Percent of Points Index. We will disaggregate the data by standards and benchmarks, to look for areas of strength and growth. We will invite our black scholars to our afterschool tutoring program our Saturday Academies, assign them each a mentor, set them up with interventionists to support tier 2 & 3 interventions and look at what their interests are. When looking at their strengths and interests, the teachers will be able it weave in the deficient standards into the work that scholars are strong in.

Specifics to Address the Need

Identify the specific resource(s), rationale (i.e., data) and plan to address the need(s) (i.e., timeline).

The specific resources that will be used to support our black scholars to the more hands on learning that supports curiosity and risk taking. Teachers will utilize more of the following strategies within their classrooms: modeling, movement, monitoring with feedback, and music. Another area would be the relationship building between the scholar and the teacher, to know that the scholar has someone they can trust believes in them to grow their knowledge. We will utilize out academic coaches to support our teachers and scholars within the core content as well as with Tier 2 & 3 interventions. In looking at our data our black scholars are 25% proficient in ELA proficiency, we have set a goal of them moving up to 41% proficiency by May of 2025 as measured by FAST ELA.

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