LEALMAN AVENUE ELEMENTARY SCHOOL

2025-26 Schoolwide Improvement Plan

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School Board Approval

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

SIP Authority

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

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

The Department's SIP template meets:

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

Purpose and Outline of the SIP

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

I. School Information

A. School Mission and Vision

Provide the school's mission statement

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, 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
Kimberly Duffy

duffyki@pcsb.org

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

legrantn@pcsb.org

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

pierceje@pcsb.org

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 Townsend

townsendsh@pcsb.org

Position Title
Math Coach

Job Duties and Responsibilities

Assist with the Monitoring of School Data in grades Kdg-5th, 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

mcclintickta@pcsb.org

Position Title
Science Coach

Job Duties and Responsibilities

Assist with the Monitoring of School Data in grades Kdg-5th, 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

Teasdaled@pcsb.org

Position Title
PELI Coach

Job Duties and Responsibilities

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

2. Stakeholder Involvement

Describe the process for involving stakeholders [including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders] and how their input was used in the SIP development process (20 U.S.C. § 6314(b)(2), ESEA Section 1114(b)(2).

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

The 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 25-26 school year. All the stakeholders input was valued and incorporated into the goals and action steps.

3. SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

The SIP will be regularly monitored throughout the 25-26 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.

C. Demographic Data

2025-26 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**
2024-25 TITLE I SCHOOL STATUS	**YES**
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	**100.0%**
CHARTER SCHOOL	**NO**
RAISE SCHOOL	**YES**
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	**N/A**
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2024-25 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	**STUDENTS WITH DISABILITIES (SWD)** **ENGLISH LANGUAGE LEARNERS (ELL)** **BLACK/AFRICAN AMERICAN STUDENTS (BLK)** **HISPANIC STUDENTS (HSP)** **WHITE STUDENTS (WHT)** **ECONOMICALLY DISADVANTAGED STUDENTS (FRL)**
SCHOOL GRADES HISTORY *2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.*	**2024-25: B** **2023-24: B** **2022-23: C** **2021-22: C** **2020-21:**

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	50	53	61	74	57	42				337
Absent 10% or more school days		22	24	28	21	12				107
One or more suspensions			1	2	1					4
Course failure in English Language Arts (ELA)				1	1	1				3
Course failure in Math				4	6					10
Level 1 on statewide ELA assessment		1	21	42	9					73
Level 1 on statewide Math assessment		8	18	30	10	9				75
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0
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 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		4	10	21	17	8				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				7						7
Students retained two or more times										0

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

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days		16	28	32	22	23				121
One or more suspensions			1	8	3	4				16
Course failure in English Language Arts (ELA)					4					4
Course failure in Math				5	2	3				10
Level 1 on statewide ELA assessment				10	15	20				45
Level 1 on statewide Math assessment				6	14	20				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)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

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	14	16	16				49

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				12						12
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

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*	47	64	59	39	61	57	35	54	53
Grade 3 ELA Achievement	51	67	59	29	63	58	29	54	53
ELA Learning Gains	55	62	60	64	64	60			
ELA Lowest 25th Percentile	61	59	56	64	62	57			
Math Achievement*	61	69	64	47	66	62	40	61	59
Math Learning Gains	72	67	63	69	68	62			
Math Lowest 25th Percentile	82	56	51	72	58	52			
Science Achievement	57	70	58	59	69	57	51	62	54
Social Studies Achievement*			92						
Middle School Acceleration									
Graduation Rate									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)	61	67	63	63	65	61	48	64	59

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

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

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

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

2024-25 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	61%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	547
Total Components for the FPPI	9
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
61%	56%	41%	51%	40%		38%

* 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	50%	No		
English Language Learners	51%	No		
Black/African American Students	43%	No		
Hispanic Students	57%	No		
White Students	71%	No		
Economically Disadvantaged Students	60%	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	47%	51%	55%	61%	61%	72%	82%	57%					61%
Students With Disabilities	29%		46%		57%	69%							
English Language Learners	30%	39%	55%	50%	52%	68%		50%					61%
Black/African American Students	30%	32%	35%		44%	69%		50%					
Hispanic Students	44%	45%	63%	58%	60%	63%		57%					62%
White Students	65%	73%	65%		76%	74%							
Economically Disadvantaged Students	47%	51%	54%	57%	61%	71%	80%	58%					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	39%	29%	64%	64%	47%	69%	72%	59%					63%
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%

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	46%	65%	-19%	57%	-11%
ELA	4	41%	62%	-21%	56%	-15%
ELA	5	40%	61%	-21%	56%	-16%
Math	3	52%	68%	-16%	63%	-11%
Math	4	57%	68%	-11%	62%	-5%
Math	5	58%	65%	-7%	57%	1%
Science	5	51%	67%	-16%	55%	-4%

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 ELA, ELA 3rd grade and Math. They went from: ELA In 39%-47%, 3rd grade ELA 29%-51% & Math 47%-61%.

In the area of ELA and 3rd grade ELA our 3r, 4th and 5th grade teachers dug deep into the standards and the curriculum with the ELA coach and principal weekly to see where the scholars needed more support in a specific standard. Small groups were formed to support the scholars in standards they were struggling with. We looked at data from module assessments, portfolios, exit tickets to see if there was success or if a reteach was needed. Our scholars were invited to afterschool tutoring and our Saturday Academy ensure that we taught and touched on the standards that needed to gain a deeper understanding of.

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.

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 learning gains during the FAST throughout the three PM testing windows. We ended the 23-24 school year with our scholars at 64% learning gains in ELA on FAST PM3. During the 24-25 school year our scholars had a 55% 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 did not understand the depth and breadth of the standard in order to teach it to our scholars who were level 4's &5's in order for them to maintain those levels in which they would have made a learning gain.

Greatest Decline

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

One of our areas of decline during the 24-25 school year was with our ELA Learning Gains and ELA L25 Gains. One of the things we noticed after disaggregating the data was that our scholars who were level's 3, 4, & 5 many were not able to maintain their achievement levels to make their gains. Another area was our ELL L25 scholars who have difficulty with the reading English.

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 data component that had the greatest gap when compared to the stat average was in the area of ELA proficiency, ELA 3rd grade proficiency, and ELA Learning Gains. We made significant increases in both ELA proficiency and 3rd grade ELA proficiency from previous years. Some of the factors that have contributed to this gap were from our scholars not having had a strong foundation in reading from their years in primary classes. We have since built an amazing team of primary teachers who have supported the foundations of reading in our scholars, as can be seen form the gains we made in ELA this year.

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 25-26 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.

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 Differentiation, ELA, Math, Science

Area of Focus Description and Rationale

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

Instructional practice 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.

Measurable Outcome

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

Proficiency in English Language Arts will increase 10% (from 47% to 56%), as measured by the PM 3 Florida Assessment for Student Thinking (FAST) in May 2026.
Proficiency in 3rd Grade English Language Arts will increase 10% (from 51% to 56%), as measured by the PM 3 Florida Assessment for Student Thinking (FAST) in May 2026.
Proficiency in Mathematics will increase 5% (from 61% to 66%), as measured by the PM 3 Florida Assessment for Student Thinking (FAST) in May 2026.
Proficiency in Science will increase 5% (from 57% to 59%), as measured by end of year data on the Science Standards Assessment (SSA) in May 2026.

Monitoring

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

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:

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:
*Cognitive engagement with content *Explicit and systematic instruction *Scaffolded instruction *Formative assessment & corrective feedback *Academic discourse *Writing across content areas *Close reading & annotation strategies *Use and connect mathematical representations *Build procedural fluency from conceptual understanding *Elicit and use evidence of student thinking *Classroom discussion

Rationale:
Writing may be the most powerful teaching tool we have. Research tells us that writing, thinking, and reading are indelibly linked. Writing is the key to unlocking the other two. Studies have found that when students at any grade level write about texts they have read and content they have been taught – not just in English, but also in social studies, science, and math – their reading comprehension and learning is enhanced. Writing about reading (and other content) forces students to retrieve it in a way that lodges it in their long-term memories. Cognitive scientists call this retrieval practice. Teaching writing about reading (and other content) can be tantamount to teaching students how to think critically. Having students write about what they are learning can yield greater benefits than favored techniques such as discussion, projects, and group work.

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
ELA

Person Monitoring: **By When/Frequency:**
Jennifer Pierce   May 2026/Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
• Provide clear, direct, and explicit instruction in writing. • Teach sentence-level activities to develop knowledge and analytical abilities while simultaneously enabling students to learn the mechanics of sentence construction. • While students are reading, break the reading into chunks and provide sentence frames and questions for students to respond to while reading as quick comprehension checks. • Anticipate student responses to the questions/stems posed by creating exemplar responses. • Use prompts/sentence stems that encourage students to explain, analyze, compare, and reflect on texts. • Use sentence stems and graphic organizers to scaffold responses across

developmental levels. • Improve organizational and study skills by teaching students to paraphrase, take notes, summarize, and make outlines. • Ensure the writing has a purpose/audience by implementing routines for peer discussion based on the writing and by providing students with frequent feedback. • Use writing to monitor student comprehension of material that has been taught, determine your next instructional steps, and provide effective feedback that will move students forward.

Action Step #2
Math

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

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
• Integrate writing-to-learn strategies, such as math journals, sentence stems, and written explanations of problem-solving—to clearly explain mathematical thinking and make real-world connections. • Teachers and administrators engage in Just-in-Time Topic Roll Out training to implement the instructional materials, understanding how the materials connect to evidence-based practices and B.E.S.T. Standards. • Schedule and facilitate ongoing mathematics topic planning sessions by grade level, using district provided resources and the PCS effective planning protocol (T&L Handbook). • Provide all students with consistent opportunities to engage with the Mathematical Thinking and Reasoning Standards (MTR's) through complex, grade-level content and activities aligned to the rigor of the standard/benchmark. • Employ instructional practices to motivate and deepen student engagement including but not limited to positive expectations for success; 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.

Action Step #3
Science

Person Monitoring:	**By When/Frequency:**
Tara McClintick	May 2025/Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
• During collaborative planning, synthesize the benchmarks, benchmark clarifications, and content limits to fully understand the expected outcomes that carry the full weight of the standards. • During collaborative planning, 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. • Teachers and administrators engage in the just-in-time training to support implementation of the curriculum and other instructional initiatives. • Ensure professional learning is content-focused, teacher and student-focused, instructionally relevant, and actionable. • Incorporate writing to learn scientific strategies to help students deepen their understanding by reflecting, explaining, and reasoning through ideas using written language through science notebooks, here students are given the opportunity to explain their thinking, provide evidence, and reflect on lessons/understanding through the use of writing prompts or exit tickets.

Action Step #4
Differentiation for all scholars

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:
• Cultivate a trusting and motivating classroom culture where curiosity, improvement, & risk-taking are valued. • 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; promote active learning through writing. • Use materials and assign tasks that are interesting to students and seem relevant to students. • Plan for active learning opportunities to increase joy and satisfaction in learning for each student. • Increase opportunities for collaborative group work with academic discourse. • Use students' writing to assess understanding, identify misconceptions and guide instruction. • Employ instructional practices and routines that promote student-centered learning such as Higher-Order Questioning, Pinellas Problem Solving Routine, Play-Explore-Investigate (PEI) Routine, Number Sense Making Routines, and Collaborative structures. • Ensure instructional supports are in place for all students during core instruction, independence 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. • Implement a plan for identifying students not meeting benchmark in the early grades, including targeted instruction, and frequently monitoring progress to ameliorate gaps early. • Monitor fidelity of small group instruction and student response to small group instruction. • Implement goal setting opportunities where students regularly participate in setting their own goals, monitoring academic progress throughout the year, revising goals based on data, and celebrating successes. • Implement student-led conferences for students to engage in discourse, sharing academic goals/progress. • 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. • 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.

Area of Focus #2

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

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

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.

Strategically focus on 2nd and 3rd 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 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.

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 2024-2025 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.

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.

Standards-based data (common assessments, FAST, walkthrough data, etc.) collected from the 2024-2025 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.

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 2026.

Grades 3-5: Measurable Outcome(s)

Proficiency in 3rd Grade English Language Arts will increase 10% (from 51% to 61%), as measured by the PM 3 Florida Assessment for Student Thinking (FAST) in May 2026.

Proficiency in 3rd, 4th and 5th Grade English Language Arts will increase 10% (from 47% to 57%), as measured by the PM 3 Florida Assessment for Student Thinking (FAST) in May 2026.

Monitoring

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

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:
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:
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 skills: foundational reading and reading comprehension. Employing 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:
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
Literacy Leadership

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:
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. Guide and support professional learning that emphasizes the reciprocal relationship

between oral language, collaborative discussion, and writing, strengthening teachers' capacity to use these practices to help students organize thinking, make cross-curricular connections, and engage with complex academic content. 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/Monthly

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 outlined by the Pinellas Early Literacy Initiative, centered on evidence-based practices grounded in the science of reading, the UFLC Flamingo Small group model, and writing, to 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.

Area of Focus #3

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

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

Area of Focus Description and Rationale

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

Black students were an ESSA subgroup for the last five years. Their overall proficiency the for the 21-22 school year was 40%, 21-22 school year 26%, 23-24 school year 39% and the 24-25 school year 43%. This subgroup has an achievement gap when comparing to the performance of non-black students and performance overall.

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.

Increase overall proficiencies for our Black scholars from 43% to 50%, as measured by the PM 3 Florida Assessment for Student Thinking (FAST) in May 2026.

Monitoring

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

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 black 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:
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:
*Cognitive engagement with content *Explicit and systematic instruction *Scaffolded instruction *Formative assessment & corrective feedback *Academic discourse *Writing across content areas *Close reading & annotation strategies *Use and connect mathematical representations *Build procedural fluency from conceptual understanding *Elicit and use evidence of student thinking *Classroom discussion *Monitor student progress through frequent checks for understanding and provide targeted feedback *Establish a data-driven structure to identify and support level 2 students through targeted instruction incorporating the achievement level descriptors to improve student outcomes

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:
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
ESSA Subgroup- Black

Person Monitoring:
Kim Duffy

By When/Frequency:
May 2026

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
• Cultivate a trusting and motivating classroom culture where curiosity, improvement, & risk-taking are valued. • 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; promote active learning through writing. • Use materials and assign tasks that are interesting to students and seem relevant to students. • Plan for active learning opportunities to increase joy and satisfaction in learning for each student. • Increase opportunities for collaborative group work with academic discourse. • Use students' writing to assess understanding, identify misconceptions and guide instruction. • Employ instructional practices and routines that promote student-centered learning such as Higher-Order Questioning, Pinellas Problem Solving Routine, Play-Explore-Investigate (PEI) Routine, Number Sense Making Routines, and Collaborative structures. • Ensure instructional supports are in place for all students during core instruction, independence 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. • Implement a plan for identifying students not meeting benchmark in the early grades, including targeted instruction, and frequently monitoring progress to ameliorate gaps early. • Monitor fidelity of small group instruction and student response to small group instruction. • Implement goal setting opportunities where students regularly participate in setting their own goals, monitoring academic progress throughout the year, revising goals based on data, and celebrating successes. • Implement student-led conferences for students to engage in discourse, sharing academic goals/progress. • 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. • 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.

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.

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 24-25 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

Nichole LeGrant

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:

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(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

Attendance

Person Monitoring:	By When/Frequency:
Nichole LeGrant	May 2025/Monthly

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)

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.

https://www.pcsb.org/lealman-es

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.

During School Advisory Council (SAC meetings we present highlights of the SIP, Title I Schoolwide Plan (SWP), and Family Engagement plan (PFEP) and provide updates of implementation throughout the year.

We also post a copy of the plans, and SAC meeting agendas/minutes on the school website and front office's "Parent station".
A survey regarding the PFEP and parent input will be sent out to families via school messenger.
Translation and interpretation services (including ASL) will be provided upon request for meetings and materials
In addition, the Title I School & Family Overview is sent home as part of the communication that goes home with the students during the first weeks of school. It includes information on where to access the SIP and PFEP.
We also share a state of the school presentation with our families and stakeholders at least one time a year.

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)).

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.
We will use the data provided from the parent survey to determine the family engagement events for the 25/26 school year. We will develop school improvement committees that plan one academic family engagement event per year based on their SIP content. We will calendar the family engagement events at the end of this school year for next school year. We will embed an art or music program into each family engagement event as we have found that this helps increase engagement.

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)).

We have developed an Staff Handbook with Instructional frameworks which build 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.
In regards to data analysis and planning:
a). Calendar out the data analysis topics on a monthly basis based on when new data will arrive. For example, the previous month's behavior data could be the focus for the first ILT/PLC each month. The academic and testing calendar would be utilized to determine subject area PLC data review.
b). Continue weekly ILT and PLC meetings with a planned agenda that reviews the previous bi-week's action results.
c). Calendar out the action step deadlines and monitor the effectiveness with each teacher at PLC.

d). Increase the analyzing of formative assessments at PLC to include scholar work, rather than waiting for end of unit assessments. This worked for us during this school year and we will continue these priority strategies. Teachers will receive support from admin and coaches on how to differentiate instruction and support for handling behaviors for each of the ESSA subgroups that fall below the 41% threshold.

In regards professional learning:
a). We will continue to use data from scholars as well as admin/coach walk-through data to determine professional development needs school-wide, by grade level, content area, and individual teacher.
b). We will refine our professional development needs to have a tighter focus on aligning it to scholar needs.
c). Within the professional development, we want to build in opportunity for teachers to prepare lessons based on the data and instructional strategies we are providing PD on.
d). We will tier our teachers into 3 tiers to support them through the PD sessions with digestible chunks and then see those that are applying the PD and monitor for fidelity

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)).

Lealman Avenue Elementary School will ensure the unique needs of ESOL students are being met by the following strategies: 1. Ensuring high-quality, standards-based and culturally responsive educational programs for ESOL students and families. 2. Provide professional development for all educators working with ESOL students. 3. Providing information to families in their native language to the extent possible.
Lealman Avenue Elementary School will conduct meetings with parents and our ESE team to discuss policies and procedures for ESE students, as well as, the specific learning needs and expectations for ESE students.
Lealman Avenue Elementary School will take advantage of any support provided by the district in regards professional learning.
We have increased the number of lunch pal mentors for our scholars. We have partnered with Clearview United Methodist Chirch who have members who have provided our school supplies and backpacks for scholars to have at home to do academics and also a monetary donation to support scholar needs. We have a partnership with the Friends of Tampa Bay who who began their mentoring program with 8 of our girls in 2nd grade through their entire school education. We are excited about

the partnership with them. We have also added two seniors in service with class grannys this year. They work with our scholars and teachers in kindergarten.

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)).

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(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. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(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 (20 U.S.C. § 6314(b)(7)(A)(iii)(IV),

ESEA Section 1114(b)(7)(A)(iii)(IV)).

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

We have a 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 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.

No Answer Entered

Specifics to Address the Need

Identify the specific resource(s) and rationale (i.e., data) you have determined will be used this year to address the need(s) (i.e., timeline).

No Answer Entered

VII. Budget to Support Areas of Focus

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

BUDGET

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