

Pinellas County Schools

# LEALMAN INNOVATION ACADEMY



## 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

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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)

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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

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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

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## A. School Mission and Vision

### Provide the school's mission statement

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R.O.A.R.- Recovery, Onus, Acceleration and Redefinition

Lealman Innovation Academy serves drop-out prevention scholars who require additional supports and interventions to meet academic achievement goals. Our school specializes in remediation, individualized interventions, and flexible scheduling to ensure our shared mission and vision meets the needs of all scholars served.

### Provide the school's vision statement

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100% Scholar Success through equitable practices

## 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

Christina Fields

fieldsc@pcsb.org

##### Position Title

Principal

##### Job Duties and Responsibilities

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Manage all aspects of the school community including student achievement, teaching and learning and professional development.

## Leadership Team Member #2

### Employee's Name

Brooke Dyett

dyettb@pcsb.org

### Position Title

Assistant Principal

### Job Duties and Responsibilities

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Manage all aspects of the school community including student achievement, teaching and learning and professional development.

## Leadership Team Member #3

### Employee's Name

Kristy Evans

Evanskr@pcsb.org

### Position Title

MTSS Staff Developer

### Job Duties and Responsibilities

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Serve as the MTSS Staff Developer for middle school and high school scholars and teachers within the school community.

## Leadership Team Member #4

### Employee's Name

Maureen Tucker

Tuckerma@pcsb.org

### Position Title

School Counselor

### Job Duties and Responsibilities

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School counselor for all scholars within the school community. Creating academic plans with scholars for post-secondary planning.

## Leadership Team Member #5

### Employee's Name

Charles Harris

harrischar@pcsb.org

**Position Title**

Behavior Specialist

**Job Duties and Responsibilities**

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Support scholar behavior needs within the school community and provide professional development for staff members in the school setting. Promote positive behavior interventions within the school community.

**Leadership Team Member #6**

**Employee's Name**

Iroma Heard

heardi@pcsb.org

**Position Title**

Social Studies Department Leader

**Job Duties and Responsibilities**

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Serve as the department leader for Social Studies - monitoring SIP goals, collecting department data, and leading student achievement efforts for social studies.

**Leadership Team Member #7**

**Employee's Name**

Rudy Morrow

morrowru@pcsb.org

**Position Title**

Math Department Leader

**Job Duties and Responsibilities**

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Serve as the department leader for Math- monitoring SIP goals, collecting department data, and leading student achievement efforts for mathematics.

**Leadership Team Member #8**

**Employee's Name**

Michael Wheelock

wheelockm@pcsb.org

**Position Title**

Science Department Leader

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**Job Duties and Responsibilities**

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Serve as the department leader for science - monitoring SIP goals, collecting department data, and leading student achievement efforts for science.

**Leadership Team Member #9****Employee's Name**

Eula Goolsby

goolsbye@pcsb.org

**Position Title**

Electives Department Leader

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**Job Duties and Responsibilities**

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Serve as the department leader for electives - monitoring SIP goals, collecting department data, and leading student achievement efforts for electives.

**Leadership Team Member #10****Employee's Name**

Melody Greene

greeneme@pcsb.org

**Position Title**

English Language Arts Department Leader

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**Job Duties and Responsibilities**

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Serve as the department leader for electives - monitoring SIP goals, collecting department data, and leading student achievement efforts for electives

**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.*

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We gather input through surveys, focus groups, and meetings. This includes feedback on academic performance, school climate, and other critical areas. The collected data is analyzed to identify

strengths, weaknesses, opportunities, and threats. Based on the analysis, the committees draft the SIP, incorporating evidence-based strategies and interventions aimed at addressing identified needs. The draft SIP is shared with all stakeholders for review. This includes presenting the SIP at the beginning of the school year, during graduation meetings, and at the end of the school year. These presentations are designed to explain the SIP's goals, strategies, and expected outcomes. Feedback from the surveys and meetings is collected and reviewed by the committees. Necessary revisions are made to the SIP to reflect the input from all stakeholders. This collaborative and inclusive process ensures that the SIP is comprehensive, addressing the needs and expectations of all stakeholders involved in the school community.

### **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)).

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The SIP will be monitored by the Instructional Leadership – MTSS Instructional Staff Developers, Admin will review a triangulation of data using formative, summative and common assessments, data and walkthrough data. The instructional leadership team will facilitate subject area planning with all teachers focusing on improving target/task alignment. During classroom walkthroughs, the administrator will measure target/task alignment using a research-based classroom walkthrough tool.



## C. Demographic Data

<b>2025-26 STATUS</b> (PER MSID FILE)	<b>ACTIVE</b>
<b>SCHOOL TYPE AND GRADES SERVED</b> (PER MSID FILE)	<b>SENIOR HIGH 5-12</b>
<b>PRIMARY SERVICE TYPE</b> (PER MSID FILE)	<b>ALTERNATIVE EDUCATION</b>
<b>2024-25 TITLE I SCHOOL STATUS</b>	<b>YES</b>
<b>2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE</b>	<b>100.0%</b>
<b>CHARTER SCHOOL</b>	<b>NO</b>
<b>RAISE SCHOOL</b>	<b>NO</b>
<b>2024-25 ESSA IDENTIFICATION</b> *UPDATED AS OF 1	<b>CSI</b>
<b>ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)</b>	
<b>2024-25 ESSA SUBGROUPS REPRESENTED</b> (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	<b>STUDENTS WITH DISABILITIES (SWD)* BLACK/AFRICAN AMERICAN STUDENTS (BLK)* HISPANIC STUDENTS (HSP)* WHITE STUDENTS (WHT)* ECONOMICALLY DISADVANTAGED STUDENTS (FRL)*</b>
<b>SCHOOL IMPROVEMENT RATING HISTORY</b>	<b>2024-25: MAINTAINING 2023-24: MAINTAINING 2022-23: 2021-22: MAINTAINING 2020-21:</b>

## 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							27	50	42	119
Absent 10% or more school days							21	33	36	90
One or more suspensions							5	23	24	52
Course failure in English Language Arts (ELA)							9	9	8	26
Course failure in Math							5	4	0	9
Level 1 on statewide ELA assessment							30	28	39	97
Level 1 on statewide Math assessment							21	27	27	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	0	0	0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)							0	0	0	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							19	39	38	96

#### 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							8	8	3	19
Students retained two or more times							8	24	4	36

**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							19	35	52	106
One or more suspensions							9	26	23	58
Course failure in English Language Arts (ELA)						4	1	5	9	19
Course failure in Math						2	2	5		9
Level 1 on statewide ELA assessment							19	25	35	79
Level 1 on statewide Math assessment							18	25	35	78
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							17	32	48	97

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

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year							1	5	9	15
Students retained two or more times						1	6	5	13	25

## 2. Grades 9-12 (optional)

### 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
	9	10	11	12	
School Enrollment	48	31	40	27	146
Absent 10% or more school days	40	24	27	15	106
One or more suspensions	30	12	10	9	61
Course failure in English Language Arts (ELA)	14	1	6	4	25
Course failure in Math	1	1	7	2	11
Level 1 on statewide ELA assessment	27	32	0	0	59
Level 1 on statewide Algebra assessment	30	1	11	18	60

### 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
	9	10	11	12	
Students with two or more indicators	42	24	29	17	112

## **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 CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	9	62	59	9	55	55	8	47	50
Grade 3 ELA Achievement									
ELA Learning Gains	27	58	58	36	57	57			
ELA Lowest 25th Percentile	48	54	56	56	55	55			
Math Achievement*	13	46	49	5	42	45	9	36	38
Math Learning Gains	36	45	47	31	46	47			
Math Lowest 25th Percentile	45	43	49	62	41	49			
Science Achievement	13	73	72	9	64	68	6	61	64
Social Studies Achievement*	25	74	75	6	70	71	10	63	66
Graduation Rate	85	94	92	80	92	90	90	92	89
Middle School Acceleration									
College and Career Acceleration	10	69	69	4	69	67	5	69	65
Progress of ELLs in Achieving English Language Proficiency (ELP)	50	52		45	49	25	47	45	

\*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)	CSI
OVERALL FPPI – All Students	31%
OVERALL FPPI Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	5
Total Points Earned for the FPPI	311
Total Components for the FPPI	10
Percent Tested	94%
Graduation Rate	85%

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
31%	30%	27%	28%	27%		31%

\* 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	29%	Yes	6	6
Black/African American Students	30%	Yes	6	6
Hispanic Students	29%	Yes	6	1
White Students	22%	Yes	4	3
Economically Disadvantaged Students	30%	Yes	6	6



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	9%		27%	48%	13%	36%	45%	13%	25%		85%	10%	
Students With Disabilities	1%		21%	41%	7%	31%	44%	14%	20%		100%	6%	
Black/African American Students	5%		27%	50%	10%	33%	45%	14%	22%		86%	10%	
Hispanic Students	28%		31%		27%								
White Students	14%		23%		17%	50%		8%	19%				
Economically Disadvantaged Students	8%		27%	47%	13%	35%	46%	13%	24%		81%	7%	

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	9%		36%	56%	5%	31%	62%	9%	6%		80%	4%	
Students With Disabilities	3%		34%	47%	1%	33%	68%	0%	0%		93%	4%	
Black/African American Students	7%		35%	58%	4%	31%	68%	5%	3%		88%	7%	
Hispanic Students	33%		40%		23%	45%					55%		
Multiracial Students	25%		42%		9%	36%							
White Students	8%		38%		6%	24%		11%	14%		82%		
Economically Disadvantaged Students	10%		34%	54%	6%	32%	66%	9%	4%		80%	5%	

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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	8%				9%			6%	10%		90%	5%	25%
Students With Disabilities	3%				7%			2%	9%		94%	10%	
English Language Learners	0%				18%								58%
Black/African American Students	4%				6%			3%	7%		91%	2%	
Hispanic Students	27%				22%			10%	10%		73%		
White Students	12%				11%			8%	19%		100%	5%	
Economically Disadvantaged Students	7%				8%			5%	9%		88%	5%	55%

## 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	10	2%	59%	-57%	58%	-56%
ELA	6	16%	61%	-45%	60%	-44%
ELA	7	10%	59%	-49%	57%	-47%
ELA	8	11%	59%	-48%	55%	-44%
ELA	9	6%	59%	-53%	56%	-50%
Math	6	15%	63%	-48%	60%	-45%
Math	7	14%	33%	-19%	50%	-36%
Math	8	10%	64%	-54%	57%	-47%
Science	8	10%	58%	-48%	49%	-39%
Civics		25%	78%	-53%	71%	-46%
Biology		17%	69%	-52%	71%	-54%
Algebra		14%	59%	-45%	54%	-40%
Geometry		15%	53%	-38%	54%	-39%
History		22%	72%	-50%	71%	-49%
2024-25 WINTER						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra		* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Geometry		* data suppressed due to fewer than 10 students or all tested students scoring the same.				
History		* data suppressed due to fewer than 10 students or all tested students scoring the same.				

2024-25 FALL						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra						

*\* data suppressed due to fewer than 10 students or all tested students scoring the same.*

### III. Planning for Improvement

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#### 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?

---

Based on Progress Monitoring Three (PMS) data, thirty-two percent (32%) of the scholars made learning gains in English and Language Arts. Forty-one percent (41%) of the scholars made learning gains in math. The data shows the lowest percentage of scholars making learning gains in reading. The most improved area was in math. Some contributing factors to the improvement in data include increased progress monitoring and student-centered learning with a defined purpose and relevance.

##### **Lowest Performance**

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

---

Based on Progress Monitoring Three (PMS) data, thirty-two percent (32%) of the scholars made learning gains in English and Language Arts. Forty-one percent (41%) of the scholars made learning gains in math. The data with the lowest percentage of scholars making learning gains was in reading. Contributing to last year's low performance is a lack of rigorous instruction, a lack of differentiated support, and a lack of learning tasks aligned with curriculum standards. The administrative team will schedule a regular walkthrough schedule to monitor task and curriculum standard alignment, conduct PLC based on walkthrough data to improve student data outcomes and monitor for effective use of research-based teaching and learning strategies to improve scholar outcomes school-wide.

##### **Greatest Decline**

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

---

Data components that have the greatest gap when compared to the state are reading and math proficiency. Contributing factors that contribute to the gaps are lack of rigorous instruction, a lack of differentiated support consistently, and a lack of student-centered learning with defined purpose and relevance.

##### **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.

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Data components that have the greatest gap when compared to the state are reading and math proficiency. Contributing factors that contribute to the gaps are lack of rigorous instruction, a lack of differentiated support consistently, and a lack of student-centered learning with defined purpose and relevance.

### **EWS Areas of Concern**

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

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Based on the EWS data two potential areas of concern are students absent 10% or more days and the number of students who are a Level One on state assessments in reading and math.

### **Highest Priorities**

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

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1. Using real-time student data to drive instructional practices - Formative Assessment and Feedback
2. Focus on Instruction and task aligned to grade level standards/benchmarks and high yield instructional practices - cognitive engagement with content, writing to learn close reading and annotation strategies, and academic discourse
3. Positive learning community for students and staff with a focus on Restorative Practices.

## B. Area(s) of Focus (Instructional Practices)

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

### Area of Focus #1

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

### Instructional Practice specifically relating to ELA

#### Area of Focus Description and Rationale

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.

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2025 School Improvement Rating (SIR) results indicate that thirty-two (32%) of the scholars made learning gains in English Language Arts.

#### 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.

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Increase learning gains in reading. The percentage of scholars with learning gains in English Language Arts will increase from 32% to 51% as evidenced by Progress Monitoring (PM3).

#### Monitoring

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

---

The MTSS Instructional Staff Developer and Administration Team will review a triangulation of data, including formative, summative, and common assessments, as well as walkthrough data. The instructional leadership team will facilitate professional development with all Instructional staff members focusing on improving using real-time student data to drive instructional practices - Formative Assessment and feedback, focus on instruction and tasks aligned to grade-level standards/benchmarks and high yield instructional practices - cognitive engagement with content anchor charts, writing to learn close reading and annotation strategies, and academic discourse and positive learning community for students and staff with a focus on restorative practices. We will focus on the use of district-researched-based curriculum resources in various subject areas, including reading, ELA, math, science, social studies, and CTAE courses, to prepare scholars for our workforce. During classroom walkthroughs, the administrator will evaluate the implementation of data-driven instructional practices to improve scholars' academic outcomes.

#### Person responsible for monitoring outcome

Brooke Dyett



**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:**

Evidence-based Strategy- Professional Learning Communities (PLC) Professional learning communities will focus on standards-based planning, student work analysis protocol, development of common assessments and analyzing data. The work of the PLC will be centered around the research of Richard DuFour's PLC questions: 1. What is it we want our students to learn? 2. How will we know if each student has learned it? 3. How will we respond when some students do not learn it? 4. How can we extend and enrich the learning for students who have demonstrated proficiency?

**Rationale:**

In order to provide students opportunities to engage in grade appropriate standards-based tasks teachers will be supported through a structure for professional learning communities focused on effective teaching methods for learning and data driven lesson planning.

**Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

Yes

**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**

Use state and district resources (such as the BEST ELA Standards and PCS Gold Document) to synthesize the benchmarks, benchmark clarifications, and appendices to fully understand the expected outcomes district curriculum resources to provide all students with consistent opportunities to engage in complex, grade-level content, knowledge-building, and tasks aligned to the rigor of the standard/benchmark; and make strategic decisions about implementation of the curriculum to maximize impact on student learning. Students will be provided with reading materials, kinesthetic learning opportunities, and classroom supplies to ensure their success

**Person Monitoring:**

Brooke Dyett

**By When/Frequency:**

Ongoing

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

Teachers meet in a Professional Learning Community (PLC) at least once per month to review student work in order to determine to what degree students are making progress with benchmarks because of the use of complex tasks. Additionally, teachers will plan remediation by evaluating student data from Reading programs and classroom assessment to determine student individual needs to improve learning gains.

**Action Step #2**

Administrators will monitor Lexia, Appleroth, iReady and other district approved English language arts/ reading program data in ELA and Reading and provide feedback to support teacher growth. Administrators will monitor for instructional look-fors in ELA/ Reading: anchor charts, graphic

organizers, reading comprehension protocols, benchmark trackers, curriculum pacing guides, and student engagement using BEST texts.

**Person Monitoring:**

Brooke Dyett

**By When/Frequency:**

Ongoing

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

Monthly SBLT and PLC Meetings will focus on reviewing walkthrough data, student performance data in various reading and English programs, to determine progress and needs assessment to improve student academic outcomes in all core curriculum subject areas within the school.

**Action Step #3**

Administrators will monitor and support the use of grade level task and text alignment and provide feedback to support teacher growth. Protocol will include DuFour's PLC Framework and how teachers will be supported with effective teaching methods for standards-based instruction.

**Person Monitoring:**

Brooke Dyett

**By When/Frequency:**

Ongoing

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

Monthly SBLT and PLC Meetings will focus on reviewing walkthrough data including the following instructional focuses Cognitive Engagement with Content - These strategies activate prior knowledge, stimulate critical thinking, and deepen understanding of core content across the depth of knowledge continuum to foster mastery and retention. Writing to Learn - These strategies promote active learning through writing, providing students tools to organize their thoughts, create connections across content, and expand their knowledge and interaction with complex academic concepts Formative Assessments and Feedback - These strategies provide tools to check student understanding, supply timely and actionable feedback, and adjust and differentiate lessons to support student learning. Close Reading and Annotation Strategies - These strategies promote active learning through reading, by providing students tools to interact with and analyze information through annotation to deepen comprehension of various texts, charts, and graphs. Academic Discourse - These strategies facilitate the exchange of student ideas, the development of academic vocabulary, and the growth of active listening skills to advance student engagement, promote authentic discussion, and increase comprehension of core content.

**Area of Focus #2**

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

**Instructional Practice specifically relating to Math**

**Area of Focus Description and Rationale**

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.

2025 School Improvement Rating (SIR) results indicate that forty-one percent (41%) of the scholars made learning gains in Math.

**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.

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Increase learning gains in math. The percentage of scholars with learning gains in Math will increase from 41% to 51% as evidenced by Progress Monitoring (PM3).

### **Monitoring**

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

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The MTSS Instructional Staff Developer and Administration Team will review a triangulation of data, including formative, summative, and common assessments, as well as walkthrough data. The instructional leadership team will facilitate professional development with all Instructional staff members focusing on improving using real-time student data to drive instructional practices - Formative Assessment and feedback, focus on instruction and tasks aligned to grade-level standards/benchmarks and high yield instructional practices - cognitive engagement with content anchor charts, writing to learn close reading and annotation strategies, and academic discourse and positive learning community for students and staff with a focus on restorative practices. We will focus on the use of district-researched-based curriculum resources in various subject areas, including reading, ELA, math, science, social studies, and CTAE courses, to prepare scholars for our workforce. During classroom walkthroughs, the administrator will evaluate the implementation of data-driven instructional practices to improve scholars' academic outcomes.

### **Person responsible for monitoring outcome**

Christina Fields

### **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:**

Evidence-based Strategy- Professional Learning Communities (PLC) Professional learning communities will focus on standards-based planning, student work analysis protocol, development of common assessments and analyzing data. The work of the PLC will be centered around the research of Richard DuFour's PLC questions: 1. What is it we want our students to learn? 2. How will we know if each student has learned it? 3. How will we respond when some students do not learn it? 4. How can we extend and enrich the learning for students who have demonstrated proficiency?

#### **Rationale:**

In order to provide students opportunities to engage in grade appropriate standards-based tasks teachers will be supported through a structure for professional learning communities focused on effective teaching methods for learning and data driven lesson planning.

#### **Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

Yes

**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**

Administrator will conduct monthly PLCs with teachers inclusive of 'data chats' to review student responses to tasks and formative assessments and plan for instructional lessons incorporating MAFS and Practice Standards based on classroom and student level data and provide feedback to support instruction.

**Person Monitoring:**

Christina Fields

**By When/Frequency:**

Ongoing

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

The team will facilitate subject area planning with all Math teachers focusing on improving target/task alignment, standards-based instruction and use of district curriculum resources to maximize scholar academic outcomes. During classroom walkthroughs, the administrators will measure target/task alignment using a research-based classroom tool.

**Action Step #2**

Teachers regularly assess (formally and informally) and utilize data to modify and adjust instruction. Teachers utilize ongoing formative assessments and use the information gained to adjust instruction, enrich and reteach, spiral, and provide research-based interventions to improve instructional outcomes in math. Classroom materials will be provided to ensure student success.

**Person Monitoring:**

Christina Fields

**By When/Frequency:**

Ongoing

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

Instructional Leadership – MTSS Instructional Staff Developer, Administrative Team to review data (common assessment data, walkthrough data). The team will facilitate subject area planning with all Math teachers focusing on improving target/task alignment, standards-based instruction and use of district curriculum resources to maximize scholar academic outcomes. During classroom walkthroughs, the administrators will measure target/task alignment using a research-based classroom tool.

**Action Step #3**

Administrators will monitor consistent use of Academic look-fors in mathematics classrooms during classroom walkthroughs: use of instructional resources, math writing protocols, productive struggle, reference sheets, use of calculator where applicable, use of common assessments to drive instructional practices, benchmark tracking, and display and use anchor charts.

**Person Monitoring:**

Christina Fields

**By When/Frequency:**

Ongoing

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

Administrator will conduct walkthroughs to consistently monitor the use of academic look fors: use of

instructional resources, math writing protocols, productive struggle, reference sheets, use of calculator where applicable, use of common assessments to drive instructional practices, benchmark tracking, and display and use anchor charts, in the classroom. Data review and plan of action development will be facilitated with subject area teams as needed.

### **Area of Focus #3**

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

### **Instructional Practice specifically relating to Science**

#### **Area of Focus Description and Rationale**

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.

Improve scholar proficiency in the area of science and biology. In the 24-25 SY, our current level of proficiency was 6% in 8th grade science and 6% in biology.

#### **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 student proficiency in 8th grade science from 6% to 20% and increase student proficiency in biology from 6% to 20% as evidenced by FAST EOC assessment data.

#### **Monitoring**

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

Instructional Leadership – MTSS Staff Developers, Admin to review data (common assessment data, walkthrough data). The administrators will facilitate subject area planning with all Science and Social studies teachers focusing on improving target/task alignment, use of standards-based curriculum resources, teacher questioning DOK or higher During classroom walkthroughs, the AP will measure target/task alignment, collaborative structures and teacher questioning using a research-based classroom walkthrough tool.

#### **Person responsible for monitoring outcome**

Christina Fields

#### **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:**

1. Explicit Instructional Strategies to support students mastering complex tasks and student engagement 2. Implementation of district provided curriculum in Math, Science, Social Studies, ELA, and supplemental materials as needed as well as differentiated instruction and remediation plans. 3. Collaboration in weekly PLC's. 4. Use data "data Chats" to plan instruction that ensures differentiation, intervention, and enrichment while scaffolding learning to increase student performance. 5. Provide hands on experiences and academic field trips tin increase student engagement and performance. 6. Teacher to use questioning in all subject areas, English language arts, math, science and social studies with a DOK of 2 or higher. 7. Use of Collaborative Structures in classroom to improve student achievement.

**Rationale:**

To enhance staff capacity so as to analyze and utilize data to drive instruction and differentiation through equitable, culturally responsive practices. Effective collaboration allows teaching and learning practices to improve, strengthened relationships within school- based team. Additionally, with the use of district provided resources to teach BEST standards, will meet the needs of each student so they can grow in their area of deficiency.

**Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

Yes

**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**

The administrative team will plan actionable walkthroughs to monitor student learning and evidence of consistent use of cognitive engagement with content, writing to learn, formative assessment and feedback, close reading and annotation strategies, and academic discourse. Administrator will provide meaningful feedback to support teacher growth.

**Person Monitoring:**

Christina Fields

**By When/Frequency:**

Ongoing

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

The administrative team will plan actionable walkthroughs to monitor student learning and provide meaningful feedback to support teacher growth. Administrative team will meet weekly to review walkthrough data and determine trends, instructional needs and develop a plan of action to improve instructional practices.

**Action Step #2**

Teacher will use data to plan instruction that ensures differentiation, intervention, and enrichment while scaffolding learning to increase student performance.

**Person Monitoring:**

Christina Fields

**By When/Frequency:**

Ongoing

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

Teacher will use data to plan instruction that ensures differentiation, intervention, and enrichment



while scaffolding learning to increase student performance. SBLT and subject area PLC will evaluate student assessment data, common assessment data to evaluate student performance and develop spiral teaching plans to improve student academic outcomes.

### **Action Step #3**

Administrator will conduct monthly PLCs with teachers inclusive of 'data chats' to review student responses to tasks and formative assessments and plan for instructional lessons based on student level data and provide feedback to support instruction.

#### **Person Monitoring:**

Christina Fields

#### **By When/Frequency:**

Ongoing

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

Monthly SBLT and PLC Meetings will focus on reviewing walkthrough data, student performance data in various reading and English programs, to determine progress and needs assessment to improve student academic outcomes in all core curriculum subject areas within the school

### **Area of Focus #4**

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

### **Instructional Practice specifically relating to Social Studies**

#### **Area of Focus Description and Rationale**

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.

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Improve scholar proficiency in subject areas of science and social studies within the school community. In 24-25 SY our current level of proficiency in Civics was 6% and 4% in US History. Ensuring that teachers are teaching standards driven instruction along with benchmark aligned tasks will help students to engage the content at the level of rigor necessary and required to improve academic outcomes.

#### **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.

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Increase student proficiency in civics from 6% to 20% and increase proficiency in US history from 4% proficiency to 20% proficiency as evidenced by FAST EOC assessment data.

#### **Monitoring**

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

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The MTSS Instructional Staff Developer and Administration Team will review a triangulation of data, including formative, summative, and common assessments, as well as walkthrough data. The instructional leadership team will facilitate professional development with all Instructional staff

members focusing on improving using real-time student data to drive instructional practices - Formative Assessment and feedback, focus on instruction and tasks aligned to grade-level standards/ benchmarks and high yield instructional practices - cognitive engagement with content anchor charts, writing to learn close reading and annotation strategies, and academic discourse and positive learning community for students and staff with a focus on restorative practices. We will focus on the use of district-researched-based curriculum resources in various subject areas, including reading, ELA, math, science, social studies, and CTAE courses, to prepare scholars for our workforce. During classroom walkthroughs, the administrator will evaluate the implementation of data-driven instructional practices to improve scholars' academic outcomes.

### **Person responsible for monitoring outcome**

Brooke Dyett

### **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:**

1. Explicit Instructional Strategies to support students mastering complex tasks and student engagement. 2. Implementation of district provided curriculum in Math, Science, Social Studies, ELA, and supplemental materials as needed as well as differentiated instruction and remediation plans. 3. Collaboration in weekly PLC's. 4. Use data "data Chats" to plan instruction that ensures differentiation, intervention, and enrichment while scaffolding learning to increase student performance. 5. Provide hands on experiences and academic field trips tin increase student engagement and performance. 6. Teacher to use questioning in all subject areas, English language arts, math, science and social studies with a DOK of 2 or higher. 7. Use of Collaborative Structures in classroom to improve student achievement.

### **Rationale:**

To enhance staff capacity so as to analyze and utilize data to drive instruction and differentiation through equitable, culturally responsive practices. Effective collaboration allows teaching and learning practices to improve, strengthened relationships within school- based team. Additionally, with the use of district provided resources to teach BEST standards, will meet the needs of each student so they can grow in their area of deficiency.

### **Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

### **Will this evidence-based intervention be funded with UniSIG?**

Yes

### **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**



The administrative team will plan actionable walkthroughs to monitor student learning and provide meaningful feedback to support teacher growth

**Person Monitoring:**

Brooke Dyett

**By When/Frequency:**

Ongoing

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

The administrative team will plan actionable walkthroughs to monitor student learning and provide meaningful feedback to support teacher growth. Administrative team will meet weekly to review walkthrough data and determine trends, instructional needs and develop a plan of action to improve instructional practices.

**Action Step #2**

Teachers meet in a Professional Learning Community (PLC) at least once per month to review student work in order to determine to what degree students are making progress with benchmarks because of the use of complex tasks. Additionally, teachers will plan remediation by evaluating student data from Reading programs and classroom assessment to determine student individual needs to improve learning gains.

**Person Monitoring:**

Brooke Dyett

**By When/Frequency:**

Ongoing

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

Monthly SBLT and PLC Meetings will focus on reviewing walkthrough data, student performance data in various Social Science programs and district assessments, to determine progress and needs assessment to improve student academic outcomes in all core curriculum subject areas within the school.

**Action Step #3**

Use data to plan instruction that ensures differentiation, intervention, and enrichment while scaffolding learning to increase student performance.

**Person Monitoring:**

Brooke Dyett

**By When/Frequency:**

Ongoing

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

Use data to plan instruction that ensures differentiation, intervention, and enrichment while scaffolding learning to increase student performance. SBLT and subject area PLC will evaluate student assessment data, common assessment data to evaluate student performance and develop spiral teaching plans to improve student academic outcomes.

**Area of Focus #5**

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

**ESSA Subgroups specifically relating to****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.

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Increase teacher's use of instructional practices, strategies, professional development, and student engagement by providing hands-on relatable experience to improve upon the performance of students identified by the ESSA Federal Index.

### **Measurable Outcome**

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

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Black student subgroup will increase from 30% to 41%

Economically Disadvantaged student subgroup will increase from 30% to 41%

Hispanic student subgroups will increase from 29% to 41%

SWD subgroup will increase from 22% to 41%

White student subgroup will increase from 26% to 41%

### **Monitoring**

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

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Grade Level Data Review, Cycle Student Data Chats, Quarterly Teacher Data Chats, Cycle Assessments, Write Score Assessments

### **Person responsible for monitoring outcome**

Christina Fields

### **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:**

Teacher and Support staff to utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student. Implement research-based strategies that promote scholar achievement. Consistent use of equitable grading practices within the school community.

#### **Rationale:**

To enhance staff capacity so as to analyze and utilize data to drive instruction and differentiation through equitable practices.

#### **Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

#### **Will this evidence-based intervention be funded with UniSIG?**

Yes

### **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**

Review school-based data in a disaggregated manner and thoughtfully plan for remediation and enrichment interventions

**Person Monitoring:**

Christina Fields

**By When/Frequency:**

Ongoing

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

Review school-based data in a disaggregated manner and thoughtfully plan for remediation and enrichment interventions. SBLT will monitor student data to determine needs, develop improvement plan and monitor student achievement.

### **Action Step #2**

Administrators to Monitor the lesson planning and classroom implementation of effective lessons to ensure scholars' equitable opportunities to engage students in rigorous, standards-based work rich in language development (explicit vocabulary, specific language patterns and language form). Provide ongoing feedback to teachers to support the development of their practice in supporting learners.

**Person Monitoring:**

Christina Fields

**By When/Frequency:**

Ongoing

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

Administrators to Monitor the lesson planning and classroom implementation of effective lessons to ensure scholars' equitable opportunities to engage students in rigorous, standards-based work rich in language development (explicit vocabulary, specific language patterns and language form). Provide ongoing feedback to teachers to support the development of their practice in supporting learners.

### **Action Step #3**

Provide extended learning opportunities to learners and flexible scheduling as needed.

**Person Monitoring:**

Christina Fields

**By When/Frequency:**

Ongoing

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

Provide extended learning opportunities and flexible scheduling to learners for additional learning opportunities to improve learning outcomes.

## **Area of Focus #6**

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

### **Graduation/Acceleration specifically relating to Graduation**

#### **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.

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Our 2024/25 Graduation rate was 88%. Instructional practices specifically relating to standards

aligned instruction will focus on supporting teacher with research-based practices that will follow state adopted standards within the specific content area.

### **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.

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The percent of students who graduate will increase from eighty percent (88%) to eighty-five percent (95%) as measured by assessment data in alignment with school graduation rate from the graduation cohort report.

### **Monitoring**

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

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Graduation Cohort Report, SAT, ACT, FSA RETAKES, PSAT, CLT Grade Reviews by Quarter will be monitored biweekly during graduation PLC's. In addition, classroom walkthrough data and PLC to ensure standards-based instruction.

### **Person responsible for monitoring outcome**

Christina Fields

### **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:**

Evidence-based Strategy- Professional Learning Communities (PLC) Professional learning communities will focus on standards-based planning, student work analysis protocol, development of common assessments, and analyzing data. The work of the PLC will be centered around the research of Richard DuFour's PLC questions: 1. What is it we want our students to learn? 2. How will we know if each student has learned it? 3. How will we respond when some students do not learn it? 4. How can we extend and enrich the learning for students who have demonstrated proficiency?

#### **Rationale:**

In order to provide students opportunities to engage in grade appropriate standards-based tasks teachers will be supported through a structure for professional learning communities focused on effective teaching methods for learning and data driven lesson planning.

#### **Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

#### **Will this evidence-based intervention be funded with UniSIG?**

Yes

#### **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**

Teachers intentionally plan in Professional Learning Community (PLC) groups for scholars to engage in complex tasks that are aligned to the content standards through grade-level standards and by incorporating research-based learning support strategies

**Person Monitoring:**

Christina Fields

**By When/Frequency:**

Ongoing

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

Teachers intentionally plan in Professional Learning Community (PLC) groups for scholars to engage in complex tasks that are aligned to the content standards through grade-level standards and by incorporating research-based learning support strategies. Administrative team will monitor school data by reviewing walkthrough data and developing and monitoring continuous plans of improvement

### **Action Step #2**

Administrators/Academic coaches monitor teacher practice and provide feedback to support teacher growth. Administrators, Guidance and MTSS Staff Developers regularly observe Graduation Cohort and monitor graduation progression.

**Person Monitoring:**

Christina Fields

**By When/Frequency:**

Ongoing

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

Administrators/Academic coaches monitor teacher practice and provide feedback to support teacher growth. Administrators, Guidance and MTSS Staff Developers regularly observe Graduation Cohort and monitor graduation progression. Administrative team will monitor student progress in monthly SBLT meeting to review student graduation readiness data.

## **IV. Positive Learning Environment**

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### **Area of Focus #1**

Positive Behavior and Intervention System (PBIS)

#### **Area of Focus Description and Rationale**

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

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Consistently implemented school-wide processes help students to understand the importance of positive behavior on learning. All staff members desire to build positive and supportive relationships with

scholars' but need opportunities to better understand the impact of scholars' cultural reference on the learning

environment. According to discipline data we had a total number of nine-hundred and thirty-eight

(938) referrals this school year. One-hundred and ninety-four (194) scholars received these referrals.

### **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.

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Reduce the number of referrals from 938 to 844 (decrease by 10%) as evidenced by school discipline data.

### **Monitoring**

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

---

SBLT and PBIS committee will monitor and review discipline data to monitor trends and develop and monitor PBIS schoolwide to improve discipline outcomes within the school community.

### **Person responsible for monitoring outcome**

Christina Fields

### **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:**

If we continue to utilize and highlight the importance of PBIS, the problem of engagement and discipline would be reduced by establishing and maintaining positive relationships and high expectations with all students. If positive behavioral expectations for students are clearly defined, communicated, agreed on, implemented by staff, explicitly taught to students, and celebrated when met, the problem would be reduced by students better understanding behavioral expectations.

#### **Rationale:**

By implementing the core components of PBIS & Restorative Practices, using techniques such as circles and community activities, we will build relationships and community, increase students' sense of belonging, fairness, support, and positive interactions with teachers and peers.

#### **Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

#### **Will this evidence-based intervention be funded with UniSIG?**

Yes

### **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**

Develop a schoolwide PBIS committee that will focus on structuring positive incentive programs, and student led focus groups to better integrate scholars into the school community and develop and sense of ownership and autonomy.

**Person Monitoring:**

Christina Fields

**By When/Frequency:**

Ongoing

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

Develop a schoolwide PBIS committee that will focus on structuring positive incentive programs, and student led focus groups to better integrate scholars into the school community and develop and sense of ownership and autonomy.

**Action Step #2**

Monthly PBIS Meeting to review discipline data, evaluate trends, and develop plan of action to address individual scholar needs and school needs to improve outcome data.

**Person Monitoring:**

Christina Fields

**By When/Frequency:**

Ongoing

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

Monthly PBIS Meeting to review discipline data, evaluate trends, and develop plan of action to address individual scholar needs and school needs to improve outcome data.

**Action Step #3**

PBIS monthly celebrations and highlights of scholars in the school community who are meeting and exceeding PBIS goals within the school community. This includes academic, behavior and attendance goals.

**Person Monitoring:**

Christina Fields

**By When/Frequency:**

Ongoing

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

PBIS monthly celebrations and highlights of scholars in the school community who are meeting and exceeding PBIS goals within the school community. This includes academic, behavior and attendance goals.



## V. Title I Requirements (optional)

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### 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.

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The dissemination of the School Improvement Plan (SIP) and Title I Schoolwide Plan (SWP) to stakeholders includes the following:

- SAC Meetings: The SIP will be disseminated and discussed at all School Advisory Council (SAC) meetings. Stakeholders, including students, families, and school staff, will have the opportunity to review the plan's progress and any revisions, providing a platform for input and feedback. Any notable progress or changes to the SIP will be shared with stakeholders during SAC meetings. This ensures transparency and allows for collaborative decision-making based on the evolving needs of our school community.
- Title I Meetings: The SIP will also be presented and discussed at Title I meetings specifically aimed at parents. These meetings will provide a deeper understanding of the plan's objectives, strategies, and outcomes, and will be conducted in a language accessible to all parents.
- Faculty Meetings: The SIP will be shared with school staff during regular faculty meetings. This ensures that all educators are well-informed about the plan's goals and strategies, promoting alignment and coordinated efforts towards its implementation.
- School Website: To enhance accessibility, the SIP will be posted on our school website. This allows all stakeholders to easily access and review the plan at their convenience.

School website link: <https://www.pcsb.org/lia>

#### 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)).

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Lealman Innovation 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 by:

- offering family engagement events centered around academic connections including the importance of using such programs as iReady, IXL, and Lexia; the structure of FAST math and reading assessments, how to interpret student results and strategies; and remediation resources to use at home to help maximize student performance
- offering graduation progress monitoring, student progress meetings, and support meetings to assist with student attendance, behavior, and academic concerns and progress
- offering telephone conferences, in-person conferences, telephone calls with updates, emails with updates, communication through the FOCUS system, and daily written progress report sheets completed by teachers and hand-delivered home by students.

School Website: <https://www.pcsb.org/lia>

### **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)).

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Based on Progress Monitoring Three (PMS) data, thirty-two (32%) of the scholars made learning gains in English and Language Arts. Forty-one percent (41%) of the scholars made learning gains in math. The data shows the lowest percentage of scholars making learning gains in reading. The most improved area was in math. Some contributing factors to the improvement in data include increased progress monitoring and student-centered learning with a defined purpose and relevance. The school will focus on the following area to improve instructional practices.

1. Using real-time student data to drive instructional practices - Formative Assessment and Feedback
2. Focus on Instruction and task aligned to grade level standards/benchmarks and high yield instructional practices - cognitive engagement with content, writing to learn, close reading and annotation strategies, and academic discourse

3. Positive learning community for students and staff with a focus on Restorative Practices.

We will monitor our progress by using the following approach: The MTSS Instructional Staff Developer and Administration Team will review a triangulation of data, including formative and summative assessments, as well as walkthrough data. The instructional leadership team will facilitate professional development with all Instructional staff members focusing on improving using real-time

student data to drive instructional practices - Formative Assessment and feedback, focus on instruction and tasks aligned to grade-level standards/benchmarks and high yield instructional practices - cognitive engagement with content anchor charts, writing to learn close reading and annotation strategies, and academic discourse and positive learning community for students and staff with a focus on restorative practices. We will focus on utilizing district-research-based curriculum resources across various subject areas, including reading, ELA, math, science, social studies, and CTAE courses, to prepare scholars for our workforce. During classroom walkthroughs, the administrator will evaluate the implementation of data-driven instructional practices to improve scholars' academic outcomes.

### **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)).

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#### **Title I Part D (Neglected & Delinquent)-**

Lealman Innovation coordinates with stakeholders to provide the families of children and youth who are neglected, delinquent or at risk with services to make a successful transition from institutionalization for increased academic achievement.

ESOL- Lealman Innovation 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.

IDEA (ESE)-Lealman Innovation 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.

Community partners:(1) Feeding America - We receive weekly delivery of food items to support our student and families who are experiencing food insecurity; (2) Keys to Manhood with SPC Brother to Brother program for male students; (3) Suncoast Mental Health; (4) School Food Pantry partnership with BayCare; and (5) USF Leadership Summit - students participate in hands-on workshops that include team building exercises, meeting with district and school leaders, and leadership development activities. These community partnerships have also helped to increase parental

involvement in our school activities/events.

The plan was developed in collaboration with our school leadership team and district leadership support. The plan will be reviewed with community stakeholders to solicit input.

## 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)).

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With the support of Title I funds, our school has requested additional resources to support having an additional social worker on campus to assist in meeting student mental health needs. Our plan also includes forming a partnership with a local mental health agency to provide intensive counseling on campus to select scholars experiencing mental health crises. This partnership enables us to address scholars' urgent mental health concerns and provide academic support to our scholars.

#### 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)).

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To address Post-Secondary Opportunities, our school site has a district-assigned career counselor to help students develop and implement post-secondary plans. Our school counselor develops an Academic Improvement Plan for all scholars within the school community, which includes a post-secondary goal and corresponding plan. The Academic Improvement plan is reviewed quarterly with the scholar to assess goal/ plan progress and ensure the scholar is making adequate progress toward the goal.

College and educational field trips were included in our Title I budget to enrich student experiences and enable school and real-world connections.

#### 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)).

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Our school community uses a Tiered MTSS process to ensure scholar academic and behavioral success. The tiered system empowers teachers and support staff members to refer scholars to the

MTSS team who are exhibiting behavior or academic concerns. The MTSS team meets monthly to comprehensively review school data and identify scholars who are experiencing academic or behavioral difficulties. Those scholars are evaluated and tiered based on data and their individual needs. The team develops, implements, and reviews plans to ensure adequate academic or behavioral progress.

The Title I Support Assistant is responsible for assisting in the organizing and implementing of academic and behavior support programs (PBIS, MTSS) at the school. Some of the ways this is achieved: assists teachers with data analysis, supports with documentation relative to the problem-solving process; assist teachers with involving scholars, parents, and families at all levels of the MTSS process; and participates in monthly training to remain current on techniques and services related to enrichment, intervention, and prevention.

### **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)).

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Professional learning takes place within our school community and at the school district level. Our school conducts monthly staff training (for all instructional and support staff members), monthly department meetings and training, monthly level (middle school and high school) team meetings, biannual district training, and various offerings of self-paced, content-specific training at will. These trainings provide an opportunity to evaluate school-wide data to specifically address use of high-yield instructional practices to improve teaching and learning. All new teachers are paired with a veteran teacher to assist with navigating our school community and developing the skills necessary to successfully enhance teaching and learning, as well as retain highly effective staff within the school community.

### **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)).

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Not applicable

## VI. ATSI, TSI and CSI Resource Review

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

### Process to Review the Use of Resources

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

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The School Improvement funding allocation process will be evaluated in school meetings monthly, school messenger calls to communicate with parents, Title One Meetings, updates and input request on school websites and SAC Meetings.

SIP review, budget review and input from stakeholders - July 2025 - New student orientation

SIP review, budget review and input from stakeholders - August 2025 - Annual Title One Meeting and Open House

SIP review, budget review and input from stakeholders - October 2025 - SAC Meeting

SIP Review midyear report and state of the school and stakeholder input - February 2026

SIP Review student progress and stakeholder input - April 2026

### 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).

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The MTSS Instructional Staff Developer and Administration Team will review a triangulation of data, including formative and summative assessments, as well as walkthrough data. The instructional leadership team will facilitate professional development with all Instructional staff members focusing on improving using real-time student data to drive instructional practices - Formative Assessment and feedback, focus on instruction and tasks aligned to grade-level standards/benchmarks and high yield instructional practices - cognitive engagement with content anchor charts, writing to learn close reading and annotation strategies, and academic discourse and positive learning community for students and staff with a focus on restorative practices. We will focus on utilizing district-research-based curriculum resources across various subject areas, including reading, ELA, math, science, social studies, and CTAE courses, to prepare scholars for our workforce. During classroom walkthroughs, the administrator will evaluate the implementation of data-driven instructional practices to improve scholars' academic outcomes. During parent meetings, Title I meetings, and SAC meetings, we will conduct surveys of parents and stakeholders to ensure alignment with school goals and outcomes related to improving our school environment and learning outcomes.

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