

Pinellas County Schools

LEALMAN AVENUE ELEMENTARY SCHOOL



2026-27 Schoolwide Improvement Plan

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School Board Approval

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

SIP Authority

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

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

The Department's SIP template meets:

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

Purpose and Outline of the SIP

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

I. School Information

A. School Mission and Vision

Provide the school's mission statement

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

Bobby Coston Jr.

CostonB@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 & MTSS Coach

Job Duties and Responsibilities

As the ELA coach 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. As the MTSS Coach provides assistance and professional growth to teachers, including training and mentoring in the use of materials, assessment strategies and best practices to improve scholar achievement. They also facilitate the implementation of the problem-solving process with the school-based team and all school staff.

Leadership Team Member #4

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 #5

Employee's Name

Carli McCrary

mccraryc@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 School Improvement Plan for the 26-27 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 26-27 school year after each FAST PM testing cycle to see where strengths and deficits are in ELA & Math academic standards. The goals and action steps will be monitored by administration, Instructional Leadership Team, MTSS 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

2026-27 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
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	100.0%
CHARTER SCHOOL	NO
RAISE SCHOOL	YES
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	ATSI
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD)* ENGLISH LANGUAGE LEARNERS (ELL) BLACK/AFRICAN AMERICAN STUDENTS (BLK)* HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2025-26: B 2024-25: B 2023-24: B 2022-23: C 2021-22: C

D. Early Warning Systems

1. Grades K-8

Current Year 2026-27

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment	17	54	50	73	57	55				306
Absent 10% or more school days		25	20	22	19	20				106
One or more suspensions				2		1				3
Course failure in English Language Arts (ELA)				1	6	4				11
Course failure in Math				1	6	1				8
Level 1 on statewide ELA assessment			6	26	4	14				50
Level 1 on statewide Math assessment		13	2	32	8	12				67
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)			1	6	2					9
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)		9		5						14

Current Year 2026-27

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators		8	5	24	12	17				66

Current Year 2026-27

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

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

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

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment	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

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

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators		4	10	21	17	8				60

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

The number of students retained:

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

2. Grades 9-12 (optional)

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

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

A. ESSA School, District, State Comparison

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

Data for 2025-26 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2026			2025			2024		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	50	68	62	47	64	59	39	61	57
Grade 3 ELA Achievement	44	70	61	51	67	59	29	63	58
ELA Learning Gains	64	65	63	55	62	60	64	64	60
ELA Lowest 25th Percentile	61	63	58	61	59	56	64	62	57
Math Achievement*	55	72	66	61	69	64	47	66	62
Math Learning Gains	52	69	64	72	67	63	69	68	62
Math Lowest 25th Percentile	64	56	50	82	56	51	72	58	52
Science Achievement	53	72	62	57	70	58	59	69	57
Social Studies Achievement*			95			92			
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)					67	63		65	61

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

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

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

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

2025-26 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL FPPI – All Students	55%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the FPPI	443
Total Components for the FPPI	8
Percent Tested	99%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2025-26	2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*
55%	61%	56%	41%	51%	40%	

C. ESSA Subgroup Data Review (pre-populated)

2025-26 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	30%	Yes	1	1
English Language Learners	61%	No		
Black/African American Students	39%	Yes	1	
Hispanic Students	55%	No		
Multiracial Students	47%	No		
White Students	64%	No		
Economically Disadvantaged Students	50%	No		

D. Accountability Components by Subgroup

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

2025-26 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2024-25	C&C ACCEL 2024-25	ELP PROGRESS
All Students	50%	44%	64%	61%	55%	52%	64%	53%					
Students With Disabilities	21%		25%		37%	36%							
English Language Learners	42%	41%	64%	69%	67%	68%	75%						
Black/African American Students	34%	47%	52%		31%	30%							
Hispanic Students	51%	33%	69%		64%	59%							
Multiracial Students	31%				62%								
White Students	71%	50%	83%		56%	57%		64%					
Economically Disadvantaged Students	47%	38%	58%	47%	49%	52%	69%	40%					

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%

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

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

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

2025-26 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	41%	68%	-27%	60%	-19%
ELA	4	52%	66%	-14%	60%	-8%
ELA	5	45%	66%	-21%	61%	-16%
Math	3	56%	71%	-15%	66%	-10%
Math	4	48%	72%	-24%	65%	-17%
Math	5	43%	69%	-26%	62%	-19%
Science	5	47%	70%	-23%	60%	-13%

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 Learning Gains (LG) and ELA L25 Gains (L25). They went from ELA - 47%-50%, ELA LG 55%-63%, EL L25 - 61%-63%.

In the area of ELA in 3rd-5th grade the teachers dug deeper into the standards and curriculum with the ELA coach and administration weekly to see how to continue to push the scholars who were proficient the prior year to continue to grow in their proficiencies and give them opportunities to think and analyze what they were learning.

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 the area of Math proficiencies, Math Learning Gains (LG) and Math L25 Gains (L25). They went from Math 61%-55%, LG 72%-51%, L25 82%-64%.

The contributing factors to the low performance were that a few of the teachers were new to the grade level and there were teachers who didn't understand the depth and breadth of the standards 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. For our L25 scholars the

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 25-26 school year was with our Math Learning Gains and Math 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.

The data component with the greatest gap when compared to the state average was ELA proficiency, particularly in Grade 3 reading achievement. Contributing factors included gaps in foundational literacy skills, limited early reading proficiency, and a significant number of students requiring intensive reading interventions. These challenges were especially evident among our ESSA subgroups, including Black students and Students with Disabilities. While growth was demonstrated across several grade levels, trends indicate that students who entered intermediate grades below proficiency continued to require additional support to close skill gaps and successfully access grade-level texts and standards.

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 26-27 school year are:

1. To decrease the number of scholars with 10% or more absences
2. To continue to decrease the number of level 1 scholars in ELA
3. To continue 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. Raising Math proficiencies
3. Increasing our Learning gains in ELA & Math
4. Increasing our Science proficiencies
5. Supporting foundational literacy skills in VPK-2nd grade

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

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

Area of Focus #1

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

Instructional Practice specifically relating to ELA, Math, Science

Area of Focus Description and Rationale

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.

ELA

Area of Focus Description:

Instructional practice in English Language Arts will focus on strengthening reading comprehension, vocabulary development, and writing across grade levels. Teachers will implement research-based strategies aligned to state standards, including explicit instruction in foundational reading skills, text-dependent questioning, and opportunities for structured writing in response to reading. Differentiated instruction and small-group support will be used to meet diverse student needs.

Rationale:

Prior year data indicated gaps in students' ability to comprehend grade-level texts and effectively communicate understanding through written responses. These deficits impacted overall proficiency levels in ELA assessments. This area was identified as a critical need to ensure students build the literacy skills necessary for success across all content areas.

Math

Area of Focus Description:

Mathematics instruction will emphasize problem-solving, conceptual understanding, and mathematical reasoning. Teachers will use research-based practices that focus on hands-on learning, math discourse, and the use of multiple representations to deepen understanding of grade-level standards. Targeted interventions and enrichment opportunities will support all learners.

Rationale:

Analysis of prior year data revealed challenges in students' ability to solve multi-step problems and apply mathematical concepts in real-world contexts. Strengthening these skills is essential to improving overall math achievement and ensuring students develop a solid foundation for advanced mathematics.

Science

Area of Focus Description:

Science instruction will focus on increasing student engagement through inquiry-based learning,

integration of literacy skills, and alignment to state standards. Teachers will incorporate hands-on investigations, scientific questioning, and opportunities for students to analyze data and explain their thinking.

Rationale:

Previous data showed a need for improved student performance in science content knowledge and application of scientific practices. Students benefit from increased exposure to rigorous, standards-aligned instruction that integrates reading and writing, supporting both science achievement and overall academic growth.

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.

ELA Goals

Proficiency in ELA will increase 10% (from 50% to 60%), as measured by the PM 3 Florida Assessment for Student Thinking (FAST) in May 2027.

Proficiency in 3rd Grade ELA will increase 11% (from 44% to 55%), as measured by the PM 3 Florida Assessment for Student Thinking (FAST) in May 2027.

Learning Gains in ELA will increase from 63% to 70%, as measured by the PM 3 Florida Assessment for Student Thinking (FAST) in May 2027.

L25 Gains in ELA will increase from 63% to 75%, as measured by the PM 3 Florida Assessment for Student Thinking (FAST) in May 2027.

Math Goals

Proficiency in Math will increase 15% (from 51% to 66%), as measured by the PM 3 Florida Assessment for Student Thinking (FAST) in May 2027.

Learning Gains in Math will increase from 51% to 70%, as measured by the PM 3 Florida Assessment for Student Thinking (FAST) in May 2027.

L25 Gains in Math will increase from 64% to 75%, as measured by the PM 3 Florida Assessment for Student Thinking (FAST) in May 2027.

Science Goals

Proficiency in Science will increase 7% (from 53% to 60%), as measured by end of year data on the Science Standards Assessment (SSA) in May 2027.

Monitoring

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

Implementation and impact of this Area of Focus will be monitored by the school-based Instructional Leadership Team (ILT), which includes the Principal, Assistant Principal, Literacy Coaches, Math

Coach, and Science Coach. The ILT will routinely analyze data from all common assessments, as well as formative and summative assessments, to track student progress in ELA, math, and science across grades 3–5.

The team will ensure that core instruction and Tier 2 and Tier 3 interventions are implemented with fidelity, with particular attention to supporting student proficiency and acceleration in tested grades. Classroom walkthroughs, data chats, and coaching cycles will be used to monitor instructional practices and student engagement.

The ILT will provide ongoing support and actionable feedback to teachers, emphasizing explicit, systematic, and sequential instruction across all content areas. This consistent monitoring process will allow for timely instructional adjustments, targeted interventions, and equitable allocation of resources to ensure students meet grade-level expectations and demonstrate measurable academic growth.

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:

Lealman Avenue Elementary will implement a cohesive set of evidence-based instructional practices across ELA, Mathematics, and Science to improve student achievement at all grade levels. Core interventions include explicit and systematic instruction, cognitive engagement with content, and scaffolded instruction to ensure students build strong foundational skills while progressing toward grade-level rigor. Teachers will incorporate close reading and annotation strategies and writing across content areas to deepen comprehension, particularly in ELA and Science, while academic discourse and classroom discussion will be used to promote critical thinking and communication in all subjects. In Mathematics, teachers will prioritize building procedural fluency from conceptual understanding and using and connecting mathematical representations, ensuring students can apply skills in multiple contexts. Across all content areas, instruction will be guided by formative assessment and corrective feedback, allowing teachers to elicit and use evidence of student thinking to adjust instruction in real time. Implementation will be monitored through ongoing data analysis, including formative assessments, student work samples, classroom observations, and collaborative planning discussions (PLCs). School leaders and instructional coaches will conduct regular walkthroughs to ensure fidelity of implementation, while student progress will be tracked to evaluate the effectiveness of interventions and inform next steps. This continuous monitoring will ensure that instructional strategies are responsive, targeted, and aligned to achieving measurable student outcomes in ELA, Math, and Science.

Rationale:

These evidence-based interventions were selected because they support clear, structured teaching

while actively engaging students in learning. Strategies such as explicit instruction, scaffolding, and formative assessment help close skill gaps and ensure all students access grade-level content. Practices like academic discourse, writing across content areas, and connecting mathematical concepts promote deeper understanding and critical thinking. Together, these approaches create a consistent, data-driven instructional framework that improves student achievement in ELA, Math, and Science.

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:

Jennifer Pierce

By When/Frequency:

May 2027/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 Reading & Writing.
- Teach sentence-level activities to develop knowledge and analytical abilities while simultaneously enabling students to learn the mechanics of sentence construction.
- 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 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.

We will monitor these action steps through the use of the Decision-Making Framework that we have in Pinellas County Schools to see that we scholars are and what we need to implement to see proficiency & learning gains and if we are not what we would need to do to adjust in order to have the scholars achieve proficiency & learning gains.

Action Step #2

Math

Person Monitoring:

Kim Duffy

By When/Frequency:

May 2027/Monthly

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

- 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.
- 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.

We will monitor these action steps through the use of the Decision-Making Framework that we have in Pinellas County Schools to see that we scholars are and what we need to implement to see proficiency & learning gains and if we are not what we would need to do to adjust in order to have the scholars achieve proficiency & learning gains.

Action Step #3

Science

Person Monitoring:

Tara McClintick

By When/Frequency:

May 2027/Monthly

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

- 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.
- 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:

Kim Duffy

By When/Frequency:

May 2027/Monthly

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

Lealman Avenue Elementary will differentiate instruction in ELA, Math, and Science by fostering a positive, student-centered classroom culture that values curiosity, risk-taking, and growth. Teachers will implement engaging, relevant learning tasks connected to students' interests and backgrounds, while incorporating collaborative group work, academic discourse, and writing to deepen understanding. Instructional routines such as Higher-Order Questioning, Pinellas Problem Solving, PEI, and Number Sense routines will support active learning and inquiry. Differentiation will be guided by data to provide targeted supports, including small group instruction, interventions for students below benchmark, language supports, and enrichment opportunities for advanced learners. Students will also engage in goal setting and student-led conferences to monitor their own progress. The school will monitor the impact through regular analysis of student data, progress monitoring in small groups, and review of student work and writing. Administrators and instructional coaches will conduct weekly walkthroughs to ensure fidelity of implementation, provide feedback, and identify effective practices. Ongoing PLC discussions will be used to adjust instruction based on evidence of student learning and ensure continuous improvement in student outcomes.

Action Step #5

Early Childhood VPK

Person Monitoring:

Kim Duffy

By When/Frequency:

May 2027

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

The percentage of students meeting learning gains at 12 points a month or more between PM1 and

PM3 will increase from 56% to 75% as measured by the VPK STAR Assessment.
Ensure consistent use of core curriculum and district resources.
Monitor the implementation of the module curriculum in PK3 and VPK.
Schedule regular classroom walkthroughs utilizing CLASS Instructional Support domain/dimension focus.
Monitor and review child and classroom performance data (CLASS/STAR/ Gold/Walkthrough) and make adjustments as need.

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.

ELA

Area of Focus Description:

Lealman Avenue Elementary will focus on strengthening foundational literacy skills in Kindergarten through 2nd grade, with a strategic emphasis on 2nd grade instruction to prepare students for 3rd grade success. Instruction will prioritize phonics, fluency, vocabulary, and comprehension through explicit, systematic teaching, targeted small-group instruction, and consistent use of data to guide interventions. School-based professional development, coaching cycles, and feedback will support teachers in delivering high-quality literacy instruction.

Rationale:

Analysis of prior year data (FAST/Early Literacy and classroom assessments) showed that many students in K–2, particularly in 2nd grade, were not yet meeting grade-level expectations in foundational reading skills and comprehension. These gaps hinder readiness for 3rd grade, where academic acceleration increases significantly. By strategically focusing on 2nd grade and ensuring equitable access to instructional supports and resources, the school can strengthen early literacy outcomes and increase the number of students entering 3rd grade on or above grade level.

Math

Area of Focus Description:

In mathematics, the focus for K–2 is to build strong number sense, fluency, and problem-solving skills, with targeted emphasis on 2nd grade as a critical bridge to 3rd grade rigor. Instruction will incorporate hands-on learning, math discourse, and differentiated small-group support to deepen understanding of addition, subtraction, and place value. Ongoing coaching and professional

development will ensure effective instructional practices and consistent use of data-driven interventions.

Rationale:

Prior year data indicated that students in early grades, particularly 2nd grade, struggled with number sense and applying skills to solve problems. These foundational gaps limit success in more complex 3rd grade standards. Focusing resources, instructional support, and teacher development in 2nd grade will help close these gaps and position students for accelerated growth. This targeted approach was identified as essential to improving overall math proficiency and long-term 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.

ELA**Kindergarten**

Proficiency in English Language Arts in Kindergarten will increase (from 43% to 60%), as measured by the PM 3 on STAR Reading in May 2027.

1st Grade

Proficiency in English Language Arts in 1st Grade will increase (from 68% to 72%), as measured by the PM 3 on STAR Reading in May 2027.

2nd Grade

Proficiency in English Language Arts in 2nd Grade will increase (from 43% to 60%), as measured by the PM 3 on STAR Reading in May 2027.

Math**Kindergarten**

Proficiency in Math in Kindergarten will increase (from 47% to 60%), as measured by the PM 3 on STAR Math in May 2027.

1st Grade

Proficiency in Math in 1st Grade will increase (from 69% to 72%), as measured by the PM 3 on STAR Math in May 2027.

2nd Grade

Proficiency in Math in 2nd Grade will increase (from 39% to 60%), as measured by the PM 3 on STAR Math in May 2027.

Monitoring

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

Implementation and impact of this Area of Focus will be monitored by the school-based Instructional Leadership Team (ILT), consisting of the Principal, Assistant Principal, Literacy Coaches, Math Coach, and Science Coach. The ILT will regularly review data from common assessments, as well as formative and summative assessments, to track student progress across Kindergarten through 2nd grade.

The team will ensure that core instruction and Tier 2 and Tier 3 interventions are implemented with fidelity, with a strategic emphasis on strengthening 2nd grade instruction to support 3rd grade readiness. Ongoing classroom walkthroughs, coaching cycles, and data chats will be used to provide targeted feedback to teachers, with a focus on explicit, systematic, and sequential instructional practices in both ELA and math.

This continuous monitoring process will allow for timely instructional adjustments, equitable allocation of resources, and focused support to ensure improved student outcomes and progress toward grade-level proficiency.

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:

Lealman Avenue Elementary will implement evidence-based interventions in kindergarten, first, and second grade to strengthen early literacy and numeracy outcomes. In ELA, teachers will provide print-rich, explicit, systematic, and scaffolded instruction focused on foundational reading skills. Instruction will include teaching students to decode words, analyze word parts, and recognize high-frequency words, while reinforcing alphabets, fluency, vocabulary, and oral language development. Students will be taught and guided in the use of reading comprehension strategies, and will engage in daily reading of connected text to build accuracy, fluency, and understanding. In Mathematics, instruction will emphasize using and connecting mathematical representations and building procedural fluency from conceptual understanding. Teachers will regularly elicit and use evidence of student thinking through questioning and classroom discussion to deepen understanding and guide instruction. Implementation will be monitored through ongoing formative assessments, student work samples, reading progress monitoring, and math data. Teachers and administrators will review data during PLCs to adjust instruction, while classroom observations and walkthroughs will ensure fidelity of practices. Progress will be tracked regularly to ensure students are meeting benchmark expectations and to provide timely support for those in need.

Rationale:

These evidence-based interventions were selected to build a strong foundation in early literacy and numeracy for K–2 students. Explicit, systematic, and scaffolded instruction supports the development of essential reading skills such as decoding, fluency, and comprehension, while daily reading and oral language practice strengthen overall literacy. In math, focusing on conceptual understanding and multiple representations helps students develop deep, flexible problem-solving skills. Ongoing use of student thinking, discussion, and formative assessment ensures instruction is responsive and targeted, allowing teachers to address learning gaps early and support all students in meeting grade-level expectations.

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 Coaching

Person Monitoring:

Carli McCrary

By When/Frequency:

May 2027

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

Literacy coaches work with school principal to plan and implement consistent professional learning outlined by the Pinellas Early Literacy Initiative (PELI), centered on evidence-based practices grounded in the science of reading, the Flamingo Small group model, UFLI 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.

Action Step #2

ELFAC and Data Analysis

Person Monitoring:

Kim Duffy & Carli McCrary

By When/Frequency:

May 2027/Monthly

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

ELFAC will be administered at least 5 times a year.
Data will be input into the ELFAC app within 2 days of administering.
Data will be analyzed to form small groups for impactful instruction.
This will be monitored by admin and our PELI coach to see that data is input into the app, that groups are being designed around the skills that are needed for each scholar, that scholars are making growth in the progression of the skills needed to become fluent readers.

Area of Focus #3

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

ESSA Subgroups specifically relating to Students With Disabilities (SWD), Black/ African American Students (BLK)

Area of Focus Description and Rationale

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

During the 24-25 school year our black and SWD ESSA subgroups were at 50% and 43% of the Federal Percent of Points Index. This year they both fell below the 41% Federal Percent of Points Index. Analysis of student performance data indicates that many students within these subgroups experienced challenges in consistently demonstrating grade-level proficiency across assessed content areas. Contributing factors included gaps in foundational reading and mathematics skills, inconsistent academic growth among some students, and difficulties transferring skills to complex, standards-based tasks.

Additionally, many students within these subgroups required increased opportunities for differentiated instruction, targeted interventions, and scaffolded support to access grade-level content successfully. Attendance concerns, varying levels of engagement, and the need for stronger academic confidence and perseverance when faced with rigorous learning tasks may also have impacted student outcomes. While teachers implemented supports and interventions throughout the year, data suggests that additional emphasis is needed on high-quality Tier 1 instruction, progress monitoring, student discourse, and targeted small-group instruction to accelerate achievement.

Moving forward, Lealman Avenue Elementary will continue to focus on creating engaging, inclusive learning environments where Black students and Students with Disabilities feel valued, challenged, and supported. Through intentional instructional practices, data-driven decision making, and collaborative intervention efforts, the school is committed to increasing student achievement and ensuring all learners have equitable opportunities to meet and exceed state expectations.

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 39% to 50%, as measured by the PM 3 Florida Assessment for Student Thinking (FAST) in May 2027.

Increase overall proficiencies for our SWD scholars from 30% to 50%, as measured by the PM 3 Florida Assessment for Student Thinking (FAST) in May 2027.

Monitoring

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

We will monitor the implementation and effectiveness of this area of focus through ongoing data analysis, classroom observations, and collaborative problem-solving. School leaders and teachers will review academic, attendance, and behavior data for Black students and Students with Disabilities at regular intervals to identify trends, monitor progress, and adjust supports as needed.

Implementation will be monitored through classroom walkthroughs, lesson plan reviews, PLC discussions, and coaching cycles to ensure that high-quality Tier 1 instruction, differentiated supports, student engagement strategies, and targeted interventions are being consistently utilized. Teachers will use formative assessments, progress monitoring tools, and standards-based assessments to measure student growth and identify areas requiring additional support.

The impact of these efforts will be evaluated through quarterly reviews of achievement data, intervention outcomes, and subgroup performance on district and state assessments. Leadership teams and teachers will use this information to make data-driven decisions, refine instructional practices, and allocate resources strategically. Success will be measured by increased student engagement, improved academic growth, and progress toward meeting or exceeding the Federal Percent of Points Index target for the ESSA subgroups of Black students and Students with Disabilities.

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:

At Lealman Avenue Elementary, we believe all students, including our ESSA subgroups of Black students and Students with Disabilities, thrive in learning environments that promote curiosity, growth, and academic risk-taking. By creating relevant and engaging learning experiences that connect to students' interests, backgrounds, and individual needs, students are more likely to be actively

engaged and develop a deeper understanding of grade-level content. Learning becomes more meaningful when students understand both what they are learning and why it matters. A strong sense of belonging is critical to student success. When students feel heard, valued, and respected, they are more willing to participate in classroom discussions, collaborate with peers, and persevere through challenging tasks. Establishing clear expectations, providing scaffolded support, and delivering timely, positive feedback helps build student confidence, independence, and ownership of learning. Through high-quality instruction, meaningful student engagement, and a supportive classroom culture, Lealman Avenue Elementary is committed to improving outcomes and ensuring equitable opportunities for achievement for Black students and Students with Disabilities.

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 Subgroups - Black and SWD

Person Monitoring:

Kim Duffy & Bobby Coston Jr.

By When/Frequency:

May 2027

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.
- 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.

- 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.
- Progress monitoring SDI to ensure that scholars are closing instructional gaps and making progress towards grade level instruction.

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.

Lealman Avenue Elementary will prioritize reducing the number of students in kindergarten through fifth grade who miss 10% or more of instructional time each school year (chronic absenteeism). This focus targets consistent student attendance to ensure equitable access to daily instruction, interventions, and enrichment opportunities.

Chronic absenteeism significantly disrupts students' acquisition of foundational literacy and mathematics skills, particularly in the early grades where learning builds sequentially. Students who miss substantial instructional time are more likely to experience gaps in understanding, reduced engagement, and lower academic performance. Over time, these gaps can compound, affecting students' ability to meet grade-level expectations and succeed on academic assessments. Improving attendance supports continuity of learning, strengthens teacher-student relationships, and promotes greater academic confidence and achievement.

Analysis of prior year data revealed a significant percentage of students across K–5 missed 10% or more of the school year, indicating a pattern of chronic absenteeism. This trend was consistent across multiple grade levels and student subgroups, correlating with lower academic performance and reduced growth outcomes in both reading and mathematics. Attendance data, combined with achievement results, identified chronic absenteeism as a critical barrier to student success.

Addressing this need is essential to improving overall academic outcomes and ensuring all scholars have consistent access to high-quality instruction.

Measurable Outcome

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

Attendance data will increase from 89% to 92% daily attendance, as measured by our Focus attendance system by May of 2027.

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.

Progress toward reducing the number of students who miss 10% or more of instructional time will be closely monitored through ongoing analysis of attendance data during bi-weekly Child Study Team (CST) meetings. School-wide and grade-level attendance trends from the school profiles will be reviewed regularly to identify students at risk of chronic absenteeism and to determine appropriate Tier 1, Tier 2, and Tier 3 supports. The CST will collaborate to problem-solve barriers to attendance, implement targeted interventions, and adjust supports based on student response.

Ongoing monitoring ensures that interventions are timely, data-driven, and responsive to individual student needs. By consistently reviewing attendance patterns and addressing barriers such as health, transportation, or engagement, the school can increase student presence in the classroom. Improved attendance directly supports student achievement by maximizing instructional time, strengthening continuity of learning, and enabling students to fully participate in core instruction and interventions. This systematic approach promotes early identification and support, ultimately leading to improved academic outcomes across all grade levels.

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:

Lealman Avenue Elementary will implement a comprehensive attendance improvement plan designed to increase the school's daily attendance rate from 89% to 92%. Evidence-based strategies will include proactive attendance monitoring, positive attendance incentives, family engagement initiatives, and early intervention for students demonstrating attendance concerns. Teachers and staff will build strong relationships with students and families, communicate the importance of regular attendance, and provide timely support when barriers to attendance are identified. The school will utilize recognition programs, mentoring opportunities, and individualized attendance plans for students with chronic absenteeism. To ensure successful implementation, attendance data will be monitored weekly by school leadership, counselors, and the MTSS team. Attendance trends will be reviewed by grade level, subgroup, and individual student to identify concerns and implement targeted supports. Family contacts, attendance conferences, and intervention plans will be documented and monitored for effectiveness. The impact of these interventions will be evaluated through monthly attendance reports, quarterly data reviews, and comparisons of attendance rates to established benchmarks. Success will be measured by increased daily attendance, reductions in

chronic absenteeism, and progress toward achieving the goal of a 92% average daily attendance rate.

Rationale:

Regular school attendance is essential for student academic success and overall well-being. Students who attend school consistently have greater access to high-quality instruction, intervention supports, collaborative learning experiences, and opportunities to build strong relationships with teachers and peers. Conversely, chronic absenteeism can lead to gaps in learning, lower academic achievement, and reduced engagement in the school community. Lealman Avenue Elementary's focus on increasing the daily attendance rate from 89% to 92% is based on the belief that improving attendance will directly support student achievement and help close learning gaps. By implementing proactive monitoring, positive incentives, family partnerships, and targeted interventions for students experiencing attendance challenges, the school can address barriers to attendance before they become chronic concerns. These efforts will promote a culture of belonging, engagement, and accountability, ensuring that all students have consistent opportunities to learn, grow, and achieve their full potential.

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:

Kim Duffy

By When/Frequency:

May 2027/ biweekly

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://lealman-es.pcsb.org/>

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".

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://lealman-es.pcsb.org/>

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 our 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 26/27 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 Church 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 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 four seniors in service this year, they work with our scholars and teachers in kindergarten and first grade.

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

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI, or CSI (ESEA Sections 1111(d)(1)(B)(4) and (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.

Lealman Avenue Elementary collaborates closely with Pinellas County Schools to review the allocation and effectiveness of resources supporting our ESSA subgroups of Black students and Students with Disabilities. Through ongoing analysis of academic achievement, attendance, behavior, and progress-monitoring data, school and district leaders identify areas of need and determine the resources necessary to improve student outcomes. This process includes reviewing staffing, instructional materials, intervention programs, professional learning opportunities, and support services to ensure resources are aligned with subgroup needs.

Throughout the year, the school engages in data discussions with district departments, the MTSS team, and school leadership to evaluate the impact of implemented supports and make adjustments as needed. Resource decisions are guided by student performance trends and evidence of effectiveness, ensuring that funding, personnel, and instructional supports are strategically targeted to provide equitable opportunities for success for Black students and Students with Disabilities.

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).

To address the needs of our ESSA subgroups of Black students and Students with Disabilities and achieve our school improvement goals, Lealman Avenue Elementary will utilize targeted intervention resources, differentiated instructional supports, progress-monitoring tools, and ongoing professional learning throughout the 2026–2027 school year. Based on achievement data indicating performance below the Federal Percent of Points Index target, resources will include intervention teachers, ESE support staff, evidence-based literacy and mathematics interventions, small-group instruction, and MTSS supports.

Student progress will be monitored at regular intervals through formative assessments, district assessments, intervention data, and collaborative data reviews. Teachers and support staff will use this information to adjust instruction and interventions to meet individual student needs. Professional development and instructional coaching will focus on effective strategies for accelerating learning, increasing student engagement, and providing equitable access to grade-level standards. These resources and supports will be implemented and monitored throughout the school year to ensure Black students and Students with Disabilities make measurable academic gains and progress toward meeting school and district goals.

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2026-27 UniSIG funds but has chosen NOT to apply.

No

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