

Pinellas County Schools

LEALMAN INNOVATION ACADEMY



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

To educate empower and prepare every scholar for success in college, career and life.

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

100% scholar success. Every Scholar. Every Day. Success.

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

The Principal is the instructional and operational leader within the school community and is critical to improving student outcomes, through the hiring, development, support, supervision and retention of high-quality instructional and support staff. As the school leader, the Principal creates a culture of

rigorous learning, belonging and engagement for staff, students and families through collaboration and distributive leadership. In alignment with the Florida Principal Standards, the Principal leads the school team to increased school and student outcomes by prioritizing instruction while effectively balancing the operational, safety, and policy responsibilities of a school-building leader.

Leadership Team Member #2

Employee's Name

Brooke Dyett

dyettb@pcsb.org

Position Title

Assistant Principal

Job Duties and Responsibilities

The Assistant Principal is an instructional and operational leader within the school community and is critical to improving student outcomes through staff development and effectiveness. In collaboration with and aligned to the direction of the Principal, the Assistant Principal supports the creation of the culture of rigorous learning, belonging and engagement for staff, students and families throughout the school community. In alignment with the Florida Assistant Principal Standards, the Assistant Principal supports and leads assigned school teams to increased school and student outcomes through ongoing training, coaching, feedback and support by prioritizing instruction while effectively balancing operational, safety and policy responsibilities, as assigned.

Leadership Team Member #3

Employee's Name

Kristy Evans

evanskr@pcsb.org

Position Title

MTSS Staff Developer

Job Duties and Responsibilities

To provide assistance and professional growth to teachers, including training and mentoring in the use of materials, assessment strategies and best practices to improve student achievement

Leadership Team Member #4

Employee's Name

Charles Harris

harrischar@pcsb.org

Position Title

MTSS Staff Developer / Behavior Specialist

Job Duties and Responsibilities

To provide assistance and professional growth to teachers, including training and mentoring in the use of materials, assessment strategies and best practices to improve student achievement

Leadership Team Member #5**Employee's Name**

Maureen Tucker

tuckerma@pcsb.org

Position Title

School Counselor

Job Duties and Responsibilities

Provides a comprehensive school counseling program that assists all students in acquiring the skills and knowledge to maximize highest student achievement in a safe learning environment. Responsibilities may vary depending upon the specific work setting and counselor-to-student ratio and should correspond to the needs and priorities established in the schools' and district's counseling program.

Leadership Team Member #6**Employee's Name**

Erin McNiff

mcniffe@pcsb.org

Position Title

Social Worker

Job Duties and Responsibilities

This position provides a specialized service for helping students in an adjustment which enhances learning and participation in school. The students referred to this position are primarily those identified as having problems in behavior, personality, achievement and/or attendance, to the extent that they are not making constructive use of school. Responsibilities include helping students through casework, group work or consultation, either on a long or short-term basis, involving contacts with the child and/or parent, school personnel and community resource.

Leadership Team Member #7**Employee's Name**

Melody Lewis

Lewismelo@pcsb.org

Position Title

ELA/ Reading Department Leader

Job Duties and Responsibilities

To provide assistance and professional growth to ELA Reading and related academic teachers, including training and mentoring in the use of materials, assessment strategies and best practices to implement grade level curriculum in ELA/ Reading with fidelity . Serve as the department leader and PLC leader to lead student achievement discussion and planning with the ELA/ Reading department.

Leadership Team Member #8

Employee's Name

Rudy Morrow

morrowru@pcsb.org

Position Title

Math Department Team Leader

Job Duties and Responsibilities

To provide assistance and professional growth to Math and related academic teachers, including training and mentoring in the use of materials, assessment strategies and best practices to implement grade level curriculum in Math with fidelity. Serve as the department leader and PLC leader to lead student achievement discussion and planning with the Math department

Leadership Team Member #9

Employee's Name

Iroma Heard

Heardi@pcsb.org

Position Title

Social Studies Department Leader

Job Duties and Responsibilities

To provide assistance and professional growth to Social Studies and related academic teachers, including training and mentoring in the use of materials, assessment strategies and best practices to implement grade level curriculum in Social Studies with fidelity. Serve as the department leader and PLC leader to lead student achievement discussion and planning with the Social Studies department.

Leadership Team Member #10

Employee's Name

Michael Wheelock

Wheelockm@pcsb.org

Position Title

Science Department Leader

Job Duties and Responsibilities

To provide assistance and professional growth to science and related academic teachers, including training and mentoring in the use of materials, assessment strategies and best practices to implement grade level curriculum in science with fidelity. Serve as the department leader and PLC leader to lead student achievement discussion and planning with the Science department.

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.

Involving stakeholders in the development of the School Improvement Plan (SIP) is a crucial process that ensures diverse perspectives and comprehensive input. Our approach includes the following steps:

1. **Data Collection and Analysis:** 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.
2. **Drafting the SIP:** Based on the analysis, the committees draft the SIP, incorporating evidence-based strategies and interventions aimed at addressing identified needs.
3. **Review and Feedback:** 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.
4. **Revisions:** 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)).

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

2026-27 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	SENIOR HIGH 6-12
PRIMARY SERVICE TYPE (PER MSID FILE)	ALTERNATIVE EDUCATION
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	100.0%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	CSI
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)* BLACK/AFRICAN AMERICAN STUDENTS (BLK)* WHITE STUDENTS (WHT)* ECONOMICALLY DISADVANTAGED STUDENTS (FRL)*
SCHOOL IMPROVEMENT RATING HISTORY	2025-26: 2024-25: MAINTAINING 2023-24: MAINTAINING 2022-23: 2021-22: MAINTAINING

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							14	28	42	84
Absent 10% or more school days							11	25	29	65
One or more suspensions							7	14	22	43
Course failure in English Language Arts (ELA)							7	6	12	25
Course failure in Math							7	6	8	21
Level 1 on statewide ELA assessment							9	16	25	50
Level 1 on statewide Math assessment							9	20	24	53
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Current Year 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							11	21	31	63

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	3	2	13
Students retained two or more times							9	10	8	27

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							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		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
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							19	39	38	96

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

2. Grades 9-12 (optional)

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
	9	10	11	12	
School Enrollment	37	26	27	35	125
Absent 10% or more school days	33	21	22	30	106
One or more suspensions	20	8	7	14	49
Course failure in English Language Arts (ELA)	8	11	11	11	41
Course failure in Math	3	6	4	3	16
Level 1 on statewide ELA assessment	24	15	19	0	58
Level 1 on statewide Algebra assessment	18	3	16	17	54

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
	9	10	11	12	
Students with two or more indicators	30	20	24	22	96

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
	9	10	11	12	
Absent 10% or more school days	□	□	□	□	0
One or more suspensions	□	□	□	□	0
Course failure in English Language Arts (ELA)	□	□	□	□	0
Course failure in Math	□	□	□	□	0
Level 1 on statewide ELA assessment	□	□	□	□	0
Level 1 on statewide Algebra assessment	□	□	□	□	0

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

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
	9	10	11	12	
Retained students: current year	0	0	0	0	0
Students retained two or more times	0	0	0	0	0

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*	7	64	62	9	62	59	9	55	55
Grade 3 ELA Achievement									
ELA Learning Gains	42	59	59	27	58	58	36	57	57
ELA Lowest 25th Percentile	75	55	55	48	54	56	56	55	55
Math Achievement*	6	54	52	13	46	49	5	42	45
Math Learning Gains	31	49	45	36	45	47	31	46	47
Math Lowest 25th Percentile	48	44	44	45	43	49	62	41	49
Science Achievement	7	77	74	13	73	72	9	64	68
Social Studies Achievement*	11	77	76	25	74	75	6	70	71
Graduation Rate	88	95	94	85	94	92	80	92	90
Middle School Acceleration									
College and Career Acceleration	7	73	74	10	69	69	4	69	67
Progress of ELLs in Achieving English Language Proficiency (ELP)					50	52		45	49

*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)	CSI
OVERALL FPPI – All Students	32%
OVERALL FPPI Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	4
Total Points Earned for the FPPI	322
Total Components for the FPPI	10
Percent Tested	89%
Graduation Rate	88%

ESSA OVERALL FPPI HISTORY						
2025-26	2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*
32%	31%	30%	27%	28%	27%	

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	27%	Yes	7	7
Black/African American Students	32%	Yes	7	
White Students	19%	Yes	5	4
Economically Disadvantaged Students	32%	Yes	7	

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.

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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%	

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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%	

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	6	7%	64%	-57%	62%	-55%
ELA	7	11%	63%	-52%	62%	-51%
ELA	8	5%	62%	-57%	60%	-55%
ELA	9	5%	63%	-58%	60%	-55%
ELA	10	0%	62%	-62%	61%	-61%
Math	6	0%	63%	-63%	60%	-60%
Math	7	6%	24%	-18%	53%	-47%
Math	8	9%	62%	-53%	61%	-52%
Science	8	3%	59%	-56%	52%	-49%
Civics	8	13%	59%	-46%	75%	-62%
Biology	10	6%	49%	-43%	60%	-54%
Biology	11	17%	44%	-27%	52%	-35%
Algebra	10	6%	29%	-23%	31%	-25%
Geometry	11	0%	24%	-24%	26%	-26%
History	10	7%	89%	-82%	76%	-69%
History	11	5%	72%	-67%	75%	-70%
Civics	6	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Civics	7	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Biology	8	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Biology	9	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Biology	12	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Algebra	8	* data suppressed due to fewer than 10 students or all tested students scoring the same.				

2025-26 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra	9	<i>* data suppressed due to fewer than 10 students or all tested students scoring the same.</i>				
Algebra	11	<i>* data suppressed due to fewer than 10 students or all tested students scoring the same.</i>				
Geometry	8	<i>* data suppressed due to fewer than 10 students or all tested students scoring the same.</i>				
Geometry	10	<i>* data suppressed due to fewer than 10 students or all tested students scoring the same.</i>				
Geometry	12	<i>* data suppressed due to fewer than 10 students or all tested students scoring the same.</i>				
History	9	<i>* data suppressed due to fewer than 10 students or all tested students scoring the same.</i>				
History	12	<i>* data suppressed due to fewer than 10 students or all tested students scoring the same.</i>				

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?

Based on Progress Monitoring Three (PM3) data, 44% of scholars demonstrated learning gains in English Language Arts (ELA), while 34% demonstrated learning gains in Mathematics. Although Mathematics continues to be the area of greatest need, English Language Arts showed the highest percentage of scholars making learning gains.

To continue increasing student achievement while addressing identified areas of need, Lealman Innovation Academy will implement the following evidence-based actions:

1. Recruit, Hire, Develop, and Retain Highly Effective Teachers

During the 2025–2026 school year, scholars in Grades 7 and 8 were without a certified mathematics teacher for a significant portion of the school year, which negatively impacted mathematic achievement and learning gains. To ensure instructional continuity, the administrative team will prioritize recruiting, hiring, and retaining highly qualified instructional staff. Newly hired teachers will participate in a structured induction and mentoring program that includes instructional coaching, weekly administrative check-ins, classroom observations with timely feedback, collaborative planning, and ongoing professional learning. Research demonstrates that strong induction programs, instructional coaching, and mentoring significantly improve teacher effectiveness, instructional quality, and student achievement.

2. Strengthen Tier I Core Instruction Through Instructional Monitoring

Analysis of instructional data indicated inconsistent implementation of rigorous, standards-aligned instruction, insufficient differentiation, and inconsistent use of district curriculum resources. School leaders will implement a systematic walkthrough schedule focused on monitoring:

- Alignment of learning targets and instructional tasks to grade-level standards;
- Student engagement in rigorous, standards-based learning experiences;
- Effective implementation of district curriculum resources;
- Use of research-based instructional strategies, including explicit instruction, modeling, gradual release of responsibility, checks for understanding, and collaborative learning structures.

3. Walkthrough data will be analyzed during Professional Learning Communities (PLCs) to

identify trends, celebrate effective practices, and provide targeted professional development aligned to instructional needs.

4. Implement a Comprehensive Multi-Tiered System of Supports (MTSS)

Scholars will receive targeted interventions based on multiple data sources, including Progress Monitoring data, district assessments, and classroom assessments. Teachers will use flexible grouping to provide differentiated instruction, reteaching, enrichment, and intervention during Tier II and Tier III instructional supports. Student progress will be monitored regularly to adjust interventions based on individual learning needs.

5. Strengthen Data-Driven Instruction and Professional Learning Communities (PLCs)

Teachers will engage in collaborative PLCs focused on analyzing formative and summative assessment data, identifying instructional trends, planning standards-based lessons, developing common assessments, and designing targeted interventions. Frequent data discussions will ensure instructional decisions are responsive to scholar performance and promote continuous improvement across all content areas.

6. Increase Instructional Rigor and Student Engagement

Teachers will incorporate evidence-based instructional practices that promote higher-order thinking, academic discourse, problem-solving, and student ownership of learning. Instruction will include frequent opportunities for scholars to explain their thinking, collaborate with peers, write about their learning, and engage in standards-aligned performance tasks that require application of knowledge rather than simple recall.

7. Provide Ongoing Progress Monitoring and Timely Intervention

Teachers will administer frequent formative assessments, exit tickets, benchmark assessments, and standards-based checks for understanding to monitor scholar mastery. Results will be used immediately to reteach standards, provide individualized support, and adjust pacing to ensure scholars master prerequisite skills before progressing to new content.

Collectively, these research-based strategies are designed to strengthen Tier I instruction, ensure consistent implementation of high-quality instructional practices, increase teacher effectiveness, and provide timely interventions that accelerate scholar learning. The administrative team will monitor implementation through classroom walkthroughs, PLC documentation, coaching cycles, assessment data reviews, and ongoing progress monitoring to ensure continuous improvement in scholar achievement across all grade levels and content areas.

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 (PM3) data, Mathematics demonstrated the lowest

performance, with 34% of scholars making learning gains, compared to 44% of scholars in English Language Arts (ELA). While ELA showed the highest percentage of scholars demonstrating learning gains, both content areas remain below the school's desired performance goals, indicating the need for continued improvement in Tier I instruction and targeted interventions.

Several contributing factors impacted student performance during the 2025–2026 school year. One significant factor was staffing instability. Scholars in Grades 7 and 8 were without a certified mathematics teacher for a significant portion of the school year, which negatively impacted mathematics instruction, continuity of learning, and scholars' ability to build foundational mathematical skills.

Additionally, instructional walkthroughs and assessment data revealed inconsistent implementation of rigorous, standards-aligned instruction, insufficient differentiation to meet diverse learner needs, inconsistent use of district curriculum resources, and limited opportunities for scholars to engage in higher-order thinking and standards-based learning tasks. Frequent student attendance challenges also reduced instructional time for many scholars, limiting their ability to consistently benefit from classroom instruction and interventions.

Trend analysis indicates that scholars perform more successfully when instruction is standards-aligned, data-driven, and supported through timely interventions. Classroom and assessment data also demonstrated that instructional practices varied across classrooms, resulting in inconsistent implementation of evidence-based teaching strategies and uneven student outcomes. These trends highlight the need for greater instructional consistency, stronger Tier I instruction, and systematic monitoring of instructional practices.

To address these areas of need, Lealman Innovation Academy will implement several research-based improvement strategies. The administrative team will prioritize recruiting, developing, and retaining highly effective teachers while providing structured mentoring, instructional coaching, collaborative planning, and ongoing professional learning for new and existing staff. School leaders will strengthen Tier I instruction through a systematic classroom walkthrough process focused on standards alignment, instructional rigor, student engagement, effective differentiation, and consistent implementation of district curriculum resources. Walkthrough data will be analyzed during Professional Learning Communities (PLCs) to identify instructional trends, celebrate effective practices, and provide targeted professional development.

The school will also strengthen its Multi-Tiered System of Supports (MTSS) by using Progress Monitoring data, district assessments, and classroom assessments to identify scholars requiring additional support. Teachers will implement flexible grouping, targeted Tier II and Tier III interventions,

reteaching, and enrichment opportunities based on individual scholar needs. PLCs will focus on collaborative data analysis, instructional planning, common formative assessments, and the development of targeted instructional responses to improve student outcomes.

Additionally, teachers will increase instructional rigor by implementing evidence-based instructional strategies, including explicit instruction, gradual release of responsibility, checks for understanding, academic discourse, collaborative learning, and standards-aligned performance tasks that require scholars to apply critical thinking and problem-solving skills. Frequent formative assessments, exit tickets, benchmark assessments, and ongoing progress monitoring will be used to identify learning gaps, adjust instruction, and provide timely interventions before scholars move to new content.

Collectively, these evidence-based strategies are designed to strengthen instructional quality, improve teacher effectiveness, ensure consistent implementation of high-quality instructional practices, and accelerate scholar learning. School leaders will continuously monitor implementation through classroom walkthroughs, PLC documentation, instructional coaching cycles, assessment reviews, and progress-monitoring data to ensure sustained improvement in student achievement across all grade levels and content areas.

Greatest Decline

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

Based on Progress Monitoring Three (PM3) data, Mathematics was the only content area to show a decline from the prior year and, therefore, represented the greatest decline. The percentage of scholars demonstrating learning gains in Mathematics decreased from 35% in 2024–2025 to 34% in 2025–2026, a decline of 1 percentage point. In comparison, English Language Arts (ELA) improved from 39% to 44%, reflecting an increase of 5 percentage points.

Several factors contributed to the decline in Mathematics performance. The most significant factor was staffing instability. Scholars in Grades 7 and 8 were without a certified mathematics teacher for a significant portion of the 2025–2026 school year, resulting in interruptions to consistent, standards-aligned instruction and limiting scholars' opportunities to build foundational mathematical knowledge and skills.

Additionally, instructional walkthroughs and assessment data identified inconsistent implementation of rigorous Tier I instruction, varying levels of differentiation to meet individual scholar needs, and inconsistent use of district-adopted curriculum resources. Attendance challenges also contributed to lower performance, as chronic absenteeism reduced instructional time and limited scholars' participation in classroom instruction, intervention, and opportunities to master grade-level standards.

Although the decline in Mathematics was modest, it highlights the continued need to strengthen mathematics instruction and improve learning outcomes. During the upcoming school year, the school will prioritize recruiting and retaining highly qualified mathematics teachers, strengthening Tier I instruction through instructional coaching and classroom walkthroughs, implementing data-driven Professional Learning Communities (PLCs), expanding Multi-Tiered System of Supports (MTSS), providing targeted small-group interventions, and using frequent formative assessments and progress monitoring to ensure scholars receive timely instructional support. These evidence-based strategies are intended to improve instructional consistency, increase scholar engagement, and accelerate mathematics achievement.

Greatest Gap

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Based on Progress Monitoring Three (PM3) data, Mathematics demonstrated the greatest gap when compared to the state average, with 34% of scholars demonstrating learning gains. Although English Language Arts (ELA) showed stronger performance, with 44% of scholars demonstrating learning gains, ELA also did not meet the state average for learning gains. While Mathematics remains the school's greatest area of need, the data indicate that both Mathematics and ELA require continued, intentional improvement to increase scholar achievement and close the gap between school and state performance.

Several factors contributed to these performance gaps. The most significant factor was staffing instability. During the 2025–2026 school year, scholars in Grades 7 and 8 were without a certified mathematics teacher for a significant portion of the school year, resulting in interruptions to consistent, high-quality mathematics instruction and limiting scholars' opportunities to master grade-level standards. Additionally, instructional data identified inconsistent implementation of rigorous, standards-aligned Tier I instruction, insufficient differentiation to meet diverse learning needs, and inconsistent use of district-adopted curriculum resources across content areas.

Attendance also continued to impact student achievement. Chronic absenteeism reduced instructional time and limited scholars' access to classroom instruction, targeted interventions, and opportunities to develop essential literacy and mathematical skills. Furthermore, many scholars entered Lealman Innovation Academy performing below grade level with significant unfinished learning, requiring teachers to simultaneously address foundational skill gaps while providing grade-level instruction.

Instructional and assessment data revealed a consistent trend: scholars demonstrated stronger academic growth in classrooms where teachers consistently implemented rigorous, standards-aligned

instruction, utilized district curriculum resources with fidelity, monitored learning through frequent formative assessments, and provided timely, data-driven interventions. These findings reinforce the importance of consistent implementation of evidence-based instructional practices across all classrooms.

To improve scholar outcomes in both Mathematics and ELA, Lealman Innovation Academy will continue to strengthen Tier I instruction by recruiting and retaining highly qualified teachers, providing instructional coaching and mentoring, implementing a comprehensive Multi-Tiered System of Supports (MTSS), and strengthening Professional Learning Communities (PLCs) focused on collaborative planning, data analysis, and instructional improvement. School leaders will conduct regular classroom walkthroughs to monitor standards alignment, instructional rigor, scholar engagement, differentiation, and the effective implementation of district curriculum resources. Teachers will utilize flexible grouping, targeted small-group interventions, explicit instruction, gradual release of responsibility, academic discourse, frequent progress monitoring, and evidence-based literacy and mathematics instructional strategies to accelerate scholar learning.

Although Mathematics represents the greatest gap when compared to state performance, the school recognizes that both Mathematics and English Language Arts remain below state expectations for learning gains. Therefore, school improvement efforts will focus on strengthening instruction, increasing instructional consistency, and providing targeted interventions in both content areas to improve scholar learning gains and ensure all scholars are better prepared for long-term academic success.

EWS Areas of Concern

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

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.

1. Recruit, Hire, Develop, and Retain Highly Effective Teachers.
2. Strengthen Tier I Core Instruction Through Instructional Monitoring
 - Alignment of learning targets and instructional tasks to grade-level standards;
 - Student engagement in rigorous, standards-based learning experiences;
 - Effective implementation of district curriculum resources;
 - Use of research-based instructional strategies, including explicit instruction, modeling, gradual release of responsibility, checks for understanding, and collaborative learning structures.
3. Implement a Comprehensive Multi-Tiered System of Supports (MTSS)
4. Strengthen Data-Driven Instruction and Professional Learning Communities (PLCs)

5. Increase Instructional Rigor and Student Engagement and Provide Ongoing Progress Monitoring and Timely Intervention

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.

2025/2026 School Improvement Rating (SIR) results indicate that forty-four percent (44%) of scholars demonstrating learning gains in English Language Arts. Lealman Innovation Academy serves a diverse population of scholars with varying academic backgrounds and instructional needs. A significant percentage of scholars enter the school performing below grade level in both English Language Arts and Mathematics, with many requiring intensive support to address unfinished learning and foundational skill deficits. Progress Monitoring Three (PM3) data indicate that learning gains remain below the state average.

To accelerate scholar achievement, the school will prioritize strengthening Tier I instruction through rigorous, standards-aligned lessons that incorporate evidence-based instructional practices, differentiated instruction, and flexible small-group learning. Instruction will be driven by ongoing analysis of formative, benchmark, and Progress Monitoring data to identify learning gaps, provide timely interventions, and adjust instruction to meet individual scholar needs. Through the implementation of a comprehensive Multi-Tiered System of Supports (MTSS), consistent use of district-adopted curriculum resources, and targeted instructional coaching, teachers will ensure that all scholars receive the appropriate level of support and challenge needed to improve academic growth and increase learning gains in both English Language Arts and Mathematics.

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 learning gains in reading. The percentage of scholars making learning gains in English Language Arts will increase from 44% to 51% as evidenced by Progress Monitoring (PM3).

Strengthen student achievement on ELA benchmarks by establishing a consistent system of formative assessment and ongoing progress monitoring that makes student thinking visible, informs instruction in real time, and ensures timely support for all learners.

Monitoring

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

The Administrative Team, MTSS Team, and Instructional Staff Developer will monitor implementation and impact through a continuous cycle of data analysis, instructional observations, and collaborative planning. A triangulation of data—including Progress Monitoring (PM) assessments, district benchmark assessments, common formative assessments, classroom performance data, attendance data, and classroom walkthrough evidence—will be reviewed regularly to evaluate scholar progress and instructional effectiveness.

School leaders will conduct frequent classroom walkthroughs and instructional coaching cycles to monitor standards-aligned Tier I instruction, target/task alignment, instructional rigor, differentiation, scholar engagement, and the consistent implementation of district-adopted curriculum resources and evidence-based instructional practices. Walkthrough data will be used to provide timely feedback, identify professional learning needs, and monitor implementation fidelity.

Professional Learning Communities (PLCs) will meet regularly to analyze assessment data, identify instructional trends, evaluate the effectiveness of interventions, and adjust instructional plans based on scholar performance. The MTSS process will be used to monitor the progress of scholars receiving Tier II and Tier III interventions through ongoing progress monitoring and flexible grouping. Implementation and impact will be measured by increased fidelity of Tier I instruction, improved classroom walkthrough outcomes, growth on formative and district assessments, increased scholar engagement, and improved learning gains in both English Language Arts and Mathematics.

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:

- Frequent, intentional formative assessment embedded within daily instruction
- Ongoing progress monitoring aligned to priority standards and skills
- Use of checks for understanding that make student thinking visible (e.g., writing, discussion, quick responses)
- Data-driven instructional adjustments based on student performance
- Collaborative analysis of student data to inform planning and intervention

Lealman Innovation Academy will implement a comprehensive system of high-quality Tier I instruction supported by a Multi-Tiered System of Supports (MTSS) to improve scholar learning

gains in English Language Arts and Mathematics across all grade levels. Instruction will be grounded in evidence-based practices, including explicit instruction, standards-aligned learning targets, gradual release of responsibility ("I Do, We Do, You Do"), differentiated instruction, frequent checks for understanding, academic discourse, and targeted small-group instruction based on formative assessment data. Teachers will use district-adopted curriculum resources with fidelity while providing timely interventions and enrichment through flexible grouping to address scholars' individual learning needs. Scholars identified through Progress Monitoring assessments, district benchmark assessments, and classroom data will receive Tier II and Tier III interventions with ongoing progress monitoring to accelerate learning and close achievement gaps. To ensure effective implementation, school leaders will conduct regular classroom walkthroughs and instructional coaching cycles focused on standards alignment, instructional rigor, differentiation, scholar engagement, and the consistent use of evidence-based instructional practices. Walkthrough data, assessment results, and progress-monitoring data will be reviewed regularly by the Administrative Team and MTSS Team to evaluate implementation fidelity, identify instructional trends, provide targeted professional learning, and adjust interventions as needed. The effectiveness of this intervention will be measured through improvements in classroom walkthrough data, formative and benchmark assessment results, Progress Monitoring learning gains, and increased scholar proficiency in both English Language Arts and Mathematics.

Rationale:

Formative assessment is one of the most powerful tools for improving student learning when it is used to inform instruction, not just measure it. Research demonstrates that when teachers consistently gather evidence of student understanding and adjust instruction accordingly, student achievement improves significantly. Effective formative assessment practices make learning visible. When students are asked to write, explain, discuss, or demonstrate their thinking, teachers gain immediate insight into what students understand and where misconceptions exist. This allows for timely, targeted responses that prevent small misunderstandings from becoming larger learning gaps. Ongoing progress monitoring solidifies learning. By revisiting key skills and tracking growth over time, teachers reinforce learning, support retention, and ensure that students are building toward mastery of ELA benchmarks. This process also helps students see their own progress, which increases motivation and ownership. Formative assessment also serves to stretch thinking. Well-designed checks for understanding go beyond recall and require students to explain, justify, and apply their knowledge. This aligns instruction to the rigor of grade-level standards and prepares students for the demands of benchmark assessments. Finally, the impact of formative assessment is amplified through collaborative professional practices. When teachers work together to analyze student data, identify trends, and plan next steps, they are better able to respond to student needs. Ongoing cycles of assessment, analysis, and instructional adjustment create a responsive system that continuously improves teaching and learning. High-quality Tier I instruction within a Multi-Tiered System of Supports (MTSS) was selected because it directly addresses the root causes identified through the school's data analysis. This intervention was selected because it provides a systematic, sustainable approach to improving instructional quality, closing achievement gaps, and increasing scholar learning gains across all grade levels. Expected Outcomes: • Teachers consistently use formative assessment to guide instruction. • Student thinking is regularly visible through writing, discussion, and tasks. • Instruction is adjusted in real time based on student needs. • Students demonstrate steady progress toward ELA benchmark mastery. • Increased student ownership of learning through feedback and progress tracking is evident.

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

Ensure alignment to ELA benchmarks and priority standards.

Person Monitoring:

Brooke Dyett

By When/Frequency:

Weekly

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

Ensure alignment to ELA benchmarks and priority standards.

Walkthrough data, assessment results, and progress-monitoring data will be reviewed regularly by the Administrative Team and MTSS Team to evaluate implementation fidelity, identify instructional trends, provide targeted professional learning, and adjust interventions as needed.

Action Step #2

Plan immediate instructional responses (reteach, small group, extension).

Person Monitoring:

Brooke Dyett

By When/Frequency:

Weekly

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

Plan immediate instructional responses (reteach, small group, extension).

Walkthrough data, assessment results, and progress-monitoring data will be reviewed regularly by the Administrative Team and MTSS Team to evaluate implementation fidelity, identify instructional trends, provide targeted professional learning, and adjust interventions as needed.

Action Step #3

Facilitate regular data meetings where teachers:

- o Review student work and assessment results
- o Identify trends and priority needs
- o Plan targeted instructional responses

Person Monitoring:

Brooke Dyett

By When/Frequency:

Weekly/ Monthly

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

Facilitate regular data meetings where teachers:

- o Review student work and assessment results
- o Identify trends and priority needs
- o Plan targeted instructional responses

Walkthrough data, assessment results, and progress-monitoring data will be reviewed regularly by the Administrative Team and MTSS Team to evaluate implementation fidelity, identify instructional trends, provide targeted professional learning, and adjust interventions as needed.

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.

2025/2026 School Improvement Rating (SIR) results indicate that thirty-four percent (34%) of the scholars made learning gains in Math. Lealman Innovation Academy serves a diverse population of scholars with varying academic backgrounds and instructional needs. A significant percentage of scholars enter the school performing below grade level in both English Language Arts and Mathematics, with many requiring intensive support to address unfinished learning and foundational skill deficits. Progress Monitoring Three (PM3) data indicate that learning gains remain below the state average in both content areas, with Mathematics representing the school's greatest area of need.

To accelerate scholar achievement, the school will prioritize strengthening Tier I instruction through rigorous, standards-aligned lessons that incorporate evidence-based instructional practices, differentiated instruction, and flexible small-group learning. Instruction will be driven by ongoing analysis of formative, benchmark, and Progress Monitoring data to identify learning gaps, provide timely interventions, and adjust instruction to meet individual scholar needs. Through the implementation of a comprehensive Multi-Tiered System of Supports (MTSS), consistent use of district-adopted curriculum resources, and targeted instructional coaching, teachers will ensure that all scholars receive the appropriate level of support and challenge needed to improve academic growth and increase learning gains in both English Language Arts and Mathematics.

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 learning gains in math. The percentage of scholars making learning gains in Math will increase from 34% to 51% as evidenced by Progress Monitoring (PM3). Monitor whole group or small group instruction to ensure instruction is designed and implemented according to evidence-based principles.

Monitoring

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

The Administrative Team, MTSS Team, and Instructional Staff Developer will monitor implementation and impact through a continuous cycle of data analysis, instructional observations, and collaborative planning. A triangulation of data—including Progress Monitoring (PM) assessments, district benchmark assessments, common formative assessments, classroom performance data, attendance data, and classroom walkthrough evidence—will be reviewed regularly to evaluate scholar progress

and instructional effectiveness.

School leaders will conduct frequent classroom walkthroughs and instructional coaching cycles to monitor standards-aligned Tier I instruction, target/task alignment, instructional rigor, differentiation, scholar engagement, and the consistent implementation of district-adopted curriculum resources and evidence-based instructional practices. Walkthrough data will be used to provide timely feedback, identify professional learning needs, and monitor implementation fidelity.

Professional Learning Communities (PLCs) will meet regularly to analyze assessment data, identify instructional trends, evaluate the effectiveness of interventions, and adjust instructional plans based on scholar performance. The MTSS process will be used to monitor the progress of scholars receiving Tier II and Tier III interventions through ongoing progress monitoring and flexible grouping. Implementation and impact will be measured by increased fidelity of Tier I instruction, improved classroom walkthrough outcomes, growth on formative and district assessments, increased scholar engagement, and improved learning gains in both English Language Arts and Mathematics.

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:

- Use and connect mathematical representations – Concrete-Representational-Abstract (CRA)
- Facilitate meaningful discourse
- Pose purposeful questions
- Build procedural fluency from conceptual understanding
- Support productive struggle in learning mathematics
- Elicit and use evidence of student thinking
- Direct-Systemic Small Group Instruction for Tier 2 / Tier 3 instruction
- Cognitive engagement with content
- Formative assessment and actionable feedback
- Writing to learn

Teachers will use district-adopted curriculum resources with fidelity while providing timely interventions and enrichment through flexible grouping to address scholars' individual learning needs. Scholars identified through Progress Monitoring assessments, district benchmark assessments, and classroom data will receive Tier II and Tier III interventions with ongoing progress monitoring to accelerate learning and close achievement gaps. To ensure effective implementation, school leaders will conduct regular classroom walkthroughs and instructional coaching cycles focused on standards alignment, instructional rigor, differentiation, scholar engagement, and the consistent use of evidence-based instructional practices. Walkthrough data, assessment results, and progress-monitoring data will be reviewed regularly by the Administrative Team and MTSS Team to evaluate implementation fidelity, identify instructional trends, provide targeted professional learning, and adjust interventions as needed. The effectiveness of this intervention will be measured through improvements in classroom walkthrough data, formative and benchmark assessment results, Progress Monitoring learning gains, and increased scholar proficiency in both English Language Arts and Mathematics.

Rationale:

CRA - Effective teaching of mathematics engages students in making connections among mathematical representations to deepen understanding of mathematics concepts and procedures and as tools for problem-solving. Discourse - Effective teaching of mathematics facilitates discourse among students to build shared understanding of mathematical ideas by analyzing and comparing student approaches and arguments. Questioning - Effective teaching of mathematics uses purposeful questions to assess and advance students' reasoning and sense making about important mathematical ideas and relationships. Fluency - Effective teaching of mathematics builds fluency with procedures on a foundation of conceptual understanding so that students, over time, become skillful in using procedures flexibly as they solve contextual and mathematical problems. Struggle - Effective teaching of mathematics consistently provides students, individually and collectively, with opportunities and support to engage in productive struggle and develop perseverance as they grapple with mathematical ideas and relationships. Thinking – Effective teaching of mathematics uses evidence of student thinking to assess progress toward mathematical understanding and to adjust instruction continually in ways that support and extend learning. High-quality Tier I instruction within a Multi-Tiered System of Supports (MTSS) was selected because it directly addresses the root causes identified through the school's data analysis. Progress Monitoring Three (PM3) results indicate that both English Language Arts and Mathematics remain below the state average for learning gains, with Mathematics demonstrating the greatest area of need. Classroom walkthroughs and assessment data also revealed inconsistent implementation of rigorous, standards-aligned instruction, differentiation, and evidence-based instructional practices. In addition, staffing instability in middle school mathematics contributed to interruptions in instructional continuity and scholar achievement. Research consistently demonstrates that strengthening Tier I core instruction has the greatest impact on improving student outcomes because all scholars benefit from high-quality, standards-based teaching before additional interventions are needed. An MTSS framework ensures that instructional decisions are data-driven and that scholars who require additional support receive timely, targeted interventions while continuing to engage in rigorous grade-level instruction. Coupled with instructional coaching, ongoing progress monitoring, and implementation fidelity checks, this intervention supports continuous improvement in teaching practices, increases scholar engagement, and accelerates learning gains in both English Language Arts and Mathematics. This intervention was selected because it provides a systematic, sustainable approach to improving instructional quality, closing achievement gaps, and increasing scholar learning gains across all grade levels.

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

Teacher will ensure instructional supports are in place for all students during core instruction and intervention based on data, including supports for students with exceptional needs, English language supports as well as extensions / more advanced tasks for students needing enrichment.

Person Monitoring:

Christina Fields

By When/Frequency:

Weekly

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

Teacher will ensure instructional supports are in place for all students during core instruction and intervention based on data, including supports for students with exceptional needs, English language supports as well as extensions / more advanced tasks for students needing enrichment. Walkthrough data, assessment results, and progress-monitoring data will be reviewed regularly by the Administrative Team and MTSS Team to evaluate implementation fidelity, identify instructional trends, provide targeted professional learning, and adjust interventions as needed.

Action Step #2

Teacher will utilize multiple forms of formative assessment to game plan to utilize differentiated resources to inform future instruction.

Person Monitoring:

Christina Fields

By When/Frequency:

Weekly

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

Teacher will utilize multiple forms of formative assessment to game plan to utilize differentiated resources to inform future instruction. Walkthrough data, assessment results, and progress-monitoring data will be reviewed regularly by the Administrative Team and MTSS Team to evaluate implementation fidelity, identify instructional trends, provide targeted professional learning, and adjust interventions as needed.

Action Step #3

Teachers will implement a plan for identifying students not meeting benchmarks early in the instructional units through frequent progress monitoring and provide additional opportunities for remediation / intervention.

Person Monitoring:

Christina Fields

By When/Frequency:

Weekly

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

Teachers will implement a plan for identifying students not meeting benchmarks early in the instructional units through frequent progress monitoring and provide additional opportunities for remediation / intervention. Walkthrough data, assessment results, and progress-monitoring data will be reviewed regularly by the Administrative Team and MTSS Team to evaluate implementation fidelity, identify instructional trends, provide targeted professional learning, and adjust interventions as needed.

Area of Focus #3

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.

Our 2024/25 Graduation rate was 87.5%. 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.

This area of focus was identified through the review of prior-year graduation data, Progress Monitoring data, district benchmark assessments, classroom performance data, and instructional walkthrough findings. Data analysis revealed the need for greater consistency in rigorous, standards-aligned Tier I instruction, increased differentiation, stronger implementation of district curriculum resources, and more timely, data-driven interventions. Chronic absenteeism contributed to unfinished learning that continues to impact scholars as they progress toward graduation.

To improve graduation outcomes, the school will strengthen instructional practices through evidence-based teaching strategies, a comprehensive Multi-Tiered System of Supports (MTSS), targeted interventions, frequent progress monitoring, and instructional coaching. These efforts will ensure scholars receive the academic support necessary to master grade-level standards, remain on track for graduation, and successfully meet all state and district graduation requirements.

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.

During the 2024–2025 school year, 87.5% of scholars graduated as reported in the school graduation cohort report. To improve college, career, and life readiness outcomes, Lealman Innovation Academy will increase its graduation rate from 87.5% to 95% by the end of the 2026–2027 school year, as measured by the state graduation cohort report.

To achieve this outcome, the school will implement a comprehensive system of academic and graduation supports designed to ensure scholars remain on track to meet all state graduation requirements. This includes strengthening Tier I standards-aligned instruction, providing targeted interventions in English Language Arts and Mathematics through the Multi-Tiered System of Supports (MTSS), conducting regular progress monitoring, and using data-driven decision-making to identify and address academic barriers.

Recognizing that proficiency in English Language Arts and Mathematics is essential for meeting graduation requirements, the school will also monitor scholar performance through Progress Monitoring assessments, district benchmark assessments, credit attainment, graduation requirement checklists, and individualized graduation plans. Scholars who are not on track will receive timely interventions, academic support, credit recovery opportunities, and individualized guidance to ensure they meet state assessment, concordant score, and course credit requirements.

The effectiveness of these actions will be measured by an increase in the percentage of scholars who graduate on time, improved performance on state and district assessments, increased credit accrual, and a reduction in the number of scholars identified as off track for graduation.

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 through a comprehensive system of data review, instructional monitoring, and scholar progress tracking. The Administrative Team, School Counselor, MTSS Team, and instructional staff will review Graduation Cohort Reports, quarterly grade reviews, credit accrual, attendance data, individualized graduation plans, and graduation requirement checklists on a biweekly basis during Graduation PLC meetings to identify scholars who are at risk of not meeting graduation requirements.

Student progress toward meeting graduation benchmarks will be monitored through SAT, ACT, CLT, FAST/State assessment results (including applicable retakes), district benchmark assessments, and classroom performance data. This information will be used to identify scholars requiring additional academic support, intervention, tutoring, credit recovery, or test preparation to remain on track for graduation.

School leaders will also conduct regular classroom walkthroughs and instructional coaching cycles to monitor the implementation of rigorous, standards-aligned Tier I instruction, effective differentiation, scholar engagement, and the consistent use of district-adopted curriculum resources. Walkthrough findings, formative assessment data, and progress-monitoring results will be reviewed during Professional Learning Communities (PLCs) to evaluate the effectiveness of instructional practices and adjust supports as needed.

The impact of these actions will be measured through improvements in scholar academic performance, increased credit attainment, successful completion of state graduation requirements, and an increase in the school's graduation rate from 87.5% to 95%.

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:

To increase the graduation rate from 87.5% to 95%, Lealman Innovation Academy will implement a comprehensive system of evidence-based academic, instructional, and graduation supports designed to ensure scholars meet all state graduation requirements and graduate prepared for college, career, and life. 1. Multi-Tiered System of Supports (MTSS) with Targeted Academic Intervention Scholars

will receive Tier II and Tier III interventions based on multiple data sources, including Progress Monitoring assessments, district benchmark assessments, course grades, credit accrual, SAT, ACT, CLT, FAST/state assessment results, and graduation requirement checklists. Teachers will provide targeted small-group instruction, reteaching, enrichment, and individualized intervention to address skill deficits in English Language Arts and Mathematics while ensuring scholars remain on track to earn required credits and meet state graduation requirements. 2. High-Quality Tier I Standards-Aligned Instruction Teachers will implement rigorous, standards-aligned instruction using district-adopted curriculum resources and evidence-based instructional practices, including explicit instruction, gradual release of responsibility, differentiation, academic discourse, checks for understanding, and frequent formative assessments. Instructional coaching and classroom walkthroughs will support the consistent implementation of these practices to improve scholar achievement in English Language Arts and Mathematics, which are critical components of graduation readiness. 3. Early Warning System and Individualized Graduation Monitoring The school will implement a comprehensive Early Warning System to monitor each scholar's academic progress through biweekly reviews of grades, attendance, behavior, credit accrual, assessment results, and graduation requirements. Scholars identified as off track will receive individualized graduation plans, academic mentoring, parent conferences, tutoring, credit recovery opportunities, and targeted test preparation for SAT, ACT, CLT, and state assessment retakes. Implementation will be monitored through biweekly Graduation PLC meetings, MTSS meetings, classroom walkthroughs, instructional coaching cycles, and regular reviews of assessment and scholar performance data. The Administrative Team, School Counselor, Graduation Coach, and instructional staff will monitor implementation fidelity by reviewing classroom walkthrough data, formative and benchmark assessment results, credit attainment, attendance, graduation requirement checklists, and scholar intervention plans. The effectiveness of these interventions will be measured through improvements in classroom performance, English Language Arts and Mathematics learning gains, successful completion of state assessment and concordant score requirements, increased credit accrual, a reduction in the number of scholars identified as off track for graduation, and an increase in the school's graduation rate from 87.5% to 95% as reported in the state graduation cohort report.

Rationale:

The selected interventions were identified through an analysis of the school's graduation cohort data, Progress Monitoring (PM3) results, district benchmark assessments, credit accrual data, attendance trends, and scholar performance on state assessments and concordant exams. While Lealman Innovation Academy achieved an 87.5% graduation rate during the 2024–2025 school year, data indicate that additional supports are needed to ensure a greater percentage of scholars successfully meet all state graduation requirements. Analysis of scholar performance revealed that deficiencies in English Language Arts and Mathematics continue to be significant barriers to graduation. Progress Monitoring Three (PM3) data showed that 44% of scholars demonstrated learning gains in English Language Arts and 34% demonstrated learning gains in Mathematics, with both content areas performing below state expectations. Additionally, some scholars experienced interrupted instruction and entered high school with significant unfinished learning, making it more challenging to earn required credits and meet state assessment or concordant score requirements necessary for graduation. Research supports the implementation of high-quality Tier I instruction within a Multi-Tiered System of Supports (MTSS), coupled with early identification of at-risk scholars, data-driven decision-making, and timely academic interventions, as effective strategies for improving student achievement and graduation outcomes. Frequent progress monitoring, individualized graduation planning, instructional coaching, and targeted interventions ensure that scholars receive the academic and behavioral supports needed to remain on track for graduation. These interventions were selected because they provide a comprehensive and systematic approach to improving instructional quality, increasing scholar achievement in English Language Arts and Mathematics, supporting credit attainment, and ensuring scholars successfully meet all state graduation

requirements. Collectively, these efforts are designed to increase the school's graduation rate from 87.5% to 95% while preparing scholars for success beyond high school.

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

Utilize the PCS COHORT REPORTING SYSTEM to progress monitor each factor impacting graduation rate and implementing interventions at the whole school, grade level, course level, or student level as needed and appropriate.

Person Monitoring:

Christina Fields

By When/Frequency:

Weekly

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

Utilize the PCS COHORT REPORTING SYSTEM to progress monitor each factor impacting graduation rate and implementing interventions at the whole school, grade level, course level, or student level as needed and appropriate.

Implementation will be monitored through biweekly Graduation PLC meetings, MTSS meetings, classroom walkthroughs, instructional coaching cycles, and regular reviews of assessment and scholar performance data. The Administrative Team, School Counselor, Graduation Coach, and instructional staff will monitor implementation fidelity by reviewing classroom walkthrough data, formative and benchmark assessment results, credit attainment, attendance, graduation requirement checklists, and scholar intervention plans.

Action Step #2

Utilize DATA ANALYTICS (the Grad Requirement Report tab) as a progress monitoring and responding intervention tool with school counselors for every 11th and 12th grader every quarter.

Person Monitoring:

Christina Fields

By When/Frequency:

Quarterly

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

Utilize DATA ANALYTICS (the Grad Requirement Report tab) as a progress monitoring and responding intervention tool with school counselors for every 11th and 12th grader every quarter.

Implementation will be monitored through biweekly Graduation PLC meetings, MTSS meetings, classroom walkthroughs, instructional coaching cycles, and regular reviews of assessment and scholar performance data. The Administrative Team, School Counselor, Graduation Coach, and instructional staff will monitor implementation fidelity by reviewing classroom walkthrough data, formative and benchmark assessment results, credit attainment, attendance, graduation requirement checklists, and scholar intervention plans.

Action Step #3

Ensure at least 80% of the students who fail semester 1 courses recover during semester 2, and at least 80% of the students who fail semester 2 courses recover during Adult Ed Summer Credit

Recovery.

Person Monitoring:

Christina Fields

By When/Frequency:

Every Semester

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

Ensure at least 80% of the students who fail semester 1 courses recover during semester 2, and at least 80% of the students who fail semester 2 courses recover during Adult Ed Summer Credit Recovery.

Implementation will be monitored through biweekly Graduation PLC meetings, MTSS meetings, classroom walkthroughs, instructional coaching cycles, and regular reviews of assessment and scholar performance data. The Administrative Team, School Counselor, Graduation Coach, and instructional staff will monitor implementation fidelity by reviewing classroom walkthrough data, formative and benchmark assessment results, credit attainment, attendance, graduation requirement checklists, and scholar intervention plans.

Area of Focus #4

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.

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.

Develop and implement a systematic, data-driven intervention process to accelerate academic achievement and learning gains for students who have not yet demonstrated proficiency.

Black student subgroup will increase from 32% to 41%

Economically Disadvantaged student subgroup will increase from 32% to 41%

SWD subgroup will increase from 19% 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.

The Administrative Team, MTSS Team, and Instructional Staff Developer will monitor implementation and impact through a continuous cycle of data analysis, instructional observations, and collaborative planning. A triangulation of data—including Progress Monitoring (PM) assessments, district benchmark assessments, common formative assessments, classroom performance data, attendance data, and classroom walkthrough evidence—will be reviewed regularly to evaluate scholar progress and instructional effectiveness.

School leaders will conduct frequent classroom walkthroughs and instructional coaching cycles to monitor standards-aligned Tier I instruction, target/task alignment, instructional rigor, differentiation, scholar engagement, and the consistent implementation of district-adopted curriculum resources and evidence-based instructional practices. Walkthrough data will be used to provide timely feedback, identify professional learning needs, and monitor implementation fidelity.

Professional Learning Communities (PLCs) will meet regularly to analyze assessment data, identify instructional trends, evaluate the effectiveness of interventions, and adjust instructional plans based on scholar performance. The MTSS process will be used to monitor the progress of scholars receiving Tier II and Tier III interventions through ongoing progress monitoring and flexible grouping. Implementation and impact will be measured by increased fidelity of Tier I instruction, improved classroom walkthrough outcomes, growth on formative and district assessments, increased scholar engagement, and improved learning gains in both English Language Arts and Mathematics.

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:

• Targeted Small Group Instruction • MTSS Framework • Progress Monitoring • Extended Learning Opportunities • Data-Based Decision Making Lealman Innovation Academy will implement a comprehensive system of high-quality Tier I instruction supported by a Multi-Tiered System of Supports (MTSS) to improve scholar learning gains in English Language Arts and Mathematics across all grade levels. Instruction will be grounded in evidence-based practices, including explicit instruction, standards-aligned learning targets, gradual release of responsibility ("I Do, We Do, You Do"), differentiated instruction, frequent checks for understanding, academic discourse, and targeted small-group instruction based on formative assessment data. Teachers will use district-adopted curriculum resources with fidelity while providing timely interventions and enrichment through flexible grouping to address scholars' individual learning needs. Scholars identified through Progress Monitoring assessments, district benchmark assessments, and classroom data will receive Tier II and Tier III interventions with ongoing progress monitoring to accelerate learning and close achievement gaps. To ensure effective implementation, school leaders will conduct regular classroom

walkthroughs and instructional coaching cycles focused on standards alignment, instructional rigor, differentiation, scholar engagement, and the consistent use of evidence-based instructional practices. Walkthrough data, assessment results, and progress-monitoring data will be reviewed regularly by the Administrative Team and MTSS Team to evaluate implementation fidelity, identify instructional trends, provide targeted professional learning, and adjust interventions as needed. The effectiveness of this intervention will be measured through improvements in classroom walkthrough data, formative and benchmark assessment results, Progress Monitoring learning gains, and increased scholar proficiency in both English Language Arts and Mathematics.

Rationale:

Schools improve outcomes when intervention systems are proactive, targeted, and monitored regularly. Students requiring support benefit most when intervention occurs immediately following identification of skill gaps and is aligned directly to student needs. Research consistently demonstrates that strengthening Tier I core instruction has the greatest impact on improving student outcomes because all scholars benefit from high-quality, standards-based teaching before additional interventions are needed. An MTSS framework ensures that instructional decisions are data-driven and that scholars who require additional support receive timely, targeted interventions while continuing to engage in rigorous grade-level instruction. Coupled with instructional coaching, ongoing progress monitoring, and implementation fidelity checks, this intervention supports continuous improvement in teaching practices, increases scholar engagement, and accelerates learning gains in both English Language Arts and Mathematics. This intervention was selected because it provides a systematic, sustainable approach to improving instructional quality, closing achievement gaps, and increasing scholar learning gains across all grade levels.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

Description of Intervention #2:

Conduct data reviews after each progress monitoring window focused on student achievement, learning gains, attendance, discipline, and advanced coursework participation.

Rationale:

Conduct data reviews after each progress monitoring window focused on student achievement, learning gains, attendance, discipline, and advanced coursework participation. Research consistently demonstrates that strengthening Tier I core instruction has the greatest impact on improving student outcomes because all scholars benefit from high-quality, standards-based teaching before additional interventions are needed. An MTSS framework ensures that instructional decisions are data-driven and that scholars who require additional support receive timely, targeted interventions while continuing to engage in rigorous grade-level instruction. Coupled with instructional coaching, ongoing progress monitoring, and implementation fidelity checks, this intervention supports continuous improvement in teaching practices, increases scholar engagement, and accelerates learning gains in both English Language Arts and Mathematics.

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

Implement student goal-setting and data-tracking processes that allow students to monitor their academic growth and develop ownership of their learning.

Person Monitoring:

Christina Fields

By When/Frequency:

Monthly

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

Implement student goal-setting and data-tracking processes that allow students to monitor their academic growth and develop ownership of their learning.

Walkthrough data, assessment results, and progress-monitoring data will be reviewed regularly by the Administrative Team and MTSS Team to evaluate implementation fidelity, identify instructional trends, provide targeted professional learning, and adjust interventions as needed.

Action Step #2

Develop and implement data-driven intervention plans and student rosters that provide targeted small-group instruction aligned to identified skill deficits, with ongoing progress monitoring and review of intervention effectiveness every 4–6 weeks to ensure instructional adjustments are made based on student performance data.

Person Monitoring:

Christina Fields

By When/Frequency:

Monthly

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

Develop and implement data-driven intervention plans and student rosters that provide targeted small-group instruction aligned to identified skill deficits, with ongoing progress monitoring and review of intervention effectiveness every 4–6 weeks to ensure instructional adjustments are made based on student performance data.

School leaders will conduct frequent classroom walkthroughs and instructional coaching cycles to monitor standards-aligned Tier I instruction, target/task alignment, instructional rigor, differentiation, scholar engagement, and the consistent implementation of district-adopted curriculum resources and evidence-based instructional practices. Walkthrough data will be used to provide timely feedback, identify professional learning needs, and monitor implementation fidelity.

Professional Learning Communities (PLCs) will meet regularly to analyze assessment data, identify instructional trends, evaluate the effectiveness of interventions, and adjust instructional plans based on scholar performance. The MTSS process will be used to monitor the progress of scholars receiving Tier II and Tier III interventions through ongoing progress monitoring and flexible grouping. Implementation and impact will be measured by increased fidelity of Tier I instruction, improved classroom walkthrough outcomes, growth on formative and district assessments, increased scholar engagement, and improved learning gains in both English Language Arts and Mathematics.

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.

Review of prior-year attendance data identified chronic absenteeism as a significant barrier to student success across multiple grade levels. Overall, 173 of the school's 217 enrolled scholars (79.7%) exceeded the identified attendance threshold, indicating a schoolwide need to improve student attendance. The greatest concentrations were observed in Grades 6 (93.8%), 8 (81.4%), 9 (81.5%), 10 (81.5%), 11 (84.4%), and 12 (100%), demonstrating that absenteeism is a persistent concern across the secondary grade levels.

The school's Area of Focus is improving student attendance through proactive monitoring, early intervention, family engagement, and Positive Behavioral Interventions and Supports (PBIS). Chronic absenteeism negatively impacts student learning by reducing instructional time, limiting opportunities for meaningful classroom participation, and contributing to gaps in academic achievement, social-emotional development, and graduation readiness.

This need was identified through the analysis of prior-year attendance data, which revealed consistently high rates of absenteeism across the school. In response, the school will implement a comprehensive attendance improvement plan that includes frequent attendance monitoring, MTSS interventions, attendance conferences, home visits, family communication, mentoring, and collaboration with community agencies when appropriate. In addition, the school will leverage its PBIS framework to promote positive attendance habits through recognition and celebration programs that acknowledge scholars who demonstrate improved attendance, consistent attendance, and significant growth over time. These celebrations may include incentives, recognition events, certificates, and other positive reinforcements designed to motivate scholars and foster a culture that values regular school attendance.

By combining data-driven interventions with positive reinforcement and family partnerships, the school will increase student engagement, improve attendance rates, maximize instructional time, and ensure scholars have consistent access to high-quality instruction and the supports necessary for academic and personal success.

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.

Based on the review of prior-year attendance data, Lealman Innovation Academy identified chronic absenteeism as a schoolwide area of focus. During the prior year, 173 of the school's 217 enrolled scholars (79.7%) exceeded the identified attendance threshold, with the highest rates occurring in

Grades 6 (93.8%), 8 (81.4%), 9 (81.5%), 10 (81.5%), 11 (84.4%), and 12 (100%). These data demonstrate the need for targeted attendance interventions and increased student engagement across all grade levels.

For the 2026–2027 school year, the school will implement a comprehensive attendance improvement plan utilizing MTSS, PBIS, family engagement, mentoring, attendance conferences, home visits, and positive attendance recognition programs. The measurable outcome is to reduce the number of scholars exceeding the attendance threshold by **at least 10 percentage points** at each grade level while decreasing the overall school rate from **79.7% to 69.7% or lower** by the end of the school year.

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.

The school's attendance Area of Focus will be monitored through an ongoing, data-driven MTSS process to ensure timely interventions and continuous improvement. Attendance data will be reviewed biweekly by school administrators, the MTSS team, school counselor, and attendance designee to identify scholars demonstrating patterns of chronic absenteeism or declining attendance. Monthly attendance reviews will be conducted to evaluate grade-level and schoolwide trends, monitor the effectiveness of interventions, and adjust support plans as needed.

Scholars identified through the MTSS process will receive tiered interventions based on their individual needs, including attendance conferences, parent communication, home visits, mentoring, referrals to community support agencies, and individualized attendance improvement plans. The school will also utilize its PBIS framework to recognize and celebrate scholars who demonstrate improved attendance, consistent attendance, and significant attendance growth through incentives, recognition events, certificates, and other positive reinforcement activities. These celebrations are designed to increase student motivation, strengthen school connectedness, and promote a culture of regular attendance.

Progress toward the school's measurable attendance goals will be monitored each grading period by comparing current attendance rates with prior-year baseline data and established grade-level targets. The leadership team will use this information to determine the effectiveness of implemented strategies, allocate additional supports where needed, and ensure interventions are implemented with fidelity.

Ongoing monitoring will positively impact student achievement by increasing instructional time, improving student engagement, reducing chronic absenteeism, and providing scholars with consistent access to high-quality instruction. As attendance improves, scholars will have greater opportunities to

participate in classroom learning, receive targeted academic interventions, build positive relationships with peers and staff, and make meaningful progress toward meeting academic and graduation goals.

Person responsible for monitoring outcome

Christina Fields, Principal and Erin McNiff, Social Worker

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:

The school will implement a comprehensive MTSS attendance process that includes weekly attendance reviews to identify scholars at risk of chronic absenteeism. Scholars will receive tiered interventions based on individual needs, including attendance improvement plans, mentoring, attendance conferences, check-in/check-out procedures, referrals to school-based mental health and student support services, home visits, and collaboration with community agencies when appropriate. Attendance concerns and intervention effectiveness will be reviewed during monthly MTSS meetings to ensure supports are adjusted based on student progress. The school will incorporate attendance into its PBIS framework by implementing monthly attendance recognition programs that celebrate scholars demonstrating improved attendance, perfect attendance, and significant attendance growth. Incentives may include certificates, schoolwide recognition, classroom competitions, attendance celebrations, and other positive reinforcement activities designed to encourage regular school attendance. The school will implement proactive family engagement strategies that include regular attendance communication, attendance conferences, home visits, parent education regarding the importance of daily attendance, and referrals to community resources when barriers to attendance are identified. Families will actively participate in developing attendance improvement plans for scholars requiring additional support.

Rationale:

Research demonstrates that implementing a Multi-Tiered System of Supports (MTSS) for attendance enables schools to identify attendance concerns early, provide increasingly intensive interventions based on student need, and improve attendance outcomes through continuous progress monitoring. Because prior-year data showed that 79.7% of scholars exceeded the identified attendance threshold, a systematic, data-driven approach is necessary to address barriers to regular school attendance. Research supports the use of Positive Behavioral Interventions and Supports (PBIS) to improve attendance by reinforcing desired behaviors and increasing student engagement. Recognizing and celebrating attendance improvements promotes a positive school climate, strengthens students' sense of belonging, and encourages consistent school attendance. Research consistently demonstrates that strong family-school partnerships improve attendance by increasing communication, addressing barriers to school participation, and promoting shared responsibility for student success. Engaging families early and consistently is an effective strategy for reducing chronic absenteeism.

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 school will implement a comprehensive MTSS attendance process that includes weekly attendance reviews to identify scholars at risk of chronic absenteeism.

Person Monitoring:

Christina Fields

By When/Frequency:

Biweekly

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

Attendance data will be reviewed biweekly by the administrative team, MTSS team, school counselor, and attendance designee. Progress will be monitored through monthly MTSS meetings using attendance reports, intervention documentation, and scholar progress data. Students not demonstrating improvement will receive more intensive interventions, while successful strategies will be continued and replicated.

Action Step #2

The school will implement proactive family engagement strategies that include regular attendance communication, attendance conferences, home visits, parent education regarding the importance of daily attendance, and referrals to community resources when barriers to attendance are identified. Families will actively participate in developing attendance improvement plans for scholars requiring additional support.

Person Monitoring:

Christina Fields

By When/Frequency:

Biweekly

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

School leaders will review family contact logs, conference records, home visit documentation, and attendance reports monthly to evaluate the effectiveness of family engagement efforts. Attendance data following parent interventions will be analyzed to determine whether additional supports are needed.

Action Step #3

The school will incorporate attendance into its PBIS framework by implementing monthly attendance recognition programs that celebrate scholars demonstrating improved attendance, perfect attendance, and significant attendance growth. Incentives may include certificates, schoolwide recognition, classroom competitions, attendance celebrations, and other positive reinforcement activities designed to encourage regular school attendance.

Person Monitoring:

Christina Fields

By When/Frequency:

Biweekly

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

The PBIS Leadership Team will review attendance data and participation in recognition activities each month. Grade-level attendance trends, the number of scholars recognized, and changes in attendance rates will be analyzed to determine the effectiveness of the PBIS attendance initiative. Recognition activities will be adjusted based on data and scholar feedback.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in 20 U.S.C. § 6314(b) (ESEA Section 1114(b)). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

List the school's webpage where the SIP is made publicly available.

The 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. <https://lia.pcsb.org/>

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)).

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, Edia, 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)).

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)).

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) Family Resources - comes to school to meet with a group of students for either individual counseling or group. (2) Suncoast Mental Health (3) 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)).

Lealman Innovation Academy utilizes Title I funds to provide comprehensive academic, behavioral, and social-emotional supports that address the needs of the whole child. To strengthen our Multi-Tiered System of Supports (MTSS), the school has requested funding for an additional MTSS Staff Developer and a Title I Support Assistant.

The MTSS Staff Developer provides ongoing coaching and professional development for teachers through classroom observations, modeling, co-teaching, mentoring, and data-driven instructional planning. This position also supports the development and monitoring of standards-aligned assessments, analyzes schoolwide data to guide intervention efforts, ensures fidelity of instructional practices, and collaborates with school leaders to implement evidence-based strategies that improve both academic and behavioral outcomes.

The Title I Support Assistant works directly with teachers, scholars, and families to strengthen the implementation of the MTSS process. Responsibilities include assisting with data analysis, supporting Tier 1 and Tier 2 interventions, implementing behavior reinforcement plans, modeling positive social skills, maintaining learning environments conducive to success, and helping engage families throughout the problem-solving process. The position also supports school-based teams with documentation and intervention planning while participating in ongoing professional development related to prevention, intervention, and enrichment strategies.

Together, these Title I-funded positions enhance the school's capacity to provide specialized support services, mentoring, social-emotional and behavioral interventions, and family engagement. These supports ensure scholars receive the academic, behavioral, and social-emotional resources needed to improve learning gains, strengthen positive behaviors, and develop the skills necessary for success both inside and outside the classroom.

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)).

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)).

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)).

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)).

Not applicable

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.

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 2026 - New student orientation

SIP review, budget review and input from stakeholders - August 2026 - Annual Title One Meeting and Open House

SIP review, budget review and input from stakeholders - October 2026 - SAC Meeting

SIP Review midyear report and state of the school and stakeholder input - February 2027

SIP Review student progress and stakeholder input -April 2027

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).

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 2026-27 UniSIG funds but has chosen NOT to apply.

No

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