Lealman Avenue Elementary School

2023-24

Schoolwide Improvement Plan (SIP)

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Lealman Avenue Elementary School

4001 58TH AVE N, St Petersburg, FL 33714

http://www.lealman-es.pinellas.k12.fl.us

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)
A school can be identified as CSI in any of the following four ways: 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://www.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

Purpose and Outline of the SIP

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

I. School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

The vision of Lealman Avenue Elementary School is 100% Student Success where every scholar at Lealman Avenue will make at least one year's worth of Learning Gains.

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Duffy, Kim	Principal	Monitoring of School Data, Support Instructional Planning, Implementation of Meaningful Professional Development, Observation and Coaching of Instructional Staff, Develop and Maintain Positive School Climate and Culture for Adults and Scholars, Ensure Management of School Leadership Teams.
LeGrant, Nichole	Assistant Principal	Assist with the Monitoring of School Data, Support Instructional Planning, Implementation of Meaningful Professional Development, Observation and Coaching of Instructional Staff, Develop and Maintain Positive School Climate and Culture for Adults and Scholars, Support the Management of School Leadership Teams.
Fouts, Shannon	Math Coach	Assist with the Monitoring of School Data, Support Instructional Planning, Implementation of Meaningful Professional Development, Observation and Coaching of Instructional Staff as related to mathematics.
McClintick, Tara	Science Coach	Assist with the Monitoring of School Data, Support Instructional Planning, Implementation of Meaningful Professional Development, Observation and Coaching of Instructional Staff as related to Science.
Pierce, Jennifer	Reading Coach	Assist with the Monitoring of School Data in grades 3rd-5th, Support Instructional Planning, Implementation of Meaningful Professional Development, Observation and Coaching of Instructional Staff as related to English Language Arts.
Teasdale, Deanna	Reading Coach	Assist with the Monitoring of School Data in grades K-2, Support Instructional Planning, Implementation of Meaningful Professional Development, Observation and Coaching of Instructional Staff as related to English Language Arts.
Ketchem, Nicole	Instructional Coach	The MTSS Coach is in charge of scheduling and maintaining records of tiered instruction being delivered both within the classroom and outside of the classroom. The MTSS Coach will support the work of the Intervention Teachers and Paraprofessionals that will support the work in our K-5 classrooms. Interventions include Nemours, LLI, IRLA, JRGR, Footprints, Repeated Reading, ORF, NWF, using AIMS web as formative assessment.

Stakeholder Involvement and SIP Development
Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

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

The team that was involved to give input and develop the SIP was our instructional leadership team, teachers and parents. After the FAST & SSA results were available administration met with each of the stakeholder groups to discuss and disaggregate the data to develop the goals and the SIP for the 23-34 school year. All the stakeholders input was valued and incorporated into the goals and action steps.

SIP Monitoring
Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The SIP will be regularly monitored throughout the 23-24 school year after each FAST PM testing to see where strengths and deficits in academic standards are. The goals and action steps will be monitored by administration, Instructional Leadership Team, teachers and parents throughout the year. All stakeholders will give feedback in order to make revisions to the SIP to support the scholars with the greatest achievement gap.

Demographic Data	
2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	74%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
2021-22 ESSA Identification	TSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL) Asian Students (ASN) Black/African American Students (BLK)* Hispanic Students (HSP) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History	2021-22: C 2019-20: D 2018-19: D

	2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level									Total
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	
Absent 10% or more days	0	31	26	23	16	30	0	0	0	126
One or more suspensions	0	0	0	1	0	0	0	0	0	1
Course failure in English Language Arts (ELA)	0	0	0	3	0	0	0	0	0	3
Course failure in Math	0	0	0	1	1	0	0	0	0	2
Level 1 on statewide ELA assessment	0	0	0	13	18	20	0	0	0	51
Level 1 on statewide Math assessment	0	0	0	10	22	18	0	0	0	50
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level									Total
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	
Students with two or more indicators	0	0	0	9	12	18	0	0	0	39

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

Indicator	Grade Level									Total
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	
Retained Students: Current Year	0	0	0	13	0	0	0	0	0	13
Students retained two or more times	0	0	0	3	0	0	0	0	0	3

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	35	27	37	27	15	0	0	0	141
One or more suspensions	0	1	2	1	1	4	0	0	0	9
Course failure in ELA	0	0	0	2	0	2	0	0	0	4
Course failure in Math	0	0	0	1	0	6	0	0	0	7
Level 1 on statewide ELA assessment	0	0	0	11	16	0	0	0	0	27
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

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	0	0	0	0	3	0	0	0	0	3

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	9	0	0	0	0	0	9
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) Updated (pre-populated)
Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	35	27	37	27	15	0	0	0	141
One or more suspensions	0	1	2	1	1	4	0	0	0	9
Course failure in ELA	0	0	0	2	0	2	0	0	0	4
Course failure in Math	0	0	0	1	0	6	0	0	0	7
Level 1 on statewide ELA assessment	0	0	0	11	16	0	0	0	0	27
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

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	0	0	0	0	3	0	0	0	0	3

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	9	0	0	0	0	0	9
Students retained two or more times	0	0	0	0	0	0	0	0	0	

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2022			2019		
	School	District	State	School	District	State
ELA Achievement*	32	55	56	32	54	57
ELA Learning Gains	48	62	61	39	59	58
ELA Lowest 25th Percentile	54	55	52	34	54	53
Math Achievement*	37	62	60	39	61	63
Math Learning Gains	61	65	64	40	61	62
Math Lowest 25th Percentile	65	54	55	29	48	51
Science Achievement*	42	57	51	30	53	53
Social Studies Achievement*		0	50		0	
Middle School Acceleration						
Graduation Rate						
College and Career Acceleration						
ELP Progress	65			57		

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.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	TSI
OVERALL Federal Index – All Students	51
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	404
Total Components for the Federal Index	8
Percent Tested	99
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	28	Yes	3	3
ELL	60			
AMI				
ASN	71			
BLK	40	Yes	3	
HSP	51			
MUL				
PAC				
WHT	52			
FRL	48			

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
All Students	32	48	54	37	61	65	42					65

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
SWD	18	40		12	40							
ELL	43	56		55	80							65
AMI												
ASN	67			75								
BLK	19	48	59	26	51	56	22					
HSP	27	50		34	76							70
MUL												
PAC												
WHT	45	50		44	60		59					
FRL	28	45	56	34	56	63	40					65

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
All Students	36	38	41	30	30	29	32					82
SWD	12			12								
ELL	29			25								82
AMI												
ASN	47			53								
BLK	24	16		18	21		11					
HSP	32	40		27	13		33					83
MUL	55			45								
PAC												
WHT	46	43		33	29		39					
FRL	36	33	36	28	23	21	31					81

2018-19 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18	ELP Progress
All Students	32	39	34	39	40	29	30					57
SWD	5			5								
ELL	45	47		41	60							57
AMI												

2018-19 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	**ELA Ach.**	**ELA LG**	**ELA LG L25%**	**Math Ach.**	**Math LG**	**Math LG L25%**	**Sci Ach.**	**SS Ach.**	**MS Accel.**	**Grad Rate 2017-18**	**C & C Accel 2017-18**	**ELP Progress**
ASN	47	55		47	45							
BLK	25	39	31	30	22	14	26					
HSP	26	40		38	52		36					52
MUL												
PAC												
WHT	36	35		44	46	27	28					
FRL	28	34	27	38	37	23	26					55

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.

ELA						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2023 - Spring	38%	57%	-19%	54%	-16%
04	2023 - Spring	39%	58%	-19%	58%	-19%
03	2023 - Spring	28%	53%	-25%	50%	-22%

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
03	2023 - Spring	34%	62%	-28%	59%	-25%
04	2023 - Spring	44%	66%	-22%	61%	-17%
05	2023 - Spring	42%	61%	-19%	55%	-13%

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2023 - Spring	47%	60%	-13%	51%	-4%

III. Planning for Improvement

Data Analysis/Reflection
Answer the following reflection prompts after examining any/all relevant school data sources.

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

The data component that showed the lowest performance was in the area of ELA during the FAST throughout the three PM testing windows. We ended the previous year with our scholars at a 32% proficiency in ELA on the FSA. During the 22-23 school year our scholars had a 38% proficiency. The contributing factors to the low performance

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

All of our areas of proficiency made gains this school year: ELA 32% -38%, Math 37%-44%, Science 42%-51%.

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

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

Which data component showed the most improvement? What new actions did your school take in this area?

The areas that showed the most improvement were our proficiency rates in Math and Science. They went from: Math 37%-44% & Science 42%-51%.
In the area of math our 3rd, 4th and 5th grade teachers along with the math coach and assistant principal looked at the math data each week and formulated small groups based on the lowest performed standards on the weekly formative assessments to reteach those standards the following week. During afterschool tutoring those standards were touched on again to ensure the scholars gained a deep understanding of each math standard.
In the area of science this was due to our 5th grade math teachers and science coach collaboratively planning the Big Ideas and assessing the scholars to see the standards they were deficient in and reteaching the standards. The scholars had competitions with completing lessons on Study Island with scores of 75% or higher to be posted on the board in their treasure chest. Scholars were invited to science club where they worked through some of those tougher standards to gain a better understanding of them.

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

The identified potential area of concern for us in our EWS is the area of attendance. Our scholars right now have a 63% attendance rate. We would like to see it raise to 75% or higher during the 23-24 school year. One of the reasons for our attendance to be at this rate is due to our scholars without housing. They receive transportation on a school bus, if they miss the school bus they usually do not have any other transportation to get to and from school. This leads to a large number of absences. We run attendance incentives throughout the year and have made a difference in some of our scholars attendance rates, which in turn has increased their proficiency rates in all academic areas. During the 23-24 school year we have developed an attendance plan to support all scholars to come to school on a

daily basis. This includes working with our families to see what supports they will need and how we can support them.

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

Our Highest priorities for the 23-24 school year are:
1. Raising ELA proficiencies
2. Supporting foundational literacy skills in VPK-2nd grade
3. Increase our attendance rates
4. Continue to grow our climate and culture through our PBIS plan
5. Increase the number of families attending our family nights

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

#1. Instructional Practice specifically relating to Student Engagement

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

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

Standards-based data (common assessments, FAST, walkthrough data, etc.) collected from the 2022-2023 school year showed scholars preforming below grade level in ELA and Math with a lack of consistency in tasks aligned to grade-appropriate standards. Scholars were not provided with consistent opportunities to be successful with standards-aligned tasks, and teachers have limited effective teaching methods to support
learning.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Proficiency in Science will increase 6% (from 51% to 57%), as measured by end of year data on the Science Standards Assessment (SSA).

Proficiency in English Language Arts will increase 6% (from 38% to 45%), as measured by the PM3 Florida Assessment for Student Thinking (FAST).

Proficiency in Mathematics will increase 6% (from 44% to 50%), as measured by the PM3 Florida Assessment for Student Thinking (FAST).

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

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

Person responsible for monitoring outcome:
Kim Duffy (duffyki@pcsb.org)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Collaboratively plan and teach standards based lessons with an emphasis on task alignment to the standards of the grade level, develop and apply foundational skills, as well as, teacher monitoring and tracking scholar evidence in order to take action through the data.

Gain a deep understanding of the B.E.S.T. Standards ELA & Math & Florida's State Academic Standards for Science (FSASS) as a non-negotiable for improving student outcomes.

Monitor whole group and small group instruction to ensure instruction is designed and implemented according to evidence-based principles.

Celebrate students' growth with regards to goal setting and academic progress to encourage the use of high-yield strategies and ensure continuous academic growth.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

In order to increase proficiency, a plan must be developed that ensures lessons are standards based and all scholar tasks are aligned to those standards. Throughout each lesson within the modules/units, teachers will need to track the work of the scholars to be able to adjust the instruction to meet the needs and accelerate learning.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Evidence-based Strategy: Gain a deep understanding of the B.E.S.T. Standards in ELA & Math & Florida's State Academic Standards for Science (FSASS) as a non-negotiable for improving student outcomes.
Action Steps:
Become familiar with the design in order to understand what students are expected to master.
Synthesize the benchmarks, benchmark clarifications, and appendices to fully understand the expected outcomes that carry the full weight of the standards.
Purposefully combine/stack standards and benchmarks to support learning so that a benchmark is spotlighted and supporting benchmarks (such as ELA Expectations/MTRs) that enhance instruction are incorporated in the lesson to meet the demands of the spotlighted benchmark.
During collaborative planning that occurs within school hours or after-school planning sessions, engage in standards articulation to gain a deeper understanding of prior knowledge and future learning to support students' holistic understanding of the Big Ideas in science.

Person Responsible: Shannon Fouts (foutss@pcsb.org)

By When: May of 2024

Evidence-based Strategy: Monitor whole group and small group instruction to ensure instruction is designed and implemented according to evidence-based principles.
Action Steps:
•Ensure instructional supports are in place for all students during core instruction and independence, including supports for students with exceptional needs, English Language supports, as well as extensions/more advanced texts for students above benchmark. These supports include access to grade-level text and beyond as well as small group instruction based on data.
•Prioritize engaging students in immense amounts of reading, discussion, and writing with feedback ensuring ample time is given to students to read and write appropriate grade-level text (while applying foundational skills) with high-quality feedback and opportunities to use that feedback.
• Employ instructional practices that result in students doing the work of the lesson (higher-order questioning, quick demonstration followed by practice, high-quality feedback and opportunities to use that feedback).
• Implement and monitor the use of routine writing in all content areas; including Learning Logs, Quick Writes, Annotating the text, Creating One Pagers, Refection prompts, DLIQ and/or KWLA charts.
• Implement a plan for identifying students not meeting benchmark in the early grades, including targeted instruction, and frequently monitoring progress to ameliorate gaps early.

Person Responsible: Jennifer Pierce (piercej@pcsb.org)

By When: May 2024

Strategically focus on fully implementing the Pinellas Early Literacy Initiative by focusing on VKP-2 classrooms ensuring equitable use of resources including instructional supports, school-based professional development, cycles of coaching, and feedback.
Action Steps:
Literacy coaches work with school principals to plan and implement consistent professional learning outlined by the Pinellas Early Literacy Initiative around evidence-based practices grounded in the science of reading as well as the UFLC Flamingo Small group model to demonstrate a significant effect on improving student outcomes.
Ensure teachers have a clear understanding of the K-2 B.E.S.T. ELA Standards
Increase teacher knowledge of the science of reading & evidence-based practices.
Ensure teachers integrate phonological awareness, phonics, word study and spelling, fluency, vocabulary and text comprehension strategies into an explicit, systematic and sequential approach to reading instruction, including multisensory intervention strategies.
Implement a plan for identifying students not meeting benchmark in the early grades, including targeted instruction, and frequently monitoring progress to ameliorate gaps early.

Person Responsible: Deanna Teasdale (teasdaled@pcsb.org)

By When: May 2024

#2. Positive Culture and Environment specifically relating to Other

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Family engagement is a key strategy essential for student achievement. When school staff and families focus on building trusting relationships and connecting authentic family engagement to student learning and building the capacity of educators and families to work together to support learning at home, family engagement can lead to a family-school partnership that can positively impact student outcomes and close achievement gaps. Based on the 6 academic family events that were held during the 22-23 school year we had about 15% of our families come to participate in them.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Attendance at schoolwide academic family events will increase to 40%.
The number of family engagement events that are relational, interactive and collaborative will increase to 7 events.
The family/student satisfaction evaluation following each academic family event with demonstrate 85% overall satisfaction.
100% of Scholars will receive Daily Agendas to use in daily communications - academic, behavioral, community events.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Collection and Review of Exit Surveys Following each academic family event.
Collection and Review of Signature Sheets following each academic family event.
Review of Daily Agendas
School Messenger Completion Data

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Educators regularly communicate with families, to share school processes/practices and specific data on student progress within the students daily agenda, parent conferences (4 times a year, 1 per quarter), Class Dojo, phone calls, emails.
Family engagement events and initiatives help families provide support at home for learning.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

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

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Strategy:
Educators regularly communicate with families, to share school processes/practices and scholar progress data.

Actions:
Classroom teachers touch base at the beginning of the year with all families and establish preferred methods of communication (Class Dojo, student agendas, online platforms and/or emails to regularly communicate with families to make positive connections home on a regular basis.

Meet and Greet and Open House scheduled with classroom teachers participating.

Parent-Teacher Conferences will be held on a regular basis with flexibility on timing and platform- 1 per quarter- on calendar and connected to events. (September, November, February, May). This will include review of academic performance/data and Title 1 Compact.

Principal will host two State of Lealman Avenue Sessions for community stakeholders- September and February.

Use School Messenger calls from Principal with school updates- bi-weekly, monthly newsletters, include school Facebook page and updated website with Peachjar. Items will be translated into multiple languages.

Person Responsible: Kim Duffy (duffyki@pcsb.org)

By When: May 2024

Strategy;
Family engagement events and initiatives help families provide support at home for learning.

Actions:
All family engagement events, initiatives and programs are linked to academic learning.

All family engagement events, initiatives and programs have an opportunity to share student data and strategies to use at home.

Family engagement events are interactive where families have a chance to practice strategies.

Family engagement events provide opportunities for families to collaborate and form networks with each other.

Family engagement events are differentiated to address the diversity of our families and their needs.

Lealman Avenue will support family participation in district wide programs (Parent Academy, Parent-Guardian
Connection, ESOL Family activities).

Lealman Avenue will support family use of district resources (virtual libraries, assessment tools, etc.)

Person Responsible: Nichole LeGrant (legrantn@pcsb.org)

By When: May 2024

#3. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Black students are currently an ESSA subgroup. English Language Arts proficiency in the 21-22 school year they were at 40%. This subgroup has an achievement gap when comparing to the performance of white students and performance overall.

Students With Disabilities are currently an ESSA subgroup. Their overall proficiency in English Language Arts in 21-22 the proficiency levels went to 28%. There is a significant achievement gap in their performance when compared to that of non-Student With Disabilities students.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Increase ELA proficiency for our black scholars by 10%, from 40% to 50%, as measured by the beginning and end of the year data on the FAST.

Increase ELA proficiency for our Students with Disabilities (SWD) by 15%, from 28% to 43%, as measured by the beginning and end of year data on the FAST.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

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

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Teachers and staff will provide a safe a equitable environment in which black scholars build a growth mindset and increase perseverance to achieve academic, behavioral and social emotional success.

ESE teachers will collaboratively plan with the grade level they support and provide specially designed instruction to support the scholars in core instruction.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

A growth mindset empowers scholars educationally and expands their capabilities socially and emotionally by making students' own skills, languages, and attitudes meaningful in the classroom. To build a growth mindset scholars must be in an environment in which they feel it is safe to fail and learn from. They need to have a positive role model/mentor/adult that will support them in acknowledging their data with chats, goal setting, action planning and monitoring the plan with them.

In order for students with disabilities to master grade level content, they may require specially designed content and instruction to meet their needs during core instruction. Collaboration between the general education teacher and the ESE teacher is critical to the needs of the SWD to be met.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

ESSA Subgroup - Black Scholars
Provide targeted professional development and coaching to teachers and leaders on growth mindset strategies to increase engagement and improve pass rates and grade point averages for black students.

Implement practices in classrooms such as cooperative and small group settings, music and movement, explicit vocabulary instruction, monitoring with feedback.

Employ instructional practices to motivate and deepen student engagement including, but not limited to positive expectations for success; novel tasks or other approaches to stimulate curiosity; meaningful tasks related to student interests & cultural backgrounds; opportunities for students to ask their own questions, set their own goals, and make their own choices.

Person Responsible: Kim Duffy (duffyki@pcsb.org)

By When: May 2024

ESSA Subgroup - SWD
ESE teachers will attend the collaborative planning session with the grade level teams that they are supporting scholars in. They will follow the same protocol and come prepared with the pre-work and resources that can support the scholars in core instruction. The team will discuss the foundational gaps of each of the ESE scholars and this will ensure they are addressing the same gaps.

Ensure instructional supports are in place for all students during core instruction and intervention, based on data, including supports for students with exceptional needs, English Language supports, as well as extensions/more advanced tasks for students above benchmark.

Collect data and monitor progress towards Individualized Education Plan goals and ensure collaboration between the Students With Disabilities and general education teachers to best support students. Gradually reduce Students With Disabilities supports to foster student independence as needed.

Person Responsible: Kim Duffy (duffyki@pcsb.org)

By When: May 2024

CSI, TSI and ATSI Resource Review
Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

Pinellas County Schools Superintendent and the Pinellas County School Board have invested in a strong support structure that creates an increasing number of strategies and interventions to support schools in need.

The district has robust systems, processes, and measures to continually review the progress in the schools in support of their continued improvement. Data review has informed the various aspects of this plan. It connects several ongoing monitoring systems to support the schools in alignment with the domains for school turnaround: Effective Leadership, Collaborative Teaching, Ambitious Instruction and Learning, Safe and Supportive Environment, and Family and Community Engagement. The Leadership Team will continue to meet weekly to monitor the progress of our Differentiated Accountability (DA) schools. Issues identified in the process include but are not limited to the following: teacher concerns, staffing model, technology, facilities, instructional practices, the effectiveness of School-based Leadership Teams, coaching support model, allocation of resources, progress monitoring, and student performance. The team evaluates identified issues weekly and establishes a plan of action to resolve them effectively and efficiently.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

Area of Focus Description and Rationale
Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

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

Strategically focus on fully implementing the Pinellas Early Literacy Initiative by focusing on VPK-2nd grade classrooms ensuring equitable use of resources including instructional supports, school-based professional development, cycles of coaching, and feedback.

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

A cite based ELA coach and administration will strategically support teachers in grades 3 - 5 through the equitable use of resources including instructional supports, school-based professional development, cycles of coaching and feedback.

Measurable Outcomes
State the specific measurable outcome the school plans to achieve for each grade below. This should be a data-based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K -3, using the coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment;

- Each grade 3-5 where 50 percent or more of its students scored below a Level 3 on the most recent statewide, standardized ELA assessment; and

- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2 Measurable Outcomes

Proficiency rates will increase by 20% in grades K-2, as measured by the beginning and end of year data on the FAST.

Grades 3-5 Measurable Outcomes

Proficiency rates will increase by 10% in grades 3rd-5th, as measured by the beginning and end of year data on the FAST.

Monitoring

Monitoring
Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will impact student achievement outcomes.

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

Person Responsible for Monitoring Outcome
Select the person responsible for monitoring this outcome.

Teasdale, Deanna, teasdaled@pcsb.org

Evidence-based Practices/Programs

Description:
Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

  ◦ Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?

  ◦ Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?

  ◦ Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

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

Rationale:
Explain the rationale for selecting practices/programs. Describe the resources/criteria used for selecting the practices/programs.

  ◦ Do the evidence-based practices/programs address the identified need?

  ◦ Do the identified evidence-based practices/programs show proven record of effectiveness for the target population?

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

Action Steps to Implement
List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

  ◦ Literacy Leadership

  ◦ Literacy Coaching

  ◦ Assessment

  ◦ Professional Learning

Action Step	Person Responsible for Monitoring
Literacy Leadership School Literacy Leadership Teams are meeting regularly to look at data to make informed decisions about what professional learning and supports need to be in place to maximize student growth in reading. School Literacy Leadership teams support the full implementation of the Pinellas Early Literacy Initiative in grades VPK-2. Build capacity by identifying teachers, coaches, and district staff who can support training in understanding how high-quality instructional materials connect to evidence-based practices and the B.E.S.T standards. School Literacy Leadership Team plan family reading nights grounded in family-friendly evidence-based practices to support the homeschool connection	Duffy, Kim, duffyki@pcsb.org
Literacy Coaching Literacy coaches work with school principals to plan and implement consistent professional learning outlined by the Pinellas Early Literacy Initiative around evidence-based practices grounded in the science of reading as well as the UFLC Flamingo Small group model to demonstrate a significant effect on improving student outcomes. Literacy coaches prioritize time to those teachers, activities, and roles that will have the greatest impact on student achievement in reading, namely coaching, modeling, and mentoring in classrooms daily. Literacy coaches support and train teachers to administer assessments, analyze data and use data to differentiate instruction.	Pierce, Jennifer, piercej@pcsb.org
Assessment Develop a structure for ongoing formative assessment is in place to determine where instruction should be modified to meet individual student needs Determine a structure for conducting screening, progress monitoring, and diagnostic assessments is in place to identify students with a substantial deficiency in reading. Utilize a walkthrough tool to provide feedback to teachers to communicate and highlight how evidence-based practices learned as a part of the Pinellas Early Literacy Initiative professional development are impacting student achievement within the classroom.	LeGrant, Nichole, legrantn@pcsb.org

Title I Requirements

Schoolwide Program Plan (SWP) Requirements
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 the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

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. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

We provide all documents via our website, Facebook, and at our school lobby. In addition, we share the documents at our annual Title 1 Meetings and out PTA and SAC events. The documents are provided in

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two other languages for our ESOL parents in our school lobby as well. Our school website is
https://www.pcsb.org/lealman-es

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 Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

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

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 III of the SIP. (ESSA 1114(b)(7)ii))

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

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

NA

Optional Component(s) of the Schoolwide Program Plan
Include descriptions for any additional strategies that will be incorporated into the plan.

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. (ESSA 1114(b)(7)(iii)(I))

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

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. (ESSA 1114(b)(7)(iii)(II))

NA

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

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

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. (ESSA 1114(b)(7)(iii)(IV))

We have weekly PLC's for grade level teams that follow a cyclical process that uses student data to problem solve, develop an action plan, monitor and assess for results. The data used ranges from formative assessments to summative assessments. Monthly staff meetings are used to provide professional development that aligns to our school improvement plan that centers around our 5 core focus areas: conditions for learning, community building, content planning, instructional practices, assessment and feedback. We have a primary literacy coach, intermediate literacy coach, math coach, science coach that collaboratively plan with our teachers two to three times a week and do coaching cycles to support our teachers.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

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

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

The approved budget does not reflect any amendments submitted for this project.

1	III.B.	Area of Focus: Instructional Practice: Student Engagement	$0.00
2	III.B.	Area of Focus: Positive Culture and Environment: Other	$0.00
3	III.B.	Area of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups	$0.00
		Total:	$0.00

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No