

Pinellas County Schools

# Lealman Avenue Elementary School



2022-23 Schoolwide Improvement Plan

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# Lealman Avenue Elementary School

4001 58TH AVE N, St Petersburg, FL 33714

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

## Demographics

Principal: Kimberly D UF Fy

Start Date for this Principal: 7/1/2019

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2021-22 Title I School</b>	Yes
<b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2021-22 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Asian Students Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students Students With Disabilities White Students
<b>School Grades History</b>	2021-22: C (48%) 2020-21: (34%) 2018-19: D (35%) 2017-18: C (41%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Central
<b>Regional Executive Director</b>	<a href="#">Lucinda Thompson</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	TS&I

\* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

## School Board Approval

This plan is pending approval by the Pinellas County School Board.

## SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at [www.floridacims.org](http://www.floridacims.org).

## 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 Florida Department of Education 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.

## Part 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: Every scholar at Lealman Avenue will make at least one year's worth of Learning Gains.

### School Leadership Team

#### **Membership**

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.:

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.
Logan, Greg	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.
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.
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.
	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.

**Demographic Information**

**Principal start date**

Monday 7/1/2019, Kimberly D UF Fy

**Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

4

**Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

**Total number of teacher positions allocated to the school**

41

**Total number of students enrolled at the school**

476

**Identify the number of instructional staff who left the school during the 2021-22 school year.**

20

**Identify the number of instructional staff who joined the school during the 2022-23 school year.**

20

**Demographic Data**

**Early Warning Systems**

**Using prior year's 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	9	10	11	12	
Number of students enrolled	37	70	59	63	53	49	0	0	0	0	0	0	0	331
Attendance below 90 percent	0	35	27	37	27	15	0	0	0	0	0	0	0	141
One or more suspensions	0	1	2	1	1	4	0	0	0	0	0	0	0	9
Course failure in ELA	0	0	0	2	0	2	0	0	0	0	0	0	0	4
Course failure in Math	0	0	0	1	0	6	0	0	0	0	0	0	0	7
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	11	16	0	0	0	0	0	0	0	0	27
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Number of students with a substantial reading deficiency	0	0	0	0	0	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 who have two or more early warning indicators:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	3	0	0	0	0	0	0	0	0	3

**Using current year data, complete the table below with the number of students identified as being "retained.":**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	9	0	0	0	0	0	0	0	0	0	9
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Date this data was collected or last updated**

Sunday 7/10/2022

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**The number of students with two or more early warning indicators:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**The number of students identified as retainees:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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



Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	63	70	62	65	53	55	0	0	0	0	0	0	0	368
Attendance below 90 percent	6	9	7	11	6	7	0	0	0	0	0	0	0	46
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

**The number of students with two or more early warning indicators:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	3	0	0	0	0	0	0	0	0	3

**The number of students identified as retainees:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	9	0	0	0	0	0	0	0	0	0	9
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

**Part II: Needs Assessment/Analysis**

**School Data Review**

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	32%			36%			32%	54%	57%
ELA Learning Gains	48%			38%			39%	59%	58%
ELA Lowest 25th Percentile	54%			41%			34%	54%	53%
Math Achievement	37%			30%			39%	61%	63%
Math Learning Gains	61%			30%			40%	61%	62%
Math Lowest 25th Percentile	65%			29%			29%	48%	51%
Science Achievement	42%			32%			30%	53%	53%

**Grade Level Data Review - State Assessments**

**NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.**

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	35%	56%	-21%	58%	-23%
Cohort Comparison		0%				
04	2022					
	2019	31%	56%	-25%	58%	-27%
Cohort Comparison		-35%				
05	2022					
	2019	28%	54%	-26%	56%	-28%
Cohort Comparison		-31%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	45%	62%	-17%	62%	-17%
Cohort Comparison		0%				
04	2022					
	2019	43%	64%	-21%	64%	-21%
Cohort Comparison		-45%				
05	2022					
	2019	25%	60%	-35%	60%	-35%
Cohort Comparison		-43%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	30%	54%	-24%	53%	-23%
Cohort Comparison						

**Subgroup Data Review**

2022 SCHOOL GRADE 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
2021 SCHOOL GRADE 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
SWD	12			12							
ELL	29			25							
ASN	47			53							
BLK	24	16		18	21		11				
HSP	32	40		27	13		33				
MUL	55			45							
WHT	46	43		33	29		39				
FRL	36	33	36	28	23	21	31				
2019 SCHOOL GRADE 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
SWD	5			5							
ELL	45	47		41	60						
ASN	47	55		47	45						
BLK	25	39	31	30	22	14	26				
HSP	26	40		38	52		36				
WHT	36	35		44	46	27	28				
FRL	28	34	27	38	37	23	26				

**ESSA Data Review**

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	51
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	65
Total Points Earned for the Federal Index	404
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	28

<b>Students With Disabilities</b>	
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	3
<b>English Language Learners</b>	
Federal Index - English Language Learners	60
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
<b>Asian Students</b>	
Federal Index - Asian Students	71
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
<b>Black/African American Students</b>	
Federal Index - Black/African American Students	40
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
<b>Hispanic Students</b>	
Federal Index - Hispanic Students	51
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
<b>Multiracial Students</b>	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
<b>Native American Students</b>	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
<b>Pacific Islander Students</b>	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0

White Students	
Federal Index - White Students	52
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	48
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

## Part III: Planning for Improvement

### Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

#### What trends emerge across grade levels, subgroups and core content areas?

When looking at our Winter (Dec) MAP our data was trending lower in ELA & Math than from the Fall MAP data for our projected proficiencies in 3rd, 4th and 5th grade

#### What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Based on the 2021 state assessment, the following data components show the most need for improvement:

1. Math & ELA proficiency
2. Lowest 25% gains in ELA & Math
3. Black, White, SWD and EDS subgroups on the ESSA index

#### What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Contributing factors for the lack of students meeting grade level expectations in the area of math are due to limited opportunities for students to interact with rigorous grade level aligned tasks. Inexperienced teacher knowledge of the standards and the use of standards aligned resources are also a contributing factor. Moving forward, teachers will participate in collaborative planning with instructional coaches to review grade level standards, mathematical practices and real world applications that are directly related to item specifications. Teachers will also receive professional development and specific observation feedback about their practice in regards to student engagement and opportunities for all.

#### What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

The areas that showed the most improvement from the 2022 FSA were in the Areas of:

1. Math proficiency
2. Math Learning Gains
3. Math Learning Gains of the Lowest 25%
4. ELA Learning Gains

5. ELA Learning Gains of the Lowest 25%

6. Science proficiency

**What were the contributing factors to this improvement? What new actions did your school take in this area?**

We believe the following were contributing factors: collaborative planning, reflection and action based on student evidence, explicit foundational instruction, more explicit intervention instruction for students severely deficient in reading and math. During the 21-22 school year, teachers collaborating with coaching support was one of the contributing facts for success in that content area. Teachers would meet weekly with on-site coaches to discuss standards and questioning strategies. Teachers would work through misconceptions and prepare lessons for discussion to demonstrate a scholars understanding of the standard and its' complexity. Teachers then had the chance to review student data to see how instructional decisions correlated with student achievement

**What strategies will need to be implemented in order to accelerate learning?**

In order to accelerate learning, teachers at Lealman Avenue will incorporate high yield teaching strategies as well as explicit instruction. Students will be given multiple opportunities to work with grade level text and rigorous tasks that challenge their understanding and mastery of standards. Specific programs like Accelerate Reader, iReady, Study Island and others will be monitored to ensure fidelity within the program.

**Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.**

At Lealman Avenue, teachers will participate in afternoon collaborative planning sessions lead by coaches and administrators to deepen the understanding of the standards and tasks by teachers. Appropriate grade level text will be reviewed and question stems and practice opportunities will be shared to increase the number of students who are then able to master that standard. Professional development will also take place with the BEST standards, SEL curriculum to encourage a safe and positive learning environment and use of the computer program iReady to monitor students diagnostic and mid-year growth.

**Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.**

To sustain student achievement at Lealman Avneue, teacher effectiveness will continue to be our area of focus.

We will continue to lead with an instructional lens on raising student achievement As the instructional leaders, administrators and coaches will continue to facilitate teachers learning in collaborative planning. During this planning time, teachers will enhance their understanding of the standards and cognitive complexities, plan and implement high yield strategies that promote student discussion and engagement and reflect on student achievement through formative and summative data points. Differentiation of instruction will be an area of growth for teachers as we continue to promote mastery of standards at each grade level Administration will observe teaching and provide feedback on instructional practices and student outcomes during real time teaching and planning sessions. Teachers will also gain feedback through coaching sessions and collaborative planning after school hours. Program use will be reviewed consistently and teachers and staff will have the chance to review student progress with instructional leaders and their students.

**Areas of Focus**

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

**#1. Instructional Practice specifically relating to Standards-aligned Instruction**

**Area of Focus Description and Rationale:**  
**Include a rationale that explains how it was identified as a critical need from the data reviewed.**

Instructional Practice specifically relating to standards-aligned instruction will focus on supporting teachers with researched-based practices that follow state adopted standards within the specific content area.

Standards-based data (MAP, FSA, common assessments, walkthrough data, etc.) collected from the 2021-2022 school year showed scholars performing below grade level in ELA, Math and Science 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 42% to 48%), as measured by the beginning and end of year data on the FAST.  
 Proficiency in English Language Arts will increase 10% (from 32% to 42%), as measured by the beginning and end of year data on the FAST.  
 Proficiency in Mathematics will increase 10% (from 37% to 47%), 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 Strategy:**  
**Describe the evidence-based strategy being implemented for this Area of Focus.**

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/NGSSS 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 Strategy:**  
**Explain the**

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



**rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**

scholars to be able to adjust the instruction to meet the needs and accelerate learning.

**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/NGSSS 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.

**Person**

**Responsible**

Kim Duffy (duffyki@pcsb.org)

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.
- Utilize administrator walkthrough tools to provide weekly feedback to individual teachers as well as communicate and highlight evidence-based practices that are impacting student achievement with the entire staff.
- Employ instructional practices that result in students doing the work of the lesson (higher-order questioning, quick demonstration followed by practice, limiting teacher talk, high-quality feedback and opportunities to use that 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.
- Strengthen student inquiry skills through the implementation and monitoring of routine use of higher-level thinking through questioning, class discussions, problem solving activities, and/or collaborative study groups.
- Implement and monitor the use of routine writing in all content areas; including Learning Logs, Quick Writes, Annotating the text, Creating One Pagers, Reflection 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**

Kim Duffy (duffyki@pcsb.org)

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

Action Steps:

- Implement goal setting opportunities where students regularly and visibly participate in setting their own goals, monitoring their academic progress throughout the year, revising their goals based on data, and celebrating successes.
- Implement student-led conferences to allow students to share their academic goals and their progress with family members.
- Include celebrating the use of organizational systems and tools as part of school wide PBIS system.

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

**#2. 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 critical need from the data reviewed.**

Black students are currently an ESSA subgroup. English Language Arts proficiency was at 24% in the 20-21 school year and 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 was 5% in 18-19 and in 20-21 it moved to 12%, 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:**

Kim Duffy (duffyki@pcsb.org)

**Evidence-based Strategy:**  
**Describe the evidence-based strategy being implemented for this Area of Focus.**

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 Strategy:**  
**Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this 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.

### 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.

**Person Responsible** Greg Logan (logang@pcsb.org)

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.

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** Greg Logan (logang@pcsb.org)

**#3. Positive Culture and Environment specifically relating to Family Engagement**

**Area of Focus**  
**Description and Rationale:** 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 4 academic family events that were held during the 21-22 school year we had about 10% of our families come to participate in them.  
**Include a rationale that explains how it was identified as a critical need from the data reviewed.**

**Measurable Outcome:**  
**State the specific measurable outcome the school plans to achieve.** 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.  
**This should be a data based, objective outcome.** 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:** Kim Duffy (duffyki@pcsb.org)

**Evidence-based Strategy:**  
**Describe the evidence-based strategy being implemented for this Area of Focus.** 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 Strategy:**  
**Explain the** 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

**rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.**

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.

**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)

**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** Greg Logan (logang@pcsb.org)

## RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

### 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

K - 2 teachers are participating in the PELI grant through the work of the Lastinger Center at the University of Florida. A cite based primary reading coach and administration will strategically support the equitable use of resources including instructional supports, school-based professional development, cycles of coaching and feedback.

### Grades 3-5: Instructional Practice specifically relating 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 new 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: Measureable Outcome(s)**

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: Measureable Outcome(s)**

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

**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 take place with evaluating impact at the end of the year.

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:**

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. Â§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?



Strategically focus on K-2 teachers and instruction, where acceleration can occur more rapidly, by ensuring equitable use of resources including instructional supports, school based professional development, cycles of coaching, feedback, etc. The teachers will administer a diagnostic on each student to determine what gaps need to be filled. Scholars will receive interventions through the UFLY model and they will be progressed monitored. Scholars will be in fluid groups that will be adjusted based on the data from the progress monitoring.

**Rationale for Evidence-based Practices/Programs:**

Explain the rationale for selecting the specific 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 practices/programs show proven record of effectiveness for the target population?

The UFLY practice has a proven track record to show growth in the gap areas when teachers are implementing it with fidelity and coached when necessary.

**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
Teachers will be able to obtain their reading endorsement through the University of Florida's Literacy Matrix.	Duffy, Kim, duffyki@pcsb.org
Engage in ongoing professional development on the implementation of the high-quality curricular materials, including norming walks for excellence, studying student responses, and robust & constructive feedback.	Teasdale, Deanna, teasdaled@pcsb.org
Ensure teachers have a clear understanding of the K-2 B.E.S.T. ELA Standards.	Duffy, Kim, duffyki@pcsb.org
Increase teacher knowledge of the science of reading & evidence-based practices.	Duffy, Kim, duffyki@pcsb.org
Implement a plan for identifying students not meeting benchmark in the early grades, including targeted instruction, and frequently monitoring progress to ameliorate gaps early.	Duffy, Kim, duffyki@pcsb.org

## Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. Stakeholder groups more proximal to the school include teachers, students and families of students, volunteers and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services and business partners.

### Describe how the school addresses building a positive school culture and environment.

Lealman Avenue Elementary strives to establish and maintain a school culture of acceptance, tolerance and respect. We use staff meetings, assemblies, class and parent meetings, newsletters to families, the school website, and the student handbook to establish a positive climate at school. We reinforce positive social interactions and inclusiveness through our School-Wide Behavior Plan (SWBP) and Guidelines for Success (GFS).

Our staff understands our students will begin school this year in a different social and emotional state than when they left last school year. It will be important to nurture our relationships with students to ensure they feel safe at school.

Teachers are expected to:

- Connect with students and build relationships with the student and their family.
- Establish a safe environment.
- Implement an effective Classroom Management Plan that aligns to our SWBP
- Implement Restorative Circles.
- Connect with Social Services Support (Guidance, Social Worker, etc.) in the event of concerns.
- Exercise patience with students who show signs of stress.

Family and community involvement are highly valued at Lealman Avenue Elementary. Through high family involvement in PTA and SAC, the school is aware of the student make up and culture. We host a Meet & Greet annually, prior to school starting, where students and families get to meet the teachers and staff. This meeting is also used to communicate goals and solicit support for school initiatives. We will continue these efforts this year, but do so virtually.

Our goal is to reinforce confidence in parents that together we can meet the needs of our students.

It is an expectation that staff will:

- know school Guidelines for Success
- be fair, positive, and, consistent
- keep classrooms orderly
- build positive relationships and get to know student needs and motivators
- treat students with the same respect that is expected from them

We found that regular and on-going communication, through newsletters, frequent Connect Ed messages and our school website, were effective in garnering the support of our families and the community. We will communicate events and positive news in our newsletters and other media. We will work with our PTA and community partners to host family engagement activities that allow the school and business communities to come together and further develop those relationships within the school and community. This year there will

be a focus to increase our community partnership base. All efforts work together to strengthen the positive relationships between family, school, and community while providing the best education for our students.

**Identify the stakeholders and their role in promoting a positive school culture and environment.**

The stakeholders that will be promoting a positive culture and environment will be the administrative team (Principal and AP), School Based Leadership Team, Instructional Leadership Team, classroom teachers, support staff and families. Our teachers and staff will focus on building positive relationships with families by maintaining open lines of communication and regularly offering Parent University sessions to keep families aware of strategies to best help the success of their students.

Our Family and Community Liaison and our PTA work hard to offer programs and opportunities for families and our community partners to be involved in creating a positive school culture and environment including large community events such as a Fall Festival, Reading, Math and Science Nights.

Our teachers and staff will attend professional development that will assist in developing the positive culture at Lealman Avenue.