

School Improvement Plan

2015-2016

Lealman Innovation Academy

Michael A. Grego, Ed.D.
Superintendent

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School Improvement Plan

PART I		CURRENT SCHOOL STATUS
Section A		School Information
School Name Lealman Innovation Academy	Principal's First Name Connisheia	Principal's Last Name Mathews
School Advisory Council Chair's First Name Neil	School Advisory Council Chair's Last Name Brickfield	

SCHOOL VISION - What is your school's vision statement?

Lealman Innovation Academy envisions a student-centered culture that connects the unique talents, skills, passions, attributes, and needs of learners to personalized learning opportunities so they are engaged and invested in their own journey towards mastery.

SCHOOL MISSION - What is your school's mission statement?

100% of Lealman Innovation Academy students will graduate prepared for college, career and life as young adults who are self-aware, self-confident, highly literate and ready to design and redesign their future as it unfolds.

SCHOOL ENVIRONMENT

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students.

Our school has provided professional development to assist teachers with strategies to learn other cultures and build relationships between teachers and students. The focus for the first ten days of school is building community and team building activities. Students will participate in a project based learning activity to design a school mascot and school colors. There will be an official vote to select the winner. Several staff members volunteered to be members of the Culture Club assigned with planning activities to build and maintain culture and build relationships.

Describe how the school creates an environment where students feel safe and respected before, during and after school.

Students are introduced to the Olweus training for bullying, Character Education is broadcast on morning news show, Bully box in front of the media center and in the cafeteria. Teachers and students are aware of the bully reporting process through orientation during the first week of school. Our SRO is very visible and students feel comfortable speaking with him about issues and trust that he will take care of the issue. Small teacher pupil ratio (TPR) enables all staff to know all students. Students feel safe to report incidents that occur at bus stops, on social media, etc, because they trust that the school will assist with the issues.

The focus the first ten days of school is building community and team building activities. Students will participate in a project based learning activity to design a school mascot, school colors and motto. There will be an official vote hosted by the Pinellas County board of Elections Education Dept. to identify the final selection in each category.

Describe the school wide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations and training for school personnel to ensure the system is fairly and consistently enforced.

Positive Behavior Support is a collaborative process for structuring the learning environment to support the academic and social success of all students. Positive Behavioral Support (PBS) refers to the application of positive behavioral interventions and systems to achieve socially important behavior change. Responsibilities of PBS members include analyzing data and making recommendations for process improvement. The PBS team meets monthly. CHAMPS strategies are shared by the behavior specialist at Faculty Professional Learning Community (PLC). Bi-weekly Professional Learning Communities use the Critical Friends protocol to improve lesson design/ implementation and discuss strategies to increase student engagement and achievement. School wide expectations are posted in all areas of the school. Positive Behavior Bucks are given to students who demonstrate positive behaviors. This money is spent at the school store to buy items, dress code passes or tickets to special events. The school store is open weekly in the school cafeteria during lunch.

Teachers can issue Positive Pride certificates to students for academics and behaviors for positive recognition.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

Our school has a full time social worker that provides counseling to students in need, and helps families find supports. In addition, we have 2 full time behavior specialists, 2 guidance counselors, a part time school psychologist, and 3 para professionals that assist with student needs. We have a volunteer coordinator that finds mentors for the students most in need. In addition, school staff members volunteer to mentor students. Due to being a Title 1 school, we have an MTSS Coach and 2 Reading teachers to lower Teacher pupil ratio (TPR). A school wide focus on building positive relationships in a positive, supportive environment is lead by the staff members in the Culture Club.

PART I **CURRENT SCHOOL STATUS**

Section B **School Advisory Council (SAC)**

SAC MEMBERSHIP - Identify the name and stakeholder group for each member of the SAC ?

Add Member
Delete Member

SAC Member First Name	SAC Member Last Name	SAC Member Stakeholder Group
Lynn	Terry	Teacher/Staff
Georgia	Wollums	Grandparent
Dianna	King	Staff
Neil	Brickfield	Community
Connisheia	Mathews	Principal

SIP LAST YEAR

Provide an evaluation of last year's school improvement plan.

Goal 1) By spring 2015 15% of students taking the Florida Assessment in Reading will score a proficiency level of 3 or higher. The results from the FSA Reading assessment are not in yet. Overall the school made progress toward the goal. In 6th through 9th grade the majority of the students are made lexile gains with many exceeding expectations for growth.

Goal 2) By spring 2015 19% of students taking the Florida Assessment in Writing will score a proficiency level of 3.5 or higher.

Goal 3) By spring 2015 14% of students taking the Florida Assessment in Math will score a proficiency level of 3 or higher. The results from the FSA Math assessment are not in yet. Overall 38% of students showed an increase or maintained Think Through Math benchmarks.

Goal 4) By spring 2015 28% of students taking Algebra 1 EOC will score a proficiency level of 3 or higher. A review of results from the Algebra 1 EOC shows that 22.6% of students who took the test passed.

Goal 5) By spring 2015 16% of the total students taking FCAT Science will score a level 3 or higher as evidenced by the score report.

Goal 6) By spring 2015, 11% of 7th grade students taking the EOC Civics Exam will achieve a proficiency level of 3 or higher. We did not meet this goal. 0.09% of students taking the Civics EOC scored at level 3 or higher as indicated by the score report.

Goal 7) Close the achievement gap between Black and non-black students to our AMO 2015 targets.

Goal 8) Reduce the number and percent of discipline incidents for each student subgroup by 40%.

Goal 9) Increase parent involvement participation in school activities by 30% as measured by attendance data.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project.

The school improvement funding allocated for 2014-2015 was \$3,227.40

Instructional technology budgeted \$141.95 was spent on a DVD for History classes.

Of the 2809.25 that was budgeted for instructional supplies, \$618.31 was spent on instructional supplies to support math classrooms and Bullying booklets in English and Spanish.

A total of \$263.80 was budgeted for training stipends, which was used for after hours required FAIR training for teachers.

SAC SIP INVOLVEMENT - Describe the involvement of the SAC in the development of this school improvement plan.

The SIP committee will review school data and plan with the SAC, take input and make amendments as needed.

SAC ACTIVITIES - Describe the activities of the SAC for the upcoming school year.

SAC monitors school data, operations and provides feedback to administration. SAC communicates and monitors progress toward meeting school improvement goals. SAC works collaboratively with PTA to enhance educational opportunities for students.

PROJECTED USE OF SIP FUNDS - Describe the projected use of school improvement funds and include the amount allocated to each project and the preparation of the school's annual budget plan.

The SIP budget for 2015-2016 is \$2,190.94.

Projected areas of spending are:

Staff training, workshops approximately \$ 800.00

Support Math, Reading, Science, Social Studies, Enrichment as well as 21st Century Skills (problem solving, oral and written communication, analytical thinking and team work/collaboration) - Materials approximately \$1390.94

STATUTORY COMPLIANCE -

Is your school in compliance with Section 1001.452, F.S., regarding the establishment duties of the SAC? Yes No

If your school is not in compliance, describe the measures being taken to comply with SAC requirements below.

Send school messenger to invite parents to be members of SAC
 Posted on the marquee
 Personal phone calls to parents, community members
 Newsletter invitations and invitations and information at Discovery Day, Sat. Aug.8th
 Embed first meeting in Open House and future parent involvement nights.

PART I **CURRENT SCHOOL STATUS**

Section C **Leadership Team**

For each of your school's administrators (Principal and all Assistant Principals), complete the following fields. If your school does not have more than one Assistant Principal, leave those respective fields blank.

PRINCIPAL

First Name Connisheia	Last Name Mathews	Email Address mathewsc@pcsb.org	
Highest Academic Degree Master of Science	Field of Study Educational Leadership	# of Years as an Administrator 5	# of Years at Current School 1
Certifications (if applicable) Ed Leadership, English 6 -12, ESOL Endorsement, Reading Endorsement, School Principal			

ASSISTANT PRINCIPAL #1

First Name Reisinger	Last Name Ricki	Email Address reisingerr@pcsb.org	
Highest Academic Degree Master of Science	Field of Study Educational Leadership	# of Years as an Administrator 0	# of Years at Current School 6
Certifications (if applicable) Ed Leadership, Elementary Ed K-6, Exceptional Student Ed K - 12, Reading Endorsement, ESOL Endorsement			

ASSISTANT PRINCIPAL #2

First Name	Last Name	Email Address	
Highest Academic Degree	Field of Study	# of Years as an Administrator	# of Years at Current School
Certifications (if applicable)			

ASSISTANT PRINCIPAL #3

First Name	Last Name	Email Address	
Highest Academic Degree	Field of Study	# of Years as an Administrator	# of Years at Current School
Certifications (if applicable)			

ASSISTANT PRINCIPAL #4

First Name	Last Name	Email Address	
Highest Academic Degree	Field of Study	# of Years as an Administrator	# of Years at Current School
Certifications (if applicable)			

PART I	CURRENT SCHOOL STATUS
Section D	Public and Collaborative Teaching
INSTRUCTIONAL EMPLOYEES	

of instructional employees: 37

% receiving effective rating or higher: unavailable

% Highly Qualified Teacher (HQT), as defined in 20 U.S.C. § 7801(23): 89

% certified infield, pursuant to Section 1012.2315(2), F.S.:

% ESOL endorsed: 29.7

% reading endorsed: 16.2

% with advanced degrees: 21.6

% National Board Certified: 0

% first-year teachers: 13.5

% with 1-5 years of experience: 21.6

% with 6-14 years of experience: 29.7

% with 15 or more years of experience: 35.1

PARAPROFESSIONALS

of paraprofessionals: 3

% Highly Qualified Teacher (HQT), as defined in 20 U.S.C. § 7801(23): 100

TEACHER RECRUITMENT AND RETENTION STRATEGIES

Describe your school's strategies to recruit, develop, and retain highly qualified, certified-in-field, effective teachers to the school.

The principal and assistant principal will use these steps to recruit and retain teachers.

1. Fill vacancies with teachers who are certified in the subject area needed and have experience working with at risk youth.
2. Assign a mentor or buddy to all new teachers to Lealman Innovation Academy.
3. Encourage all teachers to obtain ESOL and Reading endorsements, and advanced degrees.
4. Provide school wide professional development and refer teachers to appropriate trainings.

Describe your school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

Teachers meet in PLC's bi-weekly to collaborate, review data, discuss strategies and interventions, and plan engaging lessons.

Teachers meet monthly for Best Practices in our faculty PLC.

Team building activities are used during preschool and throughout the year. Friendly team competitions are held, including: "Biggest Loser", walking, cookie sales etc.

Teachers co-teaching across curricula and support each other with resources and coaching in collaborative workshops. Critical Friends meeting in departments to provide feedback on current classroom projects, practices, and current learning achievement aligned to state standards and learning goals with individualized feedback.

New Tech Network provides monthly meetings, face-to-face and skyping for additional support with PBL/PrBL/PL in whole group, small group and one-to-one setting.

TEACHER MENTORING PROGRAM/PLAN - Describe your school's teacher mentoring program/plan including the rationale for pairings and the planned mentoring activities.

The MTSS/RTI Coach and Staff Developer, April Rohrig, meets with all new teachers once a month to review school-wide processes, best practices and help with questions and for additional support. Mentors meet with new teachers weekly to focus on specific areas identified by the new teacher. Mentors have been paired with new teachers and 5 faculty members are participating in the Transition to Teaching Program. Each teacher is paired with their content area department chairperson as well.

PART I

CURRENT SCHOOL STATUS

Section E Multi-Tiered System of Supports (MTSS) & Response to Instruction/Intervention (Rti)

PROBLEM-SOLVING PROCESSES - Describe your school's data-based problem solving processes for the implementation and monitoring of your SIP and MTSS structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs.

The SBLT team is responsible for managing and coordinating efforts between all school teams. The SIP will be reviewed with the SBLT team and the staff throughout the year. The SBLT team meets twice monthly with grade level PLC's to review students in the MTSS process and also to review teacher support systems, small group and individual student needs. A "Highest Student Achievement" data base is created to track all student indicators throughout the school year. This includes demographics, retention information, behavior, attendance and student grades. Areas of need are identified and problem solved to improve effectiveness of core instruction. The grade level team tracks strategies and student progress for students identified in the Collaborative Consultation Process. The School Wide Behavior Plan (SWBP) is monitored by the teams and SBLT. The SWBP goals are to reduce the # of referrals, increase student attendance

and narrow the gap of behavior referrals between African American and other students.

MTSS SCHOOL-BASED LEADERSHIP TEAM - Identify the names and position titles of the members of your school-based leadership team for MTSS. What is the function and responsibility of each team member as it relates to MTSS and the SIP.

[Add Member](#) [Delete Member](#)

MTSS Team Member First Name	MTSS Team Member Last Name	Position
Connisheia	Mathews	Principal
Jackie	Infanzon	Guidance Counselor
Shashondalyn	Samuels	Guidance Counselor
Debbie	Belk	School Social Worker
Yvonne	Sullivan	School Psychologist
Sherry	Frazier	Speech/Language Pathologist
David	Schmidt	Behavior Specialist
Michelle	Byrne	ESE/TSA
April	Rohrig	MTSS Coach
Nicholas	Samuels	Behavior Specialist

SYSTEMS IN PLACE - Describe the systems in place that the leadership team uses to monitor the school's MTSS and SIP.

The MTSS and SIP team will be responsible for managing and coordinating these efforts between all school teams. The SIP team will work together to revise the School Improvement Plan as necessary. The SIP will be reviewed with the SBLT team and the staff throughout the year.
 The SBLT team meets twice monthly with grade level PLC's to review students in the MTSS process and also to review teacher support systems, small group and individual student needs.
 The SBLT meets as a core group to review data and progress.

DATA SOURCES AND MANAGEMENT SYSTEMS - Describe the data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement (e.g., behavior, attendance).

Baseline data: Data Warehouse, Portal, Performance Matters, SRI, Write Score, FSA (Reading/Writing and Mathematics), TTM (Mathematics),
 Classroom level data is collected such as Lexiles, Reading Counts, Pre testing in content areas. Unit Pre/Post testing within content areas.
 Mid-Year: monitoring of mini-assessment data, SRI, Write Score, TTM (Mathematics)
 End of Year: SRI, Performance Matters, FSA (Reading/Mathematics) FCAT (Science), post testing, EOC for Algebra, Civics, and US History
 Tier 1 Data: FCAT 2.0 (Science) FSA (Reading/Writing and Mathematics), Common Assessments, District developed assessments, discipline records, Data analysis by the SBLT/MTSS team.
 Tier 2 Data: FCAT 2.0 (Science) FSA (Reading/Writing and Mathematics), Diagnostic Assessments for Reading, discipline records, Tier 2 Academic and Behavior Contracts, Data analysis by the SBLT/MTSS team.
 Tier 3 Data: FCAT 2.0 (Science) FSA (Reading/Writing and Mathematics), discipline records, AIMSweb, Individualized behavior cards for frequency data, Data analysis by the SBLT/MTSS team.
 A "Highest Student Achievement" data base is created to track all student indicators throughout the school year. This includes demographics, retention information, behavior, attendance and student grades. Areas of need are identified and problem solved to improve effectiveness of core instruction.

STAFF UNDERSTANDING OF MTSS - Describe the plan to support staff's understanding of MTSS and build capacity in data-based problem solving.

Review of universal screening data and link to instructional decisions, review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk, or at high risk of not meeting benchmarks. Based on the above information, the team will identify professional development and resources for students, collaborate on problem-solving, sharing of effective practices, evaluate implementation of interventions, make decisions and practice new processes and skills, facilitate the process of building consensus, increasing the infrastructure and making decisions about implementation. The SBLT/MTSS team will provide a problem-solving approach working with staff to assist in problem-solving.

Ongoing training at Faculty PLC's. The School Wide Behavior Plan (SWBP) goals to reduce incidents of behavior referrals, improve attendance and implement PBS Cash aligned to our positive behavior supports align to our School improvement goals and use of data in problem solving.

PART I

CURRENT SCHOOL STATUS

Section F

Ambitious Instruction and Learning

INSTRUCTIONAL PROGRAMS - Describe how your school ensures its core instructional programs and materials are aligned to Florida Standards.

Pinellas District provides instructional programs and materials that are aligned to Florida Standards

Teachers attend District Wide Training days to learn the current content area information. The Area/District ISM teams visit to evaluate and give feedback to our school.

DIFFERENTIATED INSTRUCTION - Describe how your school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

Teachers meet bi-weekly in team PLC's to review data to drive instruction. Teachers attend monthly embedded professional development that focuses on Best Practices to differentiate instruction and increase student engagement. Personalized Learning (PL) and Project (Problem)-Based Learning strategies are used school wide. Intensive Reading and or Math classes are available to students who need additional support. ESE students receive Support facilitation services and selected classrooms have a teacher assistant.

Provide the following information for the top 4 strategies, at the most, your school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum.

INSTRUCTIONAL STRATEGY #1

Strategy Type

Personalized Learning

Minutes added to the school year: _____

What is/are the strategy's purpose(s) and rationale(s)?

Personalized learning is intended to address the distinct learning needs, interests, aspirations, and/or cultural backgrounds of individual students.

Provide a description of the strategy below.

Learners are empowered to take control of their own learning. Learners have voice and choice in how they will master the standards. Instruction is paced to learning needs, tailored to learning preferences, and tailored to the specific interests of different learners. In an environment that is fully personalized, the learning objectives and content as well as the method and pace may all vary (so personalization encompasses differentiation and individualization). The intent of personalized learning is to meet each child where he is and help him meet his potential" and to "educate the whole child. Students will take an interest inventory and learn strategies to enhance their own learning. Voice and Choice opportunities will be supported as students learn to co-design, then design their learning opportunities to show mastery of identified standards.

How is data collected and analyzed to determine the effectiveness of this strategy?

Classroom data, standardized testing data, student survey, parent survey data will all be used to determine the effectiveness of this strategy.

Evidence of personalized learning will be monitored in lesson plans, via walk throughs, and student personal learning profile data and student presentations or final products

Who is/are the person(s) responsible for monitoring implementation of this strategy?

Administrative team

INSTRUCTIONAL STRATEGY #2

Strategy Type

Project-Based Learning (PBL) and Problem-Based Learning (PrBL)

Minutes added to the school year: _____

What is/are the strategy's purpose(s) and rationale(s)?

Project-based and Problem-based learning helps students apply what they learn to real-life experiences and provides an all-around enriching education.

Provide a description of the strategy below.

Project-based and Problem-based learning, is a dynamic approach to teaching in which students explore real-world problems and challenges, simultaneously developing cross-curriculum skills while working in small collaborative groups. Staff, students and parents have access to the ECHO Learning Management System platform for PBL/PrBL/PL agendas, instructions, tasks, and resources.

How is data collected and analyzed to determine the effectiveness of this strategy?

Classroom data, standardized testing data, student survey, parent survey data will all be used to determine the effectiveness of this strategy.

Who is/are the person(s) responsible for monitoring implementation of this strategy?

Administrative Team

INSTRUCTIONAL STRATEGY #3

Strategy Type

Extended Learning Program

Minutes added to the school year: _____

What is/are the strategy's purpose(s) and rationale(s)?

Instruction and remediation are provided in core academic subjects. Enrichment activities contribute to a well-rounded education.

Provide a description of the strategy below.

All students will be invited to two afternoons a week to receive additional instruction and support in ELA, and/or Math. Enrichment activities will be added for 2nd semester. The time is extended from 1 hour to 2 hours per session.

How is data collected and analyzed to determine the effectiveness of this strategy?

Data will be monitored on a monthly basis to collect data for effectiveness of program. If a student doesn't seem to be progressing, a different program may be selected.

Who is/are the person(s) responsible for monitoring implementation of this strategy?

Administrative Team

INSTRUCTIONAL STRATEGY #4

Strategy Type

Co-teaching (ELA and Social Studies) one pair at the 8th grade and high school level. Additional co-teaching pairs for selected projects throughout the year may be implemented.

Minutes added to the school year: _____

What is/are the strategy's purpose(s) and rationale(s)?

Integrated curriculum allows the reading teacher to support teaching reading through the content area; Teaching pairs develop lessons together and provide project based assignments.

Provide a description of the strategy below.

A co-teaching pair of English/Language Arts teacher paired with a Social Studies teacher for 8th grade and high school. The teachers develop and implement lessons together, aligning the standards from each content. Reading skills are learned via the Social Studies content being studied.

How is data collected and analyzed to determine the effectiveness of this strategy?

Student grades, classroom assessments and performance matters data will be collected, and analyzed and compared with non paired class performance.

Who is/are the person(s) responsible for monitoring implementation of this strategy?

Administrative team and department chairs

STUDENT TRANSITION AND READINESS - Describe strategies your school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

Students in 8th grade take the US History and Career Planning Course which culminates with a field trip to Finance Park. Every eighth grade student develops a high school plan through the Finance Park curriculum and will update this plan during the 11th grade through the Future Plans curriculum.

School tours and information sessions (Discovery Night) are held throughout the school year. Discovery Day, was held preschool, Saturday, August 8th offering incoming families a tour of our new facility, program information and family resources.

Extended Learning Program is provided to assist students in mastering the Florida State Standards. Summer Bridge is offered to all students who have not previously met Florida standards.

Student data is used throughout the school year to support students' academic needs.

The NWEA Map Assessment will identify student readiness and areas of support needed to ensure academic success.

The quarterly Freshman Transition Newsletter will be sent to all 9th grade students.

Discovery Nights will be ongoing throughout the school year.

All High School students will participate in graduation credit checks with the guidance counselor each semester.

COLLEGE AND CAREER READINESS

Describe the strategies the school uses to support college and career awareness

The guidance counselors at every grade level provide students with insight into the enrichment classes offered at Lealman Innovation Academy. Students then have the opportunity to choose two enrichment classes that interests them. Choices consist of two career pre-academics: Culinary Arts and Communication and Informational Technology.

Lealman Innovation Academy offers project based learning which connects content area standards to real life situations and experiences. Students will explore career opportunities and connect learning to college and careers in all classrooms.

We have a dedicated "Career Lab" classroom where students can research jobs, create resumes, apply for jobs, college or apprenticeships. Students will complete interest inventories, explore careers, job shadow. The Future Plans curriculum will be implemented in Social Studies classes. A Career Fair will be held at school.

Describe how the school integrates vocational and technical education programs.

Students have the opportunity to participate in pre-career academies in middle school (Orientation to Career Clusters, Hospitality and Tourism, Nutrition and Wellness Principles of Food Preparation, and Information Communication Technology I and II) . Students in high school have the opportunity to participate in Culinary Arts and ICT courses where they can earn pre certifications and industry certifications.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report, as required by section 1008.37(4), F.S.

*Guidance counselors provide information concerning graduation requirements, college entrance requirements, etc

*Teachers provide instruction in the areas of goal setting, public speaking, listening, and resume writing.

Lealman Innovation Academy has a school wide focus on 21st Century skills, Communication (oral and written), Collaboration, Creativity and Innovation, Research and Information, and Digital Citizenship

PART I**CURRENT SCHOOL STATUS****Section G****Literacy Leadership Team (LLT)**

LLT MEMBERSHIP - Identify the name, email address, and title of each member of your school-based LLT, in accordance with Rule 6A6.053(3), F.A.C..

Add Member

Delete Member

LLT Member First Name	LLT Member Last Name	Title	Email
Connisheia	Mathews	Principal	mathewsc@pcsb.org
Ricki	Reisinger	Assistant Principal	reisingerr@pcsb.org
April	Rohrig	MTSS Coach	rohriga@pcsb.org
Adella	Landstrom	Literacy Coach	landstromad@pcsb.org
Wendy	Hedeem	ELA Department Chair	hedeemw@pcsb.org
Mntoya	Walker	Math Department Chair	walkermo@pcsb.org
Bridget	Kiernan	Social Studies Department Chair	kiernanb@pcsb.org
Michael	Cook	Science Department Chair	cookmi@pcsb.org
Belinda	Smith	Library Media Specialist	smithbeli@pcsb.org
Patrick	Woody	ESE Department Chair	woodyp@pcsb.org

PROMOTING LITERACY - Describe how the school-based LLT promotes literacy within your school and how the school ensures every teacher contributes to the reading improvement of every student.

Literacy Leadership Teams create capacity of reading knowledge within the school by focusing on the following areas of literacy concern:

- Support for text complexity
- Support for instructional skills to improve reading comprehension
- Ensuring that text complexity, along with close reading and rereading of texts, is central to lessons
- Providing scaffolding that does not preempt or replace text reading by students
- Developing and asking text dependent questions from a range of question types
- Emphasizing students supporting their answers based upon evidence from the text
- Providing extensive research and writing opportunities (claims and evidence)
- Support for implementation of Florida Standards for Literacy in Social Studies, Science, and Technical Subjects (a focus on text, task, and instruction).
- The district will provide training and tools for Literacy Leadership Teams.

MAJOR INITIATIVES - What will be the major initiatives of the LLT this year?

- Support for instructional skills to improve reading comprehension
- Support for implementation of Florida Core Standards for Literacy in Social Studies, Science, and Technical Subjects

PART II **EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT**

Section A **Area 1: English Language Arts (Reading)**

For each data point below, unless otherwise directed, list the current year status (number and percentage) and the target (percentage) for next year. These are schoolwide data, not disaggregated by grade level. FAA and CELLA data shall be considered by schools with 10 or more students taking the assessment. Also, develop implementation plans for the school's highest-priority goals by engaging in a facilitated planning and problem-solving process. If needed, refer to the 8-step process by clicking the button below.

8-Step Problem-Solving Process

FLORIDA COMPREHENSIVE ASSESSMENT TEST 2.0 (FCAT 2.0)

Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
5		

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
0.3		

FLORIDA ALTERNATE ASSESSMENT (FAA)

Students Scoring at Levels 4, 5, and 6

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Students Scoring at or Above Level 7

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

LEARNING GAINS

Students Making Learning Gains (FCAT 2.0 and FAA)

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
30		

Students in Lowest 25% Making Learning Gains (FCAT 2.0)

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
1		

COMPREHENSIVE ENGLISH LANGUAGE LEARNING ASSESSMENT (CELLA)

Students Scoring Proficient in Listening/Speaking

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
63	50	60

Students Scoring Proficient in Reading

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
22	8	18

Students Scoring Proficient in Writing

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
0	8	18

ANNUAL MEASURABLE OBJECTIVES (AMOs)

Student Subgroups Scoring at Level 3 or Higher on FCAT 2.0 or Scoring at Level 4 or Higher on the FAA

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
White	22		
Black/African American	14		
Hispanic	NA		
Asian	NA		
American Indian	NA		
English Language Learners (ELLs)	NA		
Students with Disabilities (SWDs)	NA		
Economically Disadvantaged	11		

POSTSECONDARY READINESS

This section is only for schools that teach high school grade levels. Otherwise, skip it.

Four-Year Graduates Scoring "College Ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or Any College Placement Test Authorized Under Rule 6A-10.0315, F.A.C.

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
		100

If you have a goal to support your reading targets, provide the following information for that goal.

READING GOAL

What is your school's reading goal? Provide a description of the goal below.

By Spring 2016, 40% of learners will demonstrate proficiency as measured by the Florida Standards Assessment.

Provide possible data sources to measure your reading goal.

Learner progress on common assessments in reading
Learner progress as measured by SRI testing

How will your school accomplish this reading goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
ELA and reading teachers utilize data to differentiate and scaffold instruction to increase student performance.	<ol style="list-style-type: none"> 1. Teachers will meet in PLCs at least once per month to review student data including responses to tasks and plan text-dependent questions, close reading and skill/strategy based groups to implement with students to support their success with complex text. 2. Teachers conduct data chats with students and support students with setting learning goals based on data and monitoring progress. 3. Teachers will provide extensive personalized and project based learning.
Action 2	Plan to Implement Action 2
Supporting all disciplines with reading through PBL/PL	ELA/ Reading department and Literacy team will support all disciplines with PBL/PL by implementing co-teaching and integrated reading projects
Action 3	Plan to Implement Action 3
Teachers engage in close reading of complex text along with text dependent questions and performance tasks aligned to LAFS	Teachers receive professional development around close reading, instructional shifts, standards, assessment and instructional methods.
Action 4	Plan to Implement Action 4

PART II**EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT****Section B****Area 2: English Language Arts (Writing)****FLORIDA COMPREHENSIVE ASSESSMENT TEST 2.0 (FCAT 2.0)**

Students Scoring at or Above 3.5

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
9		

FLORIDA ALTERNATE ASSESSMENT (FAA)

Students Scoring at or Above Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

If you have a goal to support your writing targets, provide the following information for that goal.

WRITING GOAL

What is your school's writing goal? Provide a description of the goal below.

By spring 2016, 40% of students will achieve proficiency as measured by the Florida Assessment in Writing.

Provide possible data sources to measure your writing goal.

Data sources for measuring this writing goal will include FSA Writing and Write Score.

Formative and summative classroom assessments - all classes will support learner communication skills in oral and written communication.

How will your school accomplish this writing goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
Supporting all disciplines with writing through PBL and PL	ELA/ Reading department and Literacy team will support all disciplines with PBL/PL by implementing co-teaching and integrated writing into projects
Action 2	Plan to Implement Action 2
Increase work with grammar and conventions.	Use technology (ELMO/Smartboard) to model editing whole and small group using student produced text; increase student collaboration and peer editing.
Action 3	Plan to Implement Action 3
Increase practice with different writing structures with emphasis on Explanatory, Argumentative, and Literary Analysis.	Continue implementation of Exemplar lessons (Reading/Writing) across grade-levels, and Core Connections professional development.
Action 4	Plan to Implement Action 4

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PART II **EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT**

Section C **Area 3: Mathematics**

FLORIDA COMPREHENSIVE ASSESSMENT TEST 2.0 (FCAT 2.0) - Elementary and Middle School Mathematics

Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
3.8		

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
0.3		

FLORIDA ALTERNATE ASSESSMENT (FAA) - Elementary and Middle School Mathematics

Students Scoring at Levels 4, 5, and 6

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Students Scoring at or Above Level 7

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

LEARNING GAINS - Elementary and Middle School Mathematics

Students Making Learning Gains (FCAT 2.0, EOC, and FAA)

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
29.5		

Students in Lowest 25% Making Learning Gains (FCAT 2.0 and FAA)

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
57		

ANNUAL MEASURABLE OBJECTIVES (AMOs) - Elementary and Middle School Mathematics

Student Subgroups Scoring at Level 3 or Higher on FCAT 2.0 or Scoring at Level 4 or Higher on the FAA

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
White	10		
Black/African American	5		
Hispanic	NA		
Asian	NA		
American Indian	NA		
English Language Learners (ELLs)	NA		
Students with Disabilities (SWDs)	NA		
Economically Disadvantaged	7		

FLORIDA ALTERNATE ASSESSMENT (FAA) - High School Mathematics

Students Scoring at Levels 4, 5, and 6

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Students Scoring at or Above Level 7

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

LEARNING GAINS - High School Mathematics

Students Making Learning Gains (EOC and FAA)

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

ANNUAL MEASURABLE OBJECTIVES (AMOs) - High School Mathematics

Student Subgroups Scoring at Level 3 or Higher on FCAT 2.0 or Scoring at Level 4 or Higher on the FAA

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
White			
Black/African American			
Hispanic			
Asian			
American Indian			
English Language Learners (ELLs)			
Students with Disabilities (SWDs)			
Economically Disadvantaged			

POSTSECONDARY READINESS - High School Mathematics

Four-Year Graduates Scoring "College Ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or Any College Placement Test Authorized Under Rule 6A-10.0315, F.A.C.

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

MIDDLE SCHOOL ACCELERATION

Middle School Participation in High School EOC

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Middle School Performance on High School EOC

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

ALGEBRA 1 END-OF-COURSE ASSESSMENT (EOC)

Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

GEOMETRY END-OF-COURSE ASSESSMENT (EOC)

Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

If you have a goal to support your mathematics targets, provide the following information for that goal.

MATHEMATICS GOAL

What is your school's mathematics goal? Provide a description of the goal below.

By spring 2016, 35% of students taking the Florida Assessment in Math or an EOC exam will score a proficiency level of 3 or higher.
 Algebra 1 Goal: change the mean score of 31% to 40%
 MJ6 Goal: Change the mean score of 30% to 40%
 MJ7 Goal: Change the mean score of 26% to 36%
 MJ8 Goal: Change the mean score of 32 to 42%

Provide possible data sources to measure your mathematics goal.

Performance Matters and content area formative and summative assessments (i.e. chapter and/or unit tests)
 project based evidence

How will your school accomplish this mathematics goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
Mathematics teachers will utilize problem based learning along with cross curricular integration to seek real life application of math concepts.	Teachers meet in Professional Learning Communities (PLC's) at least once per month to review student response to tasks and plan instructional lessons incorporation the MAFS and Practice Standards. Teachers also meet twice a month as Critical Friends to review lessons/projects.
Action 2	Plan to Implement Action 2
Mathematics teachers utilize data to differentiate and scaffold instruction to increase student performance.	Teachers meeting in PLC's at least once per month to review student data.
Action 3	Plan to Implement Action 3
Action 4	Plan to Implement Action 4

PART II**EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT****Section D****Area 4: Science****FLORIDA COMPREHENSIVE ASSESSMENT TEST 2.0 (FCAT 2.0) - Elementary and Middle School Science**

Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

FLORIDA ALTERNATE ASSESSMENT (FAA) - Elementary and Middle School Science

Students Scoring at Levels 4, 5, and 6

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Students Scoring at or Above Level 7

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

FLORIDA ALTERNATE ASSESSMENT (FAA) - High School Science

Students Scoring at Levels 4, 5, and 6

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Students Scoring at or Above Level 7

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

BIOLOGY 1 END-OF-COURSE ASSESSMENT (EOC)

Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
	3	13

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
	0	

If you have a goal to support your science targets, provide the following information for that goal.

SCIENCE GOAL

What is your school's science goal? Provide a description of the goal below.

By Spring 2016, 40% of the total students taking FCAT 2.0 Science will score a level 3 or higher as evidenced by the score report.

Provide possible data sources to measure your science goal.

Formative and summative measures of unit work.
Project based evidence

How will your school accomplish this science goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
Science teachers will provide extensive inquiry based instruction through personalized and project based learning which includes research, scientific thinking, and writing opportunities (claims and evidence).	1. Teachers use common short and extended writing and lab rubrics. 2. Science teachers utilize the parallel teaching approach teaching Nature of Science in context with content. 3. Teachers provide students the opportunity to make a claim, test it and defend their results with evidence. 4. Using Project Based Learning and Personalized Learning during the elaborate phase of the 5E instructional model, teachers will help students make real world connections to make content meaningful.
Action 2	Plan to Implement Action 2
Science teachers will utilize data to differentiate and scaffold instruction to increase student performance.	Teachers meet in PLC's at least once per month to review student data. Extended Learning Program (ELP) opportunity twice a week after school
Action 3	Plan to Implement Action 3
Professional Development for teachers	Just in time training DWT twice a year Learning coaches
Action 4	Plan to Implement Action 4
Monitoring Performance Matters data	Assess and monitor student data Reteach and review standards that were not mastered

PART II **EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT**
Section E **Area 5: Science, Technology, and Mathematics (STEM)**

Number of STEM-related Experiences Provided for Students
(i.e., robotics competitions, field trips, science fairs)

2014-15 Status (#)	2015-16 Target (#)

Participation in STEM-related Experiences Provided for Students

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

The following data shall be considered only if your school has high school grade levels.

Students Enrolling in One or More Accelerated STEM-related Courses

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Completion Rate for Students Enrolled in Accelerated STEM-related Courses

2014-15 Status (%)	2015-16 Target (%)

Students Taking One or More Advanced Placement Exams for STEM-related Courses

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Passing Rate for Students Who Take Advanced Placement Exams for STEM-related Courses

2014-15 Status (%)	2015-16 Target (%)

CTE-STEM Program Concentrators

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Students Taking CTE-STEM Industry Certification Exams

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Passing Rate for Students Who Take CTE-STEM Industry Certification Exams

2014-15 Status (%)	2015-16 Target (%)

If you have a goal to support your STEM targets, provide the following information for that goal.

STEM GOAL

What is your school's STEM goal? Provide a description of the goal below.

Provide possible data sources to measure your STEM goal.

How will your school accomplish this STEM goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
Action 2	Plan to Implement Action 2
Action 3	Plan to Implement Action 3
Action 4	Plan to Implement Action 4

PART II

EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT

Section F

Area 6: Career and Technical Education (CTE)

The following data shall be considered only if your school has middle or high school grade levels.

Students Enrolling in One or More CTE Courses

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
		50

Students Who Have Completed One or More CTE Courses Who Enroll in One or More Accelerated Courses

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Completion Rate for CTE Students Enrolled in Accelerated Courses

2014-15 Status (%)	2015-16 Target (%)

Students Taking CTE Industry Certification Exams

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Passing Rate for Students Who Take CTE Industry Certification Exams

2014-15 Status (%)	2015-16 Target (%)
	50

CTE Program Concentrators

2013-14 Status (#)	2014-15 Status (%)	2015-16 Target (%)

CTE Teachers Holding Appropriate Industry Certifications

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
		100

If you have a goal to support your CTE targets, provide the following information for that goal.

CTE GOAL

What is your school's CTE goal? Provide a description of the goal below.

By Spring 2016, 50% of Career Technical Education (CTE) students taking industry certifications will pass.

Provide possible data sources to measure your CTE goal.

Certification results
benchmark measures, tests, quizzes

How will your school accomplish this CTE goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
CTE classes will offer opportunities for learners to obtain industry certifications	1. CTE Instructors will receive professional development/ certification to provide industry certifications. 2. Culinary Arts Instructor provide instruction to prepare culinary students to pass industry certifications. 3. Information Communication Technology (ICT) Instructor provide instruction to prepare ICT students to pass industry certifications.
Action 2	Plan to Implement Action 2
Students will track their progress toward mastery of content	Project organizer will include method for students to track their progress
Action 3	Plan to Implement Action 3
Personalized Learning	Printed instructional materials will be provided to support diverse learners
Action 4	Plan to Implement Action 4

PART II	EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT
Section G	Area 7: Social Studies
CIVICS END-OF-COURSE ASSESSMENT (EOC)	

Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
		40

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

U.S. HISTORY END-OF-COURSE ASSESSMENT (EOC)	
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Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
		40

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

If you have a goal to support your social studies targets, provide the following information for that goal.

SOCIAL STUDIES GOAL

What is your school's social studies goal? Provide a description of the goal below.

By Spring 2016, 22% of students taking the EOC Civics and History EOC will score of 3 or higher.

Provide possible data sources to measure your social studies goal.

Performance Matters, Civics EOC, History EOC, unit tests, district and teacher developed tests.

How will your school accomplish this social studies goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
Project Based learning	standard based projects will be implemented to engage students in solving real world issues and concepts
Action 2	Plan to Implement Action 2
Personalized Learning	students will have the opportunity to have voice and choice in activities and learn to co-design their learning project Evidenced through lesson plans and walk through data.
Action 3	Plan to Implement Action 3
Social Studies teachers will continue to integrate LAFS for literacy into the social studies content via Document Based Questions/ materials	Walk through data; # of walk throughs capturing English/Language Arts standards in lessons
Action 4	Plan to Implement Action 4
Professional Development for teachers	Just in time training District Wide Training days twice a year.

PART II	EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT
Section H	Area 8: Early Warning Systems
ATTENDANCE	

Leave fields blank for grade levels not taught at your school.

Students Tardy 10% or More, as Defined by District Attendance Policy

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten			
Grade 1			
Grade 2			
Grade 3			
Grade 4			
Grade 5	0	0	0
Grade 6	0	0	0
Grade 7	0	0	0
Grade 8	0	0	0
Grade 9	0	0	0
Grade 10			0
Grade 11			0
Grade 12			0

Student Attendance Below 90%, Regardless of Whether Absence is Excused or a Result of Out-of-School Suspensions

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten			
Grade 1			
Grade 2			
Grade 3			
Grade 4			
Grade 5			
Grade 6	14	24	14
Grade 7	18	41	31
Grade 8	26	24	14
Grade 9	28	14	4
Grade 10			0
Grade 11			0
Grade 12			0

SUSPENSIONS

Students with One or More Referrals

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten			
Grade 1			
Grade 2			
Grade 3			
Grade 4			
Grade 5			
Grade 6	61	63	53
Grade 7	61	68	58
Grade 8	53	74	64
Grade 9	54	31	21
Grade 10			0
Grade 11			0
Grade 12			0

Students with Five or More Referrals

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten			

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 1			
Grade 2			
Grade 3			
Grade 4			
Grade 5			
Grade 6	22	23	13
Grade 7	22	38	28
Grade 8	18	24	14
Grade 9	10	14	4
Grade 10			0
Grade 11			0
Grade 12			0

Students with One or More In-School Suspension Days, as Defined in s.1003.01(5)(b), F.S.

	2013-14 Status (#)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten			
Grade 1			
Grade 2			
Grade 3			
Grade 4			
Grade 5			
Grade 6	54 = 49%	41	31
Grade 7	60 = 52%	46	36
Grade 8	24 = 41%	53	43
Grade 9	18 = 35%	17	7
Grade 10			0
Grade 11			0
Grade 12			0

Students with Five or More In-School Suspension Days, as Defined in s.1003.01(5)(b), F.S.

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten			
Grade 1			
Grade 2			
Grade 3			

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 4			
Grade 5			
Grade 6	12	9	0
Grade 7	10	18	8
Grade 8	8	14	4
Grade 9	0	11	1
Grade 10			0
Grade 11			0
Grade 12			0

Students with One or More Out-of-School Suspension Days, as Defined in s.1003.01(5)(a), F.S.

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten			
Grade 1			
Grade 2			
Grade 3			
Grade 4			
Grade 5			
Grade 6	38	42	32
Grade 7	31	52	52
Grade 8	32	43	33
Grade 9	28	25	15
Grade 10			0
Grade 11			0
Grade 12			0

Students with Five or More Out-of-School Suspension Days, as Defined in s.1003.01(5)(a), F.S.

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten			
Grade 1			
Grade 2			
Grade 3			
Grade 4			
Grade 5			
Grade 6	15	15	5

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 7	11	30	20
Grade 8	12	17	7
Grade 9	8	11	1
Grade 10			0
Grade 11			0
Grade 12			0

Students Referred for Alternative School Placement

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten			
Grade 1			
Grade 2			
Grade 3			
Grade 4			
Grade 5			
Grade 6	.01		
Grade 7			
Grade 8			
Grade 9			
Grade 10			
Grade 11			
Grade 12			

Students Expelled

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten			
Grade 1			
Grade 2			
Grade 3			
Grade 4			
Grade 5			
Grade 6	1	1	0
Grade 7			0
Grade 8			0
Grade 9			0

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 10			0
Grade 11			0
Grade 12			0

RETENTIONS

Students Retained

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten			
Grade 1			
Grade 2			
Grade 3			
Grade 4			
Grade 5			
Grade 6	0	0	0
Grade 7	0	1.6	0
Grade 8	0	2.6	0
Grade 9			0
Grade 10			0
Grade 11			0
Grade 12			0

Students with Level 1 Score on the Statewide, Standardized Assessments in English Language Arts or Mathematics

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten			
Grade 1			
Grade 2			
Grade 3			
Grade 4			
Grade 5			
Grade 6	79% ELA; 84% Math		
Grade 7	78% ELA; 77% Math		
Grade 8	69% ELA; 83% Math		
Grade 9	88% ELA; 76% Math		
Grade 10			

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 11			
Grade 12			

Students with One or More Course Failures in English Language Arts or Mathematics

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten			
Grade 1			
Grade 2			
Grade 3			
Grade 4			
Grade 5			
Grade 6	.027% ELA	0	0
Grade 7	.025% Math	.02% Math	0
Grade 8	19%ELA; 12% Math	.01% ELA	0
Grade 9	6% ELA; 2% Math	0	0
Grade 10			0
Grade 11			0
Grade 12			0

Students in 9th Grade with One or More Course Failures on First Attempt in Core-Curricula Courses

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
0	0	0

MULTIPLE EARLY WARNING INDICATORS

Students Exhibiting Two or More Early Warning Indicators

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten			
Grade 1			
Grade 2			
Grade 3			
Grade 4			
Grade 5			
Grade 6		60	50
Grade 7		61	51

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 8		68	58
Grade 9		24	24
Grade 10			
Grade 11			
Grade 12			

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system (i.e., those exhibiting two or more early warning indicators).

Incentives for attendance as well as academic excellence.
 PBS cash will be tied to grade performance.
 Personalized learning
 Project based learning
 Culture of celebrating successes in behavior, attendance and academic performance

DROPOUT PREVENTION

The following data shall be considered, per Section 1003.53, F.S. If a school has significantly lower graduation rates for a subgroup when compared to the state's graduation rate, that school's improvement plan is required to include strategies for improving these results, pursuant to Section 1001.42(18), F.S. Graduation rates for the state, district, and school by subgroup are available in the AMO Outcomes Report at <http://schoolgrades.fldoe.org/>.

Students Dropping Out of School, as Defined in s.103.01(9), F.S.

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Students Graduating in Four Years, Using Criteria for the Federal Uniform Graduation Rate Defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Academically At-Risk Students Graduating in Four Years, as Defined in Rule 6A-1.09981, F.A.C.

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Students Graduating in Four Years, Using Criteria for the Federal Uniform Graduation Rate Defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Students Graduating in Five Years, Using Criteria Defined at 34 C.F.R. § 200.19(b)

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

PART II **EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT**
Section I **Area 9: Black Student Achievement**

Describe and identify goals, targets, and actions for Black student achievement.

Description of Goals, Targets, and Actions for Black Student Achievement	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)		
				Add Target	Delete Target
By spring 2016 Black student Achievement will increase by 10% as measured by their end of year grade in reading.	.05%	2	12		
Action Steps: The black student population is 64% of the total school population. The following strategies are implemented in all classes: personalized learning, project-based learning, small group instruction, differentiation, field trips, computer time, and community partnerships. Role Model 5000, Girlfriends and mentors will support Black Student Achievement	NA	NA	100		
Close the achievement gap between Black and non-black students to our AMO 2015 targets. Provide "Power Hour" for African American students which is one hour after school program with tutoring and social skills activities on Thursdays. Students will set short term and long term goals and collaborate with community partners.	NA	NA	20		
Reduce the percent of discipline incidents by 20% for black student population					

PART II **EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT**
Section J **Area 10: Family and Community Involvement**

Title I schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107110, NCLB, codified at 20 U.S.C. § 6314(b).

LEVEL OF PARENTAL INVOLVEMENT - Consider the level of parental involvement at your school (this may include, but is not limited to, number of parent engagement opportunities offered in the school year; average number of parents in attendance at parent engagement opportunities; percent of parents who participated in parent engagement opportunities; percent of students who are in lowest performing quartile or subgroups not meeting AMOs who parent(s) participated in one or more parent engagement opportunities).

Lealman Innovation Academy is a Title I school. Please see Title I documentation for details. The Parent Involvement Plan is posted on the FLDOE website.

Goal: Increase Parent Involvement participation by 30% as measured by # attending events.

BUILDING POSITIVE RELATIONSHIPS - Describe how your school works at building positive relationships with families to increase involvement, including efforts to increase communication to keep parents informed of their child's progress.

Lealman Innovation Academy provides an annual pre school event which serves as an orientation, provides resources from the community and builds positive relationships between students, families, community and school. This year, Discovery Day was held on Saturday, August 8th from 9AM till noon. The Title I Annual Meeting held on the same night as Open House provides parents with facts, information and their rights as we are a Title I school-wide program. Teachers begin the year with a positive phone call to all parents and maintain home contact during the school year via phone and email. Lealman Innovation Academy provides multiple parent events during the school year focusing on content area specific strategies to support their students' achievement.

LEARNING ABOUT LOCAL COMMUNITY - Describe the process by which your school learns about the local community for the purpose of utilizing available resources to support student achievement.

Discovery Day is an annual preschool activity which links parents/school families to community resources.

Community members are informed and invited to attend monthly SAC/PTA meetings as well the annual Fall Fest and Field Day. Community members are invited to mentor students, volunteer, and participate in school-wide activities.

PART II **EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT**

Section K **Area 11: Additional Targets**

This section is optional and may be used as needed for data targets in areas not already addressed in the SIP.

Add Target Delete Target

Description of Additional Targets	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Work toward Bronze Level recognition with the Alliance for a Healthier Generation.	Bronze Level in <input type="checkbox"/>	Bronze in 16% of <input type="checkbox"/>	Bronze in 33% of <input type="checkbox"/>

PART III **PROFESSIONAL DEVELOPMENT**

For all professional development identified in Part II as a strategy to eliminate or reduce a barrier to a goal, provide the following information for each activity.

Add PD Delete PD

Professional Development Identified	Marzano Learning Goals and Scales
Related Goal(s)	All content area goals will be impacted
Topic, Focus, and Content	Teachers will understand and learn how to write learning goals and scales for their content and implement them in their class daily.
Facilitator or Leader	Administrators and just in time trainers
Participants <i>(e.g., Professional Learning Community, grade level, school wide)</i>	Instructional personnel
Target Dates or Schedule <i>(e.g., professional development day, once a month)</i>	August 18, 20, 21, monthly PLC's and site based PD days
Strategies for Follow-Up and Monitoring	Follow up at team, department and Faculty PLC's. Walkthroughs
Person Responsible for Monitoring	Administrators
Professional Development Identified	Project Based Learning
Related Goal(s)	Reading, Math, Science, Social Studies, CTE
Topic, Focus, and Content	Teachers will be able to design lessons and implement project based learning in their content area.
Facilitator or Leader	NewTech Network (NTN) Coaches, trainers, Think Forward trainers
Participants <i>(e.g., Professional Learning Community, grade level, school wide)</i>	Instructional personnel, Department PLC's, Collaborative teams
Target Dates or Schedule <i>(e.g., professional development day, once a month)</i>	July 16, 17, 18; July 20-24; Aug 13-14; Aug 18 - ongoing all year.

Strategies for Follow-Up and Monitoring	Weekly PLC's, ongoing training and support, monthly NTN Coaching ongoing PLC's and peer feedback/Critical Friends Protocol
Person Responsible for Monitoring	Administrators and Coach/Mentors
Professional Development Identified	Personalized Learning (5 W's)
Related Goal(s)	Reading, Math, Science, Social Studies, CTE,
Topic, Focus, and Content	Understanding and implementing/integrating personalized learning strategies
Facilitator or Leader	Barbara Bray, Kathleen McClaskey, administrators and just in time trainers
Participants <i>(e.g., Professional Learning Community, grade level, school wide)</i>	Instructional personnel
Target Dates or Schedule <i>(e.g., professional development day, once a month)</i>	Jan 2015 ongoing; July; PLC's and identified PD site based days, New Hires Fall 2015
Strategies for Follow-Up and Monitoring	Walk-throughs; ongoing PLC and peer feedback/Critical Friends Protocol
Person Responsible for Monitoring	Administrators

PART IV **COORDINATION AND INTEGRATION**

FEDERAL/STATE/LOCAL FUNDS/SERVICES/PROGRAMS - Describe how federal, state, and local funds, services, and programs will be coordinated and integrated in the school. Include Title I, Part A; Title I, Part C - Migrant; Title I, Part D; Title II; Title III; Title IV, Part B; Title X - Homeless; Supplemental Academic Instruction (SAI); violence prevention programs; nutrition programs; housing programs; Head Start; adult education; CTE; and job training, as applicable to your school.

The Reading Coach will work in collaboration with Lealman Innovation Academy staff to provide best practices and reading strategies for programs targeting reading. The MTSS Specialist/Staff Developer provided by Title 1 will work in collaboration with Lealman Innovation Academy staff to provide best practices strategies. Per the Individuals with Disabilities Education Act, Lealman Innovation Academy will provide Specially Designed Instruction (SDI). The SDI will be discussed with parents during the development of students' IEPs.

MEETING STUDENT NEEDS - Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

The SBLT will review universal screening data and link to instructional decisions. Review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk, or at high risk of not meeting benchmarks. Based on the above information, the team will identify professional development and resources for students, collaborate on problem solving, sharing of effective practices, evaluate implementation of interventions, make decisions and practice new processes and skills, facilitate the process of building consensus, increasing the infrastructure and making decisions about implementation. The MTSS team will provide a problem solving approach working with staff to assist in problem solving student needs. Title 1 funds will be used to provide a full-time school-based MTSS Coach. Title 1 funds will be used to provide 2 teachers to lower TPR in reading classes.

PART V**BUDGET**

Create a budget for each school-funded activity.

Add Item

Delete Item

Budget Item Description	Instructional Materials
Related Goal(s)	Reading, Math, Science, Social Studies, CTE,
Actions/Plans	Purchase materials for project based learning activities
Type of Resource <i>(i.e., evidence-based programs/materials, PD, technology, etc.)</i>	instructional materials
Description of Resources	poster paper, team building activity supplies
Funding Source	SIP funds
Amount Needed	\$192.94
Budget Item Description	Professional Development
Related Goal(s)	All Content Areas
Actions/Plans	After hours training
Type of Resource <i>(i.e., evidence-based programs/materials, PD, technology, etc.)</i>	Professional Development
Description of Resources	trainers and stipends for participants
Funding Source	SIP funds
Amount Needed	\$2,000.00

PART VI**MID-YEAR REFLECTION**

This section is to be completed after mid-year assessment data is available. Reflect on the plan created through the problem-solving process at the beginning of the year and answer the following questions for each goal created in Part II.

Add Goal

Delete Goal

Goal Area	Reading
Has the goal been achieved?	To be determined
If yes, what evidence do you see to indicate you have achieved the goal? If no, is desired progress being made to accomplish the goal?	SRI growth scores indicate that students are making progress
If yes, what evidence do you see to indicate desired progress has been made to accomplish the goal? If no, have the originally targeted barriers been eliminated or reduced?	Targeted barriers have been reduced
If yes, what evidence do you see to indicate barriers have been eliminated or reduced? If no, are the original strategies being implemented with fidelity as designed?	Yes

If yes, re-engage the problem solving process at Step 5, making edits as needed to Part II of the SIP. If no, engage in a problem solving process around implementation fidelity of the original plan, and make edits as desired to Part II of the SIP.	See edits in the Reading Goal Actions
Goal Area	Writing
Has the goal been achieved?	To be determined
If yes, what evidence do you see to indicate you have achieved the goal? If no, is desired progress being made to accomplish the goal?	Write Score shows marginal progress
If yes, what evidence do you see to indicate desired progress has been made to accomplish the goal? If no, have the originally targeted barriers been eliminated or reduced?	Targeted barriers have been reduced
If yes, what evidence do you see to indicate barriers have been eliminated or reduced? If no, are the original strategies being implemented with fidelity as designed?	Yes
If yes, re-engage the problem solving process at Step 5, making edits as needed to Part II of the SIP. If no, engage in a problem solving process around implementation fidelity of the original plan, and make edits as desired to Part II of the SIP.	See edits in the Writing Goal Actions
Goal Area	Mathematics
Has the goal been achieved?	To be determined
If yes, what evidence do you see to indicate you have achieved the goal? If no, is desired progress being made to accomplish the goal?	Performance Matters indicates students are making progress toward goal
If yes, what evidence do you see to indicate desired progress has been made to accomplish the goal? If no, have the originally targeted barriers been eliminated or reduced?	Targeted barriers have been reduced
If yes, what evidence do you see to indicate barriers have been eliminated or reduced? If no, are the original strategies being implemented with fidelity as designed?	Yes
If yes, re-engage the problem solving process at Step 5, making edits as needed to Part II of the SIP. If no, engage in a problem solving process around implementation fidelity of the original plan, and make edits as desired to Part II of the SIP.	See edits in the Mathematics Goal Actions
Goal Area	Science
Has the goal been achieved?	To be determined
If yes, what evidence do you see to indicate you have achieved the goal? If no, is desired progress being made to accomplish the goal?	Performance Matters indicates students are making progress
If yes, what evidence do you see to indicate desired progress has been made to accomplish the goal? If no, have the originally targeted barriers been eliminated or reduced?	Targeted barriers have been reduced
If yes, what evidence do you see to indicate barriers have been eliminated or reduced? If no, are the original strategies being implemented with fidelity as designed?	Yes

If yes, re-engage the problem solving process at Step 5, making edits as needed to Part II of the SIP. If no, engage in a problem solving process around implementation fidelity of the original plan, and make edits as desired to Part II of the SIP.	See edits in Science Goals Actions
Goal Area	CTE
Has the goal been achieved?	Yes
If yes, what evidence do you see to indicate you have achieved the goal? If no, is desired progress being made to accomplish the goal?	100% High Schools students that have taken SafeStaff Food Handling Certification passed their certification
If yes, what evidence do you see to indicate desired progress has been made to accomplish the goal? If no, have the originally targeted barriers been eliminated or reduced?	100% High Schools students that have taken SafeStaff Food Handling Certification passed their certification
If yes, what evidence do you see to indicate barriers have been eliminated or reduced? If no, are the original strategies being implemented with fidelity as designed?	Students have achieved goal
If yes, re-engage the problem solving process at Step 5, making edits as needed to Part II of the SIP. If no, engage in a problem solving process around implementation fidelity of the original plan, and make edits as desired to Part II of the SIP.	Information Communication Technology students have not been assessed at this time
Goal Area	Social Studies
Has the goal been achieved?	To be determined
If yes, what evidence do you see to indicate you have achieved the goal? If no, is desired progress being made to accomplish the goal?	US History EOC Mid-year Assessment for High School - 35% average (3 students tested) Civics EOC Mid-year Assessment for Middle School - 35% average (113 students tested)
If yes, what evidence do you see to indicate desired progress has been made to accomplish the goal? If no, have the originally targeted barriers been eliminated or reduced?	Targeted barriers have been reduced - workshops, student resources and remediation have been implemented
If yes, what evidence do you see to indicate barriers have been eliminated or reduced? If no, are the original strategies being implemented with fidelity as designed?	Yes
If yes, re-engage the problem solving process at Step 5, making edits as needed to Part II of the SIP. If no, engage in a problem solving process around implementation fidelity of the original plan, and make edits as desired to Part II of the SIP.	
Goal Area	Early Warning Indicators
Has the goal been achieved?	No
If yes, what evidence do you see to indicate you have achieved the goal? If no, is desired progress being made to accomplish the goal?	Yes, student attendance, tardies, referrals and suspensions are being reduced and addressed on a case by case basis
If yes, what evidence do you see to indicate desired progress has been made to accomplish the goal? If no, have the originally targeted barriers been eliminated or reduced?	Social worker is making house visits to help establish home to school relationships to address attendance/tardies and an additional Behavior Specialist has been hired to assist with lowering referrals and suspensions.
If yes, what evidence do you see to indicate barriers have been eliminated or reduced? If no, are the original strategies being implemented with fidelity as designed?	PBS is being implemented, PBS bucks and Positive Pride Certificates are incentives being used

<p>If yes, re-engage the problem solving process at Step 5, making edits as needed to Part II of the SIP. If no, engage in a problem solving process around implementation fidelity of the original plan, and make edits as desired to Part II of the SIP.</p>	
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8-Step Planning and Problem-Solving Process