School Improvement Plan
2017-18

Lealman Innovation Academy

Michael A. Grego, Ed.D.
Superintendent

Pinellas County Schools

Vision and Direction

School Profile

Principal: Connisheia Garcia	SAC Chair: Chad Eubank

School Vision	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 students are engaged and invested in their own journey towards mastery.

School Mission	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.

Total School Enrollment	% Ethnic Breakdown:					
	Asian %	**Black %**	**Hispanic %**	**Multi-Racial %**	**White %**	**Other %**
508	1.18%	56.5%	11.42%	2.95%	27.76%	0.20%

School Grade	**2017: No Grade**	**2016: No Grade**	**2015: No Grade**	Title 1 School?	☒ Yes	☐ No

Proficiency Rates	ELA		Math		Science		Social Studies		Accel. Rate		Grad Rate	
	2017 %	2016 %	2017 %	2016 %	2017 %	2016 %	2017 %	2016 %	2017 %	2016 %	2017 %	2016 %
Proficiency All	11	9	10/12	4/6	12	8	13/4	15/N/A	NA	NA	NA	NA
Learning Gains All	23	22	23	18								
Learning Gains L25%												

School Leadership Team				
Position	**First Name**	**Last Name**	**FT/PT**	**Years at Current School**
Principal	Connisheia	Mathews	FT	1-3 years
Asst. Principal	Valencia	Gore	FT	1-3 years
Asst. Principal	Michelle	DuGranrut	FT	1-3 years
Curriculum Specialist	Lorena	Conaway	FT	1-3 years
MTSS Coach	Nicholas	Samuels	FT	1-3 years
Behavior Specialist	Lakeshia	Ross	FT	1-3 years
Behavior Specialist	Donald	Johnson	FT	Less than 1 year
Guidance Counselor	Jaclyn	Infanzon	FT	1-3 years
Guidance Counselor	Shashondalyn	Samuels	FT	1-3 years

Guidance Counselor	Celeste	Thomas		FT	1-3 years
Total Instructional Staff:	64		**Total Support Staff:**	27	

School Culture for Learning

School-wide Behavior Plan

1. Describe your school's expectations for providing a safe, secure and healthy learning environment. Ensure that your school has a behavioral system connected to Positive Behavioral Interventions and Supports (PBIS).

> Lealman Innovation Academy ensures a safe learning environment through common school-wide expectations that are embedded in all school-wide practices. In addition, the school implements restorative practices that support all learners and foster a positive school climate and culture.

2. What is your plan for ensuring that school-wide expectations transfer to the classrooms? How does your school ensure that expectations are implemented equitably in the handling of student behavior?

> ~~Expectations~~Instructors at Lealman will be provided with materials which promote school-wide "Jaguars R.O.A.R." Jaguars are **R**espectful, **O**n-Task, **A**lways **S**afe, and **R**esponsible! All learners will be provided with a copy of the student code of conduct and the school-wide expectations which will also addressed during open house and orientation. These expectations will be posted in ~~common areas classroom~~classrooms, hallways, cafeteria and restrooms. with examples of how that looks for each area. Rules and expectations will be reviewed on the daily Jaquar news and during classroom meetings. The 5th grade classroom will utilize the Clip-It Classroom Management System. Administrative walk-throughs will collect fidelity data on Tier 1 school-wide expectations. All learners will receive positive reinforcement through earning Jaguar Bucks when caught exhibiting school expectations. **ROARING.** Lealman's School Wide Expectations. We will have one Positive Behavior Support (PBS) event a month for learners that have earned it for following school expectations. Teachers and staff will participate in Professional Learning Comminutes (PLCs) to ensure that expectations are implemented equitably. The discipline matrix will be followed by all administrators in order to ensure consistency and fairness. Our school wide behavior plan will be reviewed and adjusted as needed.

3. What is your plan to implement a seamless multi-tiered system of supports (MTSS) focused on an integration of behavioral (social/emotional) and academic supports to meet the needs of all students? Ex. Character education, social-emotional learning, equity, school climate initiatives and/or restorative practices.

> **Tier 1:**
> - SBLT/MTSS Meetings Bi-Weekly
> - PBS School Wide Celebrations 1x Per Month
> - 1x/Per Semester
> - Daily Morning Announcements by Administrators Supporting R.O.A.R. Expectations/PBS
> - Classroom Circles/Morning Meetings to support R.O.A.R. Expectations/PBS
> - Restorative Practices
> - Core Instruction
>
> **Tier 2:**
> - SBLT/MTSS team to meet bi-weekly to identify students requiring more support. Additional supports include: Check In/Check Out program, Peer Mediation, Behavior Contract, Take-A-Break, Social Skills Groups, Smalls Groups, School Mentors, Self-Monitoring, 5000 Role Models/ Girlfriends
> - I-Ready, ST Math, Khan Academy, Small Groups and I-Station

Tier 3:
- PLC's to progress monitor success to Tier 2 programs and refer students for Tier 3 plans
- SBLT/MTSS Team will monitor behavior/academic data and review trends via PLCs.
- Individualized with Counseling with School Social Worker or School Psychologist

Data-Based Problem Solving

4. Describe your school's plan to meet the physical, social and emotional needs of students who are in need of supplemental or intensive supports. What processes do you have in place?

A comprehensive school counseling program is in place to address all academic, social, and emotional needs of the learners at Lealman Innovation Academy. LIA also has a health and wellness committee that engages learners in ongoing practices to encourage overall physical health. Regular student services meetings are conducted as a means of reviewing data and gain input from grade level teams to effectively provide evidenced based intervention strategies. In addition, LIA implements Restorative Practices for the purpose of fostering a positive, healthy school climate that aides learners in discovering how to grow by learning from their mistakes and teaching conflict resolution skills. Increasingly, LIA is partnering with parents, students, district officials, community organizations, and policymakers to move away from harmful and counter-productive zero-tolerance discipline policies and toward proven restorative approaches to address conflict in schools. Tier 2 Interventions that include Girlfriends, 5000 Role Models and Restorative Practices will be implemented to support the needs of Lealman's learners. The 3 H's will also be implemented. Teachers must greet learners at the door with a high-five, handshake or a hello.

5. Describe how your school monitors student progress to determine if additional supports are needed to improve student outcomes. Include your data sources (school dashboards, disparity gaps or Healthy Schools data).

LIA monitors school dashboard data, disparity gap data, formative, common and summativecycle assessments, attendance data, healthy school data and course progress reports to implement interventions and strategies designed to produce measurable outcomes.

High Expectations for All

6. How does your school leadership ensure that all staff members have high expectations for the success of all students by providing learning opportunities that are rigorous and equitable?

The LIA leadership team ensures the success of all learners by guiding the advancement and application of a shared vision of learning throughout the organization. The development of a concrete vision of 100% learner achievement serves as a guide towards common understandings and a genuine commitment to our learner's academic success. The administrative team at LIA encourages a growth mindset from all stakeholders and implements restorative practices and professional development. Professional Development will include a review of the movie Paper Tigers to gain a deeper understanding of the needs of students who are "wounded". In addition, the administrative team supports the staff with ongoing professional development opportunities and resources as well as walkthrough and observation feedback. The administrators will conduct a minimum ofat least five walkthroughs a day to give feedback on instruction that include but are not limited to implementation of Marzano strategies common board configurations, bell to bell instruction, classroom management and culture building.

🟢 **School Culture, Climate / SWBP / Key Goals and Strategies**

Goal 1: What is your primary goal and strategy to improve the overall culture and climate at your school?	
To improve the overall culture and climate of LIA, teachers, parents and staff will collaborate in the shared vision of high expectations regarding increased learning gains and student achievement for all learners. Interactive monthly progress monitoring between parents, learners, and teachers will provide opportunities for individual, meaningful feedback from all stakeholders.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
We will implement our School-Wide Positive Behavior Support system, (R.O.A.R.), through the use of positive reinforcement. Learners will be recognized for their academic achievement. Jaguar Bucks will provide all faculty members a quick way to recognize learners for utilizing and applying R.O.A.R. Expectations. Data via administrative walk-throughs will be analyzed and shared. Weekly 'Shout Outs' will be sent to faculty to recognize their positive contributions to the climate and culture of the school. We will seek learners, teachers, and parents' input in school-wide activities.	Teachers, Support, Admin. Team, Behavior Specialists, Guidance Counselors
Goal 2: What is your primary goal and strategy for reducing the discipline and learning gaps between Black and Non-Black students in your school? You may also address other related subgroups if needed.	
To improve the current risk ratio (1.13) for African American students, LIA will employ restorative practices school wide in addition to culturally responsive instruction and ongoing progress monitoring for all at risk sub groups. Additional interventions such as Girlfriends and 5000 Role models will also be utilized to provide positive reinforcement and reduce discipline and learning gaps.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
In order to reduce the discipline disparity gap, we will provide our teachers with ongoing, onsite professional development which involve restorative practices, cultural competency, and relationship building strategies. In order to reduce the learning gaps we will have data chats, deliberate instructional interventions, parent-teacher conferences, and mentors assigned. There will be weekly progress monitoring of academics, attendance, and behavior data. Our 6th through 8th graders will have sports to help build relationships, learn self-discipline, and how to be a role model for others.	Guidance, behavior specialist
Optional Goal: Describe any other goal you may have related to school culture or climate. Use only if needed.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible

Standards-Based Instruction for Learning

Connections: **District Strategic Plan ●Goals 1,2,4,5**
Marzano Leadership ●Domain 1,2,3,4

7. Describe your school's efforts to align instruction to state standards, increase academic rigor and student engagement. What <u>successes</u> have you seen to date? What data did you review to measure your success?

All professional development options throughout the year are being aligned to key Marzano strategies and will facilitate instructional staff in developing and achieving the goals on their deliberate practice plans. All classroom teacher deliberate practice plans will focus on elements one and two of the Marzano evaluation model. Learners demonstrated growth in reading overall, however the majority of learners are low readers and remain below grade level. Growth was seen with 38% of our students making gains on SRI from Cycle 1 to Cycle 2.

8. In aligning instruction to state standards and increasing rigor and student engagement, what are the key areas for improvement in your school? What data did you review in reaching these conclusions?

Based on observational feedback and classroom walkthrough data, 90+% of classrooms show a need for increased student engagement, rigor, and instructional alignment.

Key areas of improvement include an initiative for teachers to engage in purposeful lesson planning during PLCs that are data-driven. Data will drive instruction focusing on achieving academic learning gains for all. Learning goals, learning targets, and scales will be used to frame classroom instruction aligned with the appropriate Florida State Standards and curriculum pacing guides. Teachers will align instruction with the relevant learning goals (standards), learning targets and scales used to monitor student progress while abiding by the Marzano Taxonomy for Cognitive Complexity. Teachers will provide opportunities and tools for learners to engage in productive learning struggles as pieces of rigorous instructional tasks.

Consistent classroom procedures and checks for understanding will support student engagement with cognitively complex texts used to supplement cognitively dynamic Marzano-based tasks. Classroom activities will appropriately align to learning targets. Scales will be used to clearly identify increased rigor.

9. Describe how teachers in your school measure student growth in meeting state standards. Discuss your staff's use of student data (ex. assessment, goals and scales) to measure learning and inform instruction.

Teachers measure learner performance on benchmarks aligned to state standards. With personalized learning, teachers use a variety of measures to document learner growth. In addition to district common assessments, teachers use formative assessments to inform instruction and measure learning.

10. Describe how your school supports all students in reaching grade level proficiency and transitioning from one school level to the next (elementary to middle, middle to high school and high school to college/career).

Counselors review all learner testing data to determine who needs remediation. Learners identified are enrolled in intensive classes and/or a double block of math and are scheduled accordingly. Progress monitoring efforts are in place to identify which learners are struggling after Report Quarter 1. Those learners will be identified for the Extended Learning Program after school as well as targeted efforts during the school day by the grade level teachers. Additionally, struggling learners are placed on the list of learners needing mentors who can promote personal/social development as struggles in these areas also often yield struggles in academic growth.

College and career activities occur on all grade levels through the Career Cruising program. These activities provide age appropriate information that links learner's interests and skills with future employment opportunities. Grade level teams will incorporate career information within core subjects to help provide a real-life component to academic activities.

⬡ **Standards-Based Instruction / Key Goals and Strategies**

Goal 1: What is your primary school-wide goal and strategy to improve teaching and learning in all classrooms specific to increasing standards-based instruction, culturally responsive instruction, student rigor and/or engagement?	
Teachers will provide rigorous lessons that are based on the standards. Teachers will make deliberate use of PLCs to analyze data and purposefully plan instruction. Emphasis on instructional shifts to student-centered learning and real-world application will be prioritized.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Teachers will submit bi-weekly lesson plans to their administrator. Walkthrough data will be collected, monitored and reviewed with teachers during individual conferences and grade level meetings.	C. Mathews V. Gore M. DuGranrut
Goal 2: What is your primary school-wide goal and strategy to improve teaching and learning in all classrooms specific to increasing standards-based instruction, culturally responsive instruction, student rigor and/or engagement?	
Teachers will post the learning goal and make reference to the learning goal during the lesson.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Walkthrough data will be collected, monitored and reviewed with teachers during individual conferences and grade level meetings.	C. Mathews V. Gore M. DuGranrut L. Ross D. Johnson L. Conaway
Optional Goal: Describe any other goal / strategy you may have related to teaching and learning. Use only if needed.	
Bell work that is relevant to the learning goal will be posted daily and evidenced at the student desk.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Walkthrough data will be collected, monitored and reviewed with teachers during individual conferences and grade level meetings.	C. Mathews V. Gore M. DuGranrut L. Ross D. Johnson L. Conaway

Collaboration for Professional Growth

Connections: | **District Strategic Plan** | ●**Goals 1,2,4,5**
| **Marzano Leadership** | ●**Domain 2, 4**

11. Describe your school's efforts to encourage a positive working relationship among teachers, staff and administrators. Please reference <u>specific lessons or growth areas</u> found from a review of your school's AdvancED climate survey that supports your plan to improve professionalism, collegiality and trust.

The staff responses to the AdvancedED survey suggested themes or areas that administration should improve. Those areas include communication, increasing morale, hiring additional administrators to manage behavior and implementing a school-wide behavior plan. To encourage a positive working relationship among all staff LIA will continue to host monthly birthday celebrations and schedule at least two off-site activities for staff and their families. Staff will also be recognized for accomplishments.

The administration team will also continue to "push-in" during the first A day team meeting to offer additional support, answer questions and increase communication among staff. Monthly newsletters will be sent to the school from the Behavior Specialists, Student Services and the Curriculum Specialist. Mrs. Mathews will continue to send the Jaguar Nation weekly with a Connect Ed. message to communicate upcoming events at the school.

A discipline matrix was created during the 16-17 school year and the Behavior Specialists and Interim Assistant Principal facilitated professional development~~conducted PD~~ to explain implementation of the matrix. LIA will implement~~plans to adopt~~ a grade level model for the 17-18 school year. All discipline and department meetings will be conducted in the grade level house. Adopting this model will give teachers more autonomy and increase their role in the decision making process. In addition communication will be increased among staff.

12. Describe your school's plan for supporting teacher collaboration via PLCs and/or common planning. Include reference to a school schedule that provides time for teachers to collaborate and review student data.

Teachers are teamed by grade level with common planning. Weekly PLC meetings are required and are scheduled on the school calendar. The topics for PLC are rotated and include restorative practices, school culture and climate, classroom management, Marzano Framework overview, personalized learning and data reviews. Administrators attend all PLCs offering feedback, guidance, and PD.

⬡ **Professional Development**

13. Describe the focus areas for teacher professional development over the past year. Have you seen evidence that the training has led to increased teacher effectiveness and student learning? What are your next steps?

Restorative Practice Trainings were held at the beginning of the school year with all instructional staff member's present. Additional trainings/activities were held throughout the year with the grade level teams and individual teachers by request. Throughout the year some teachers embraced these practices which helped them to develop positive relationships with the learners. It helped them to re-engage the disengaged learners and keep a positive attitude amidst difficult challenges. Unfortunately, not all teachers embraced these practices as we had hoped. The plan for next year is to continue Restorative Practice Trainings with more emphasis on practical applications and how-to lessons to help all teachers move to the next level with implementation of these practices.

A Growth Mindset book study was held after school with approximately 20 teachers and two facilitators (MTSS Coach and School Counselor). Teachers were empowered with knowledge and skills to add to their instructional practice in ways that directly affect learner's achievement. Teachers were challenged to self-evaluate their own cultural belief systems, ideologies, and thoughts towards at-risk youth. The vast majority of the group activity participated in this training and employed the tools learned in the classroom settings. Many teacher reported that they began to make positive strides in forming relationships with some of the most challenging learners. This allowed for more instructional activities to take place and less classroom disruptions.

The Lealman Innovation Academy leadership team provided professional development trainings on behavior and academics as it related to the grade level team's unique needs. These sessions were held once or twice a month during grade level common planning.

All instructional staff were given the opportunity to go to the NTAC conference in Orlando last summer to develop a clear understanding of personalized learning and project-based learning instructional practices. Staff that attended developed projects that they could use within the first months of school and found the training to be effective.

Provide a list of the key professional development opportunities that you have planned as part of your school's sustained professional development model. Connect these trainings to a review of your classroom observation data and teacher Deliberate Practice goals (ex. Marzano Key Instructional Elements, ISM visit feedback, etc.).

Targeted Trainings / Teacher and Staff Growth Areas

Key trainings planned for summer/fall related to teacher, staff growth needs.	When? Summer, Pre-School?	Participants? Targeted Group?	Expected Outcomes?
Restorative Practices	June 5 – June 28 (3 day training)	Guidance Counselor, Campus Monitor, academic and enrichment teachers	Implement best practices that are designed to foster a positive school culture and climate
Wounded Student Conference	June 25 – 28	Principal, MTSS Coach, Guidance Counselor, academic and enrichment teachers	Identify best practices and strategies to assist students who have experienced trauma.
ECET2	July 10 - 11	Assistant Principal, academic and enrichment teachers	Increase teacher leadership, effective collaboration, and innovative and effective instructional practices
Learner's Choice Multi-tiered Personalized & Project Based Learning Best Practices and Protocols	Preschool Training August	Instructional Staff	Implement and sustain best practices for personalized and project based learning to offer learning experiences equitable for all learners.
Learner's Choice Multi-tiered Microsoft MIE Training (O365, Class Notebook, OneNote, Sway,)	Preschool Training August	Instructional staff	Implementation of technology for effective course management, communication, and collaboration among staff and students. The maximum benefit will be training learners to be in charge of their own learning by utilizing technology.

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SHAPE FL Conference, Healthy Schools Program(HSP), SHAPE America	Summer	PE/Health Teachers	Implementation of Healthy Practices and Goals for the entire school community.
CTE Curriculum Development iReady and Ready for New Teachers	Summer: July 24-25	CTE Teachers New Reading teachers	Foster collaboration among CTE Teachers to plan uniform curriculum mapping. Learn the basics of navigating iReady, as well as understanding key reports, and how to best prepare students for the diagnostic. We will also learn the read-think-talk-write routine and how to use, plan with, and teach Ready Reading.
Interactive Notebooks	Summer: June 30-31	CTE Teachers	Implementation of best practices in planning and organization of student work.
Career Academy Model and Instruction/CTE Integration	June 12-13	CTE and Academic Teachers	Implementation of the career model instruction and collaboration across academic content to increase student achievement.
New Tech Annual Conference	July 5-10	Train the Trainer Teachers and Teachers Presenting at the Conference	Implement best practices and protocols for personalized and project based learning developing an ongoing multi-tiered professional development training program for LIA .
Microsoft Certifications	By June 30	LIA Cue Team of MIE Certified Teachers	Complete certifications to be able to train staff and students in various Microsoft programs.
Text and Lessons	Summer: June and July	ELA teachers	Participants will understand how to utilize the Text and Lessons resources in their classroom to promote collaboration and culturally responsive teaching.
Writing Process Planning Strategies for Middle School ELA Teachers	Summer: June and July	ELA teachers	Participants will spend time pulling and organizing information from text.
CTE Integration/Career Academy Model and Curriculum	Summer: June 12-13and July	CTE and Academic Teachers CTE and AcademicTeachers	Effectively using the Career Academy model to increase success in academic classes. Effectively plan routines to

			make learning more efficient, saving valuable time.
New Tech Annual Conference Writing Process Planning Strategies for Middle School ELA Teachers	Summer: June and July	ELA teachers	Participants will spend time pulling and organizing information from text.
iReady and Ready for New Teachers	Summer	New Reading Teachers/~~LIA Cue Team of MIE Certified Teachers~~ ELA teachers	Teachers learn the basics of navigating iReady, as well as understanding key reports, and how to best prepare students for an increasingly competitive workforce. ~~Participants will understand how to utilize the Text and Lessons resources in their classroom to promote collaboration and culturally responsive teaching.~~
MCE Certification	By June 30	Cue Team Teachers	Validates that educators have the global educator technology literacy competencies needed to provide a rich custom learning experience for students.
Deepening Practice with Ready and iReady	June and July	Reading Teachers	Sharpen skills on accessing and analyzing key reports in iReady, as well as creating a plan to prepare students for the diagnostic. We will then spend time strategically planning for small group instruction in four ways: how to use data for grouping, how to use rotational models that work, what resources to use and when, and finally, how to motivate and set goals with students.
iReady and Ready for New Teachers	Summer: July	New Reading teachers	Learn the basics of navigating iReady, as well as understanding key reports, and how to best prepare students for the diagnostic. We will also learn the read-think-talk-write routine and how to use, plan with, and teach Ready Reading.

Deepening Practice with Ready and iReady	Summer: June and July	Reading teachers	Sharpen skills on accessing and analyzing key reports in iReady, as well as creating a plan to prepare students for the diagnostic. We will then spend time strategically planning for small group instruction in four ways: how to use data for grouping, how to use rotational models that work, what resources to use and when, and finally, how to motivate and set goals with students.
HMH Collections for Middle School ELA Teachers	Summer: June and July	ELA teachers	Effectively plan routines to make learning more efficient, saving valuable time. This course supports teachers in planning daily and weekly Collections lessons by prioritizing content and resources to engage students and impact student achievement.
Writing Process Planning Strategies for Middle School ELA Teachers	Summer: June and July	ELA teachers	Participants will spend time pulling and organizing information from text.
Text and Lessons	Summer: June and July	ELA teachers	Participants will understand how to utilize the Text and Lessons resources in their classroom to promote collaboration and culturally responsive teaching.
Marzano-Learning goals, scales, tracking student progress and celebrating success	7/11/2017Summer July	Science Instructors	Participants will understand and participate in the development of clearly defined standards-based learning goals and scales, utilizing unpacked standards as a tool for students to take an active role in the learning process. Participants will also learn strategies for facilitating students in tracking their progress and celebrate success for continued motivation.Participants will

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			~~learn proper ways to track student progress while implementing goals and scales~~
9-12 Summer Science Institute	6/12/2017	Science Instructors	Participant will be able to locate: Locate and unpack standards; Facilitate delivery of content supporting a variety of learners; Collaborate with other teachers to share best practice(s); Design data-driven lesson plans and assessments; design and improve key labs, facilitate collaborative discussions
SmART Board for Art Teachers Infusing Digital Media In Visual Art	6/1/17	Art Teacher	Using Smart Technologies of infusing digital media in visual art.
One Notebook Training	June 26	6-12 Teachers (Art)	Implement classroom organization management for teachers so that students may take ownership over their own learning.
Visual Arts Curriculum Strategies	July 17-19	Art Teacher	Implement best practice curriculum strategies in visual arts.
ESOL Curriculum (60 hours)	June 12-15	Select Transition to Teaching (New Teachers)	Implement best practices and strategies for Curriculum planning and implementation for English Language Learners.
Youth Mental Health First Aid	July 17, 2017	Health and PE Teachers	Awareness of youth mental health and effective strategies for administering positive interventions
APEX	July 24-27	Prospective ELP Teachers and Administrators	Training for effective implementation of ELP programs at schools for student success.
CHAMPS	July 12-13	Academic and Elective Teachers	Implement & effectively maintain positive classroom management.
Behaviors-Secondary	June 15	Academic and Elective Teachers	Implement positive behavior strategies for secondary learners.

GSP Competency Based Progression	May 30-31	Academic and Elective Teachers	How to effectively integrate competency based progression to personalize learning for students.
CTAE Certification	June 6	Technology Teacher	Certification to Teach CTAE courses.
UDL - Secondary	July 19	Academic and Enrichment Teachers (Technology)	Implement best strategies for personalized learning opportunities by using the universal design for learning specifically tailored for secondary education.

Family and Community Engagement

Connections: **District Strategic Plan ●Goals 1,3,6,7**
Marzano Leadership   ●Domain 4, 5, 6

14. Describe your school's plan to build positive relationships with families and community members. Please reference specific lessons or growth areas found from a review of your school's AdvancED climate survey, formal or informal feedback from parents and a review of family participation at school events (especially those linked to student learning).

We plan to provide more opportunities for families and staff to come together in both academic and non-academic situations. Our focus is to increase relationship through the four C's (1) cognition-beliefs and values (2) connections- networks (3) capabilities- skills and knowledge (4) confidence- self-efficacy.

This will include:
1. L.I.D-Lealman Innovation Day Preschool Open House
2. Monthly PTA meetings.
3. We will host an All-Pro Families meeting quarterly.
4. Movie Night, Lealman Innovation Showcase, Math Night and Reading Night etc.
5. We will continue to seek opportunities to work with community members. Our school partners with SPC, local community based organizations.
6. The Great American Teach-In fosters a connection between the community and our students by inviting professionals to present and speak to students about their careers.

15. Describe how your school provides parents, families and communities with the necessary academic tools to increase student achievement. Please make reference to your school's attempts to support families in interpreting and using student data via trainings, data chats and/or student-led conferences.

We will provide our parents, families, and communities with the necessary academic tools to increase student achievement by the following,
- Student led data chats – 1 per semester

- Content Area parent nights
- Parent data-chats

~~How will credit checks be used?~~
~~What's planned for the 17-18 school year?~~

Family Engagement / Planning Inventory

Please rate the following items per your best estimate. The scale below is intended only for your planning purposes. Use these data to support your goals and strategies to better connect with families.

Planning Inventory	Very few of our families	Some of our families	Most of our families	Nearly all of our families
Families who have a parent PORTAL account and password.	☐	☐	☒	☐
Families who regularly log onto PORTAL to check student grades / assignments, progress.	☐	☒	☐	☐
Families who are in regular contact with teachers in person or by phone, text, email or home visits.	☐	☐	☒	☐
Families who regularly visit the campus for meetings, conferences or school events (especially those linked to student learning).	☐	☒	☐	☐
Families who report feeling welcome when visiting the campus or contacting the school.	☐	☐	☒	☐

*Note: Please use your own school data resources or best estimates in completing this inventory.

## 🔶 Family Engagement / Key Goals and Strategies

Goal 1: What is your primary goal and strategy to build stronger connections with families and to link those efforts to student learning outcomes?	
To increase positive relationships and knowledge of academic tools in order to build stronger connections to families and increase student learning.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Quarterly parent workshops including workshops on behavior tips, academic strategies and technology integration. Family math night, Reading Night, Lealman Innovation Showcase, African-American Celebration/Multi-Cultural Night	Nicholas Samuels Shanay Samuels Diana King Donald Johnson Lakiesha Ross

Goal 2: What is your primary goal and strategy to increase your school's involvement in the community by visiting family homes, neighborhood centers, taking part in community events or connecting to community resources?	
Increase parent involvement and positive interactions with all stakeholders.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Community connection initiative that will utilize resources offered by SPC to present to parents at facilities at 22nd Street South and the Gibbs Campus. Weekly Connect-Ed's sent by Principal, Increased number of home visits, provide incentives to parents and learners for attendance to community connection events.	Nicholas Samuels Shanay Samuels Diana King Donald Johnson Lakiesha Ross

Optional Goal: Describe any other goal you may have related to family / community engagement. Use if needed.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible

⬡{Section 2}– Targeted School Goals / Action Steps

Academic Goal

Constructing a measurable objective for an academic goal is a six-step process.
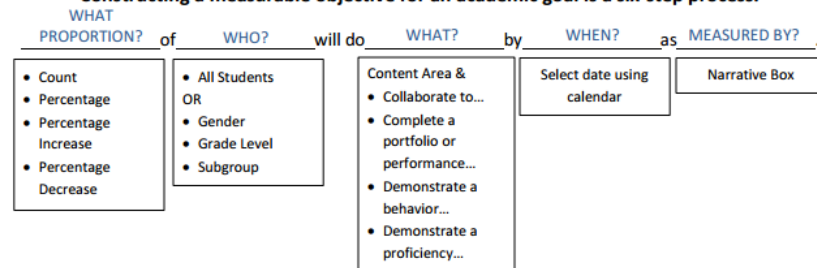
SMART GOALS: Please be sure that your goals throughout this document are written as SMART goals. Provide actions and steps to implement those goals, including what your school will do to reduce potential barriers. Include a goal manager and data source.

ELA / Reading Goal	**Goal Manager:** English Department Chair (Livergood)
By Spring 20182017, the number of learners taking the ELA Reading FSA scoring a level of 3 or higher will increase from 11% to 21%.	

Actions / Activities in Support of ELA Goal	Evidence to Measure Success
ELA and Reading teachers utilize data to differentiate and scaffold instruction to increase student performance.	Write Score, Reading Inventory, Progress Monitoring
Schoolwide reading and writing initiatives/strategies include implementing writing frame, interactive notebooks, text marking, and vocabulary.	Student work samples, classroom observations
ELA teachers will follow the Core Connections Model for planning and delivering instruction; this includes standards-based instruction, complex text sets, cluster questions, and performance tasks that align with the FSA. Teachers will use various modes of instructional delivery to teach embedded concepts in context rather than teaching the concept or skill independently.	PLCs used as mode for data-driven conversations regarding student achievement data, progress monitoring, reflection and feedback, action plans targeting skill-specific goals with follow through and data collection in the areas of FSA ELA Clusters (Key Ideas and Details,

	Integration of Knowledge and Ideas, Craft and Structure, etc.) Performance Tasks, Cluster-based Text-dependent questions, formative assessments, observational and anecdotal evidence

Mathematics Goal	**Goal Manager:** Math Department Chair (Aleksandra Mitrovic)

By Spring of 2018, 25% of learners taking the FSA Math exam will score a level 3 or higher—an increase of 15%. By Spring of 2018, 27% of learners taking the ALG I EOC will score a level 3 or higher—an increase of 15%.

Actions / Activities in Support of Math Goal	**Evidence to Measure Success**
Math teachers will provide students with opportunities of higher order thinking questions and performance tasks aligned to Mathematics Florida Standards (MAFS) Extended Learning and Enrichment Programs will meet the needs of students struggling or needing to deepen their understanding of content. Math teacher will participate in data chats with students. ~~Math teachers follow a common pacing calendar for focusing on the same MAFS~~ Math Teachers will meet in Professional Learning Communities (PLC) at least once a month to review student response to tasks and plan instructional lessons incorporating the MAFS and Practice Standards. Targeted interventions will be developed and implemented as a result of data analysis performed by team teachers. Students most immediate needs will be prioritized based on formative assessments and feedback. Career workshops to connect math literacy with real world applications will be used to supplement instruction, increase student engagement, and close learning gaps.	Participation in PLC meetings and collaborative planning EOC data FSA Math proficiency data Professional Development on instructional shifts, standards, assessments, and effective instructional strategies Formative assesments, Real-world application/inquiry performance tasks with measureable products; scales; demonstration of mastery

Science Goal	**Goal Manager:** Science Department Chair (Melissa Ruoti)

~~By Spring 2018, 40% of learners taking the Science FSA or Biology EOC exams will score a level 3 or higher.~~By Spring of 2018, 27% of learners taking the Science Exam will score a level 3 or higher—an increase of 15%.

Actions / Activities in Support of Science Goal	Evidence to Measure Success
In addition to using updated visual resources all science instructors will incorporate more hands on activities to model content (ex: laboratory activities, experiments, foldables etc.)	Summative and Formative Assessments Lab Reports Performance Matters Data Data Chats and Progress Monitoring
Science instructors will continue to implement personalized learning in the classrooms to foster student growth and achieve success by providing differentiated instruction supported by appropriate levels of scaffolding as indicated by student achievement data	Performance Matters Data Summative and Formative Assessments
Science instructors will use complex texts to support implementation of literacy strategies	Formative assessments, written responses measured by rubrics aligned to standards
STEM activities will be utilized in classrooms and after school clubs to engage learners in hands on/inquiry-based demonstrations of knowledge acquisition	Products of inquiry-based instruction to demonstrate level of understanding and/or mastery

⬡ Other School Goals* / Use Only as Needed

*All schools are required to complete a Healthy Schools goal.

*High schools are required to complete a college readiness goal pursuant to Section 1008.37(4), F.S.

Other School Goal Career-Technical (CTE)	
Goal Name: Career Technical Education (CTE) Certifications	**Goal Manager:** Elective Department Chair (Paulette Goolsby) & Curriculum Specialist (Lorena Conaway)
Goolsby, be sure to add something on Industry Certs, check with Bohm and Wright, thanks.**By Spring 2018, 60% of Career Technical Education (CTE) students taking industry certifications will pass.**	

Actions / Activities in Support of Goal	Evidence to Measure Success
CTE classes will offer opportunities for learners to obtain industry certifications. • CTE Instructors will receive professional development/certification to provide industry certifications, • Information Technology (IT) Instructors will prepare top the 20% of Learners to pass IC3 (7th and 8th grade) and Microsoft Office Specialist application, MOS, (9th graders). • Culinary Arts Instructor provide instruction to prepare culinary students to pass industry certifications. • HVAC Instructor will provide instruction to prepare HVAC students to pass industry certifications.	Benchmark measures, test, quizzes, formative assessments, and certification results.
Students will track their progress toward mastery of content	Learners use learning goals and scales along with project organizers to track their progress.

Other School Goal (Healthy Schools Goal)	
Goal Name: Healthy Schools	**Goal Manager:** Administration
By Spring 2018, work toward Gold Level recognition from the Alliance for a Healthier Generation	
Actions / Activities in Support of Goal	**Evidence to Measure Success**
In 2016-2017, LIA was eligible for national recognition in 4 out of 6 Alliance for a Healthier Generation's Healthy Schools Program Assessment Module. For 2017-2018 the Healthy School Team will review all assessment items to determine the most feasible item(s) to focus Improvement in one module to achieve a higher recognition level, and then develop an action plan for that item(s) by Nov. 2017. Target 2017-18 is to become eligible for national recognition in 5 out of 6 Alliance for a Healthier Generation's Healthy Schools Program Assessment Modules.	By April 1, 2018, the Healthy School Team will edit the school's Healthy School Program Assessment in the action plan item(s) to document improvement/achievement of one module for a higher level recognition.\\

Other School Goal (Physical Education Goal)	
Goal Name: Physically Active and Health Literacy	**Goal Manager:** School Nurse and PE Teacher (Ramos)
By Spring of 2018, over 80% of students will have a body mass index (BMI) under 30, which is considered an unhealthy overweight zone of "obese" category.	
Actions / Activities in Support of Goal	**Evidence to Measure Success**
Analysis of Body Composition compared to fitness gram testing results and comparative data.	School Nursing Assessment, Body Composition, and Results of Fitness Gram Testing

Other School Goal (Art Goal)	
Goal Name: Art	**Goal Manager:** McKee (Art Teacher)
Art Exhibitions	
Actions / Activities in Support of Goal	**Evidence to Measure Success**

For the 2017-2018 school year, I will increase student exhibition entries from about 60% of shows to 80% of shows.	Number of exhibition entries

Other School Goal (High schools are required to complete a college readiness goal)

Goal Name:	**Goal Manager:**

Actions / Activities in Support of Goal	**Evidence to Measure Success**

Other School Goal (Social Studies)

Goal Name: Social Studies	**Goal Manager:** Department Chair -Tamika Bennett

By Spring of 2018, 19% of learners taking the U.S. History EOC will score a level 3 or higher—an increase of 15%.

By Spring of 2018, 23 % of learners taking the Civics EOC will score a level 3 or higher—an increase of 10%

Actions / Activities in Support of Goal	**Evidence to Measure Success**
Personalized learning will be used in the classroom.	Lesson Plan Monitoring Walk Through Data
Document Based Question Writing will be taught to all high school history students.	Rubrics EOC Data
Teachers will attend professional development to prepare students for U.S. History and Civics EOC.	EOC Data

Academic Achievement Gap / Required Goals

Subgroup Goal (Black)	**Goal Manager:** Administrators – Garcia, Gore, DuGranrut

By spring 2018, LIA will increase the number of black students passing core classes by 5% and reduce the percentage of black students with discipline referrals by 30%.

Actions / Activities in Support of Black Goal	**Evidence to Measure Success**

5000 Role Models of Excellence: This innovative program exists to help boost the self-image, social skills and academic performance of selected males, in part, by motivating them to interact with respected and successful men from Pinellas County community. This program matches young men with mentors to offer guidance, academic support, and positive social reinforcement. Mentors meet with students on a regular basis to foster positive male to male relationships.	Learner reflections and surveys Academic and behavior data
Extended Learning Program – academic tutoring and clubs with dinner and transportation provided.	Attendance at ELP Academic and behavior data
Utilize and facilitate restorative practices and restorative circles when handling discipline matters.	Discipline referral data.
Individualized Tier 2 and Tier 3 targeted interventions for learning support based on formative assessments and observations	ELP target specific activities, formative assessments, reflections, teacher observations, anecdotal evidence
Sports will be used as an incentive for students to improve/maintain academic grades	Report cards, cycle assessments, progress checks, formative assessments
Academic check & connects will occur based on learners that have been identified as having a D or F in any core subjects on progress reports and/or report cards	Academic grades, progress checks
Staff Mentors will be paired with students to focus on providing academic support in the most immediate areas of need based on student achievement data	Academic Point sheets will be completed by learners, and mentors, with teacher feedback as well

Subgroup Goal (ELL)	Goal Manager: Curriculum Specialist (Lorena Conaway)
Place goal statement here.	

Actions / Activities in Support of ELL Goal	Evidence to Measure Success

Subgroup Goal (ESE)	Goal Manager: AP (V. Gore), Curriculum Specialist (Lorena Conaway) and Department Chairs
By Spring of 2018, 100% of ESE students will show a minimum of 50 points increase as measured by SRI Lexile scores.	

Actions / Activities in Support of ESE Goal	Evidence to Measure Success
Progress monitoring via student conferences Bi-weekly monitor student grades and put steps in place to help students who are below proficiency to ensure they pass each quarter.	SRI scores from 5/16-5/17
Provide personalized support in all content area courses to reinforce strategies and increase comprehension skills.	SRI scores from 5/16-5/17

Subgroup Goal (If Needed)	Goal Manager:

Enter Goal Name	
Place goal statement here (additional goal only if needed).	

Actions / Activities in Support of Goal	Evidence to Measure Success

Early Warning Systems (EWS) -- Data and of students coming to your school for 2017-18 who may need additional supports / interventions. Complete and update as those data become available. Note: For elementary schools, data for incoming kindergarten students are not required for this table. Please include the NUMBER of students, not the PERCENTAGE of students.*

Early Warning Indicator (Number of students by grade level)	Grade Select	Grade Select	Grade Select	Grade Select	Grade Select	Grade Select	Grade Select	School Totals #	School Totals %*
Students scoring at FSA Level 1 (ELA or Math)	83	86	76	42	9			119	30.7
Students with excessive absences / below 90 %	27	26	36	22	4			162	41.9
Students with excessive behavior / discipline**	46	45	47	21	1			301	77.7
Students with excessive course failures**	20	55	53	44	5			180	46.5
Students exhibiting two or more Early Warning indicators	53	67	70	33	4			230	59.4

*Required per Section 1001.42(18)(a)2.,F.S. ** Definitions provided by district (may be different per level). In general, excessive discipline for elementary schools is defined as two or more referrals, while excessive discipline for middle and high schools is defined as one or more out-of-school suspensions. For excessive course failures, the general definition for elementary and middle schools is one or more F's (or U's) in Language Arts or Math and for high schools one or more F's (or U's) for any course. Please provide the data by NUMBER (not percentage). Only use percentages in the final column as percentages of the entire student body. Data are available via School Profiles dashboard under the Early Warning tab. Enter only relevant grade levels as needed per your school site.

EWS - Attendance

Attendance Goal	Please ensure that your goal is written as a SMART goal.
The number of students who are absent 10% or more will decrease from 25% to 20%.	

Actions / Activities in Support of Attendance Goal	Evidence to Measure Success
Quarterly Ice Cream Social, Popsicle party, Hurricane Flurry party to incentivize increased attendance.	Attendance data as measured in FOCUS

Social Worker follows up on students identified by the Child Study team which meets weekly (different grade levels each week) (i.e. home visits; referrals to a variety of agencies). PSWs are completed as necessary to assist with debunking barriers and problem solving. Early lunch pass for those who increase their attendance each quarter. Learner group meetings will be held for students who are absent 10% or more.	CST Minutes. Attendance data as measured in FOCUS and school profile. Point sheets will be used for students to track their attendance, teachers to sign-off and parents to sign as well.

⬡ EWS - Discipline

Discipline Goal Please ensure that your goal is written as a SMART goal.	
The number of out of school suspensions will decrease by 10% from 304 to 274 during the 17-18 school year.	
Actions / Activities in Support of Discipline Goal	**Evidence to Measure Success**
In lieu of out of school suspension, students are required to attend ELP regarding areas where improved academic achievement is required.	ELP attendance tracking, progress monitoring, and academic grade improvement as documented in FOCUS
Restorative practices will be implemented as a means to decrease the number of discipline referrals and thus decrease the number of out of school suspensions.	MTSS data collection tools as well as documentation in FOCUS

Discipline Goal – Other (as needed) Please ensure that your goal is written as a SMART goal.	
Specify	
Place goal statement here (only if needed).	
Actions / Activities in Support of Goal	**Evidence to Measure Success**

⬡ EWS – Academic Intervention

Describe your school's established early intervention, dropout prevention and/or extended learning programs as required by Section 1003.53(2)(b), F.S. Please refer to the data sources you use in identifying academic intervention.

Faculty and staff will ensure all students are provided every opportunity possible in passing the classes needed for promotion and graduation by being proactive in identifying students in danger of failing a core course, opening up strong lines of communication between the school, student and family, enrolling the

child in the appropriate failed courses during the school year and/or enrolling the child in ELP for credit recovery and progress monitoring their performance in the class or ELP.

Early Intervention / Extended Learning Goal	Please ensure that your goal is written as a SMART goal.

Elementary, Middle and High School Learners who need academic assistance as indicated by the quarterly monitoring will be invited to attend ELP for credit recovery and or academic tutoring.

Actions / Activities in Support of Goal	**Evidence to Measure Success**
STEP 1: Identify learners that have earned a D/F for a core course per grading period STEP 2: Add them to the progress monitoring form STEP 3: Meet with identified learners weekly and document on the progress monitoring form STEP 4: Meet with the teachers of the identified learners and work with them on getting makeup work for the learners STEP 5: Set up parent conferences for each of the learners and/or a promotion meeting for all at-risk learners	• Quarterly failure report • Graduation Rate • Promotion List Report

Section 3 – Required Items / Resources

Instructional Employees

Current Instructional Staff Members		Complete and update only as data become available.	
# of Instructional Employees (total number)	64	% with advanced degrees	
% receiving effective rating or higher		% first-year teachers	
% highly qualified (HQT)*		% with 1-5 years of experience	
% certified in-field**		% with 6-14 years of experience	
% ESOL endorsed		% with 15 or more years of experience	

*as defined in 20 U.S.C. 7801 (23). **as defined in Section 1012.2315(2), F.S. May change with ESSA.

Describe your school's efforts to recruit and retain a highly qualified, diverse instructional staff. Please be sure to reference your efforts to increase the number of black and Hispanic teachers on your campus.

Administration will use the following to 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 learners. 2. Assign a mentor or buddy to all new teachers to Lealman Innovation Academy. 3. Provide school wide professional development and refer teachers to appropriate resources and trainings.

⬡ **SAC Membership**

SAC Member/First Name	SAC Member/Last Name	Race	Stakeholder Group
Connisheia	Garcia	Black	Principal
Chad	Eubank	White	Teacher
Dianna	King	White	Support Employee
Neil	Brickfield	White	Business/Community
Nicholas	Samuels	Black	Other Instructional Employee
Alecia	May	White	Parent
Kurt	Schuller	White	Parent
Barbara	Bain	Black	Parent
Helen	Ramsey-Smith	Black	Parent
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⬡ **SAC Compliance**

Is your school in compliance with Section 1001.452, F.S. regarding the make-up and duties of SAC?

☒ Yes	☐ No *(Describe the measures being taken to meet compliance below.)*

Lealman Innovation Academy 25

LIA will send phone call invitations and include meeting times on the marquee, in newsletters and emails. LIA will also host Family Night, Open House and the annual Title 1 Meeting. Parent compacts will be delivered and parents will be informed of the Title 1 policies during the annual meeting.

Did your school SAC committee review, provide feedback and formally vote to approve your School Improvement Plan?

☐ Yes ☐ No	Committee Approval Date:

SBLT / MTSS Leadership Team

Is there an SBLT / MTSS school-based team established?

☒ Yes ☐ No	Chairperson: Nicholas Samuels

Please state the days / intervals that your team meets below.
Bi-Weekly, Wednesdays at 8:00 AM

Budget / 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. Attached budget if preferred.

We project a SIP budget of $2,017.27

SIP funds will be used to purchase resources for student use and provide professional development to teachers based on student data and needs.