

Prosperitas Leadership Academy Charter

4526 S ORANGE BLOSSOM TRL, Orlando, FL 32839

[no web address on file]

School Demographics

School Type

High

Title I

Yes

Free/Reduced Price Lunch

%

Alternative/ESE Center

No

Charter School

Yes

Minority

%

School Grades History

Year

Grade

School Board Approval

This plan was approved by the Orange County School Board on 2/10/2015.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridaCIMS.org>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida’s DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	3	Ella Thompson
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The mission of Prosperitas Leadership Academy is to educate, train, and inspire our students in a learning environment that models the values of discipline, integrity, teamwork and perseverance, and where respect is the foundation of productive relationships, such that each of our graduates possesses the knowledge and character to meet the challenges of learning, working, and living in the 21st century.

Provide the school's vision statement

To provide each student a first rate, quality education aligned with the Florida Sunshine State Standards, while also (i) counseling the student in regards to social issues that might be prohibiting that student from learning; (ii) teaching students valuable life skills, and (iii) training the student for, or placing the student in, gainful employment. By teaching a student how to learn, and by equipping that student with vital life skills and job readiness training or employment opportunities, the School empowers the student down the path to success. This empowerment allows a student who is disenfranchised from the traditional educational system to envision a future full of hope and opportunity.

School Environment

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

Our teachers make decisions to structure their classrooms in ways that encourage learning and cooperation. Students must come to trust that the teacher has their own best interests at heart, even in difficult times. Teachers achieve this goal by demonstrating their respect for the fundamental dignity and worth of each student. Our teachers prohibit demeaning and derogatory comments, particularly those that invite racial and gender conflict. Our teachers need to work against this intolerance by presenting lessons and activities that promote tolerance and respect and lessons that oppose scapegoating. Furthermore, our teachers model positive and supportive communications skills and teach these skills to our students.

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

The school agrees to maintain a safe learning environment at all times. In order to provide criteria for addressing discipline issues that will ensure for the health, safety and welfare of all students attending the school, the school will adopt and follow the Orange County Public Schools Code of Student Conduct, as may be modified by the Sponsor from time to time, for school students of the same grades promulgated by The School Board of Orange County, Florida.

Describe the schoolwide 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

Preventive Measures

1. Proximity Control: Closeness of the child to the teacher in a stressful moment may stem an

- outburst, not so much because of fear of detection but because the child can draw added strength from the teacher's nearness. The staff member can stand near the student or in some cases can touch the student in a reassuring way (hand on shoulder). Touch should be used with caution, as it may be upsetting to some students.
2. Planful Ignoring: The technique of ignoring depends on the situation and whether or not we can safely afford to ignore what is happening. The student may be using the behavior to test the staff. By ignoring the behavior we are showing our disapproval of that behavior. Attend to him when he/she is on task.
 3. Signal Interference: We signal by a nod, pointing or a gesture calling attention to the fact that what is going on should be controlled. Signals are usually most effective in the early stages of misconduct and may prevent incidents from escalating.
 4. Emotional Drain Off: When a child can verbalize anger and frustration s/he is less likely to act it out. This may be done by allowing the child to openly express feelings either to the group or to the teacher, whichever seems most appropriate or available.
 5. Humor: Laughter can serve several useful functions. It can reassure the child he has little reason for anxiety. By handling an incident with humor, the teacher retains the leadership of the group, while wiping out the anxiety. Humor should be genial and kindly. There is no place for sarcasm or ridicule.
 6. Hurdle Help: Some children misbehave in school when they do not know how to cope with some aspect of the work. If this occurs, provide some assistance and help the student over the hurdle of what seemed difficult. The teacher's strategy is to help the child with the task at hand, to prevent the misconduct.
 7. Diversion and Re-Direct: Sometimes a growing restlessness becomes evident with the student or the class as a whole. Rather than concentrate on the over-excitement, it may be wise to change the nature of the activity or re-direct the students to a new focus of interest/activity.
 8. Support from Routines: In some groups problems arise because children do not know what is expected of them. The establishment of routines meets this need. Consistent daily management and organization are the best tools to support positive behavior.
 9. Direct Appeal: A direct verbal appeal to the student to discontinue the misbehavior may be sufficient to alter the situation. Direct appeal is most effective when used sparingly. It should be clearly stated which behavior is unacceptable, what needs to be done instead of the inappropriate behavior, and the likely consequences for the student's choices.
 10. Conflict Resolution Room: When a student becomes a danger to self or others or severely disrupts the ongoing program, it is necessary to remove the child from the classroom. This should be the last resort after other proactive options have been tried. While in the Conflict Resolution Room (CRR), the adult helps the student to regain control and then to make sense of what happened so that the student can learn more adaptive ways to handle future situations. This is a time of problem-solving and consequences, not punishment. The student should be welcomed back into class with the plan that the student and CRR staff developed together.
 11. Skillful Use of Classroom Materials: There are objects which hold strong appeal for children. If misuse occurs, then the child and the object must be gently separated. At other times, the object may be so supportive and tension-relieving, that it may be helpful during times of stress. Skilled use of classroom materials will help to support individual needs and positive behaviors.
 12. Encouragement Rather Than Criticism: "Catching the child doing something good" is a more effective way to shape behavior than criticism. Praise students by giving concrete, specific examples of their academics and behavior that highlight positive gains. Students are better able to accept descriptive praise rather than personality praise. Say "The colors that you used in the artwork are vibrant!" rather than "You're great!" Students with low self-esteem are better able to "own" concrete examples of their accomplishments rather than general praise.
 13. Anticipating Planning: Some new situations are hard for children to manage. Often a brief description of what the situation may be like or what limitations may be anticipated will enable the group to feel more relaxed in the face of the challenging event.
 14. No: You must say "no" when a "no" is required. It can be given firmly and calmly. Its judicious use will increase its effectiveness. It can be reassuring for the child to have the adult set the limits.

15. Rewards and Promises: Receiving a reward or reinforcement is one way to acknowledge and promote behavior that is appropriate. Reinforcement should always be paired with social praise so the student understands the direct connection between his/her behavior and the reward. Initially, the student may need instant gratification to encourage personal growth. Start where the student is at and gradually delay the reinforcement or require more to get it so that the student can progress. Success breeds success.

16. Consequences/Not Threats: It is helpful to clearly state the consequences of the choices that students may make, acknowledging that they have the power to choose their own behavior. Encourage them to choose wisely. Threats undermine relationships, put the locus of control on the adult, and create anxiety. Consequences encourage responsible decision-making.

Positive Behavioral Support

Positive behavioral support (PBS) is a comprehensive, research-based proactive approach to behavioral support that endeavors to generate comprehensive change for students with challenging behavior. It involves identifying the purpose of challenging behavior, teaching appropriate alternative responses that serve the same purpose as the challenging behavior, consistently rewarding positive behaviors and minimizing the rewards for challenging behavior, and minimizing the physiological, environmental, and curricular elements that trigger challenging behavior. Proven PBS strategies include altering the classroom environment, increasing predictability and scheduling, increasing choice making, adapting the curriculum, appreciating positive behaviors, and teaching replacement skills.

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 is smaller, more nurturing, and more engaged with families and the community. Our school is inclusive of students with poor academic skills, poor attendance, learning disabilities, and limited English proficiency. Both teachers and students have a sense of involvement. The staff embodies an ethic of caring: not just a program or strategy, but a way of relating to students, their families, and one another that conveys compassion, understanding, respect, and interest.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

Utilize data systems to identify students who have attendance, behavioral or academic concerns Ensure teachers are aware of decision rules and procedures for notification after students are identified as meeting one of the data decision rules

Provide the following data related to the school's early warning system

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

Indicator	Grade Level				Total
	9	10	11	12	
Attendance below 90 percent	60	52	56	27	195
One or more suspensions	5	5	5	5	20
Course failure in ELA or Math	60	52	56	27	195
Level 1 on statewide assessment	60	52	56	27	195

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level				Total
	9	10	11	12	
Students exhibiting two or more indicators	60	52	56	27	195

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

We have incorporated Read 180 and after school tutoring
 We have incorporated Notification procedures for parents, agency, and community outreach

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/205256>.

Description

A PIP has been uploaded for this school or district - see the link above.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

The process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement is through networking, parental involvement, and economic incentives. First, networking is inherently built into the recruitment and involvement with community sponsors. Local politicians, cultural associates, and agencies that support alternative education are targeted entities for collaborative service in the community. Additionally, our after school tutoring program and open house are venues for parental engagement in order to strengthen communal ties. Moreover, the school has partnered with program coordinators within the Goodwill Industries organization in order to offer resources for career planning and job training.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Pierre, Nadia	Principal

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

The School Leadership Team will meet to provide key strategies and ideas in the development of the School Improvement Plan, school curriculum, teacher development, students, and the school culture and environment. Their active involvement in the development of the SIP will ensure the development, implementation, and monitoring of strategies that focus on identifying students' academic and learning 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 School Leadership Team will be implemented in a comprehensive student driven manner. As a school, it recognized that there is an acute need to provide support and intervention for the academic, social, emotional, personal, and psychological needs of each and every student. To that end, the School Leadership Team will utilize strategies and approaches that include, but are not limited to the following:

- Providing school-wide training and support on the effective implementation of School Improvement Plan;
- Establishing a School Leadership Team to ensure effective planning, implementation and monitoring of this process;
- Providing critical student performance and school indicator data to all staff;
- Establishing a plan in which individual student counseling is provided at least once a month;
- Conducting meetings at least once a month

The Leadership Team will work in conjunction with the School Advisory Committee (SAC) to review, plan and implement programs that will involve both the student and parent(s) in activities to promote a continued learning environment both at school and in the home. Semi-monthly meeting will be conducted to educate parents on the resources available through the available Title I Program.

The Leadership Team, along with the faculty and staff, will implement an activity calendar that will include a minimum of 1 quarterly activity that targets an academic subject area, i.e., math bowl (Math), vocabulary words extravaganza (Reading & English), history tidbits (History), and scientific facts (Science). Each subject area teacher will assist in preparing an activity to present to parents and students, with extra efforts to get the parents involved and participating in the games to promote parental involvement in the educational process. We can offer subjects as a contest to entice students to get their parents involved, with small tokens given to the family with the most participation or to the class with the highest number of parents participating.

Due to various restrictions regarding parent schedules, Prosperitas Leadership Academy will offer meeting times at flexible times to accommodate the schedules of parents that have conflicting schedules. Meetings will be offered in the mornings, afternoons and evenings to try to accommodate parents who have other obligations. If necessary, we may be able to schedule some workshops or meeting on a Saturday morning or at a secondary location. Parents with transportation issues can be issued funds to assist with transportation costs to attend meetings (bus passes).

School Advisory Council (SAC)

Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Nadia Pierre	Principal
Lance Hillman	Parent
Dwane Dupree	Business/Community
Darlene Collins	Teacher
Constance Gabriel	Parent
Annie Pearl Townsend-Hamilton	Parent
Joyce Blacknell	Teacher
Latricia Freeman	Teacher

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

The School Advisory reviewed the School Improvement Plan in its entirety to ensure that highlighted goals were met.

Development of this school improvement plan

The School Advisory Council is a school-based group intended to represent the school, the community and those persons closest to the students. The group shares responsibility for guiding the school toward continuous improvement.

The School Advisory Council is responsible for final decision making at the school relating to the implementation of the provisions of the annual School Improvement Plan. Each School Advisory Council assists in the annual preparation and evaluation of the School Improvement Plan (SIP) and in the preparation of the school's annual budget.

Preparation of the school's annual budget and plan

The School Advisory Council has reviewed the school's annual budget and plan.

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

Any funds allotted to the School Advisory Council will be used to support the 2014-2015 initiatives and activities.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Pierre, Nadia	Principal

Duties

Describe how the LLT promotes literacy within the school

The School based Literacy Leadership Team will be implemented in a comprehensive student driven manner.

Increasing reading comprehension is critical need not only to increase learning gains on statewide exams, but also to give students the tools necessary to understand their course work and prepare them for post-graduation options. The Literacy Leadership Team will:

Provide school wide training and support on reading strategies and the implementation of Instructional Focus Calendars

Establish a Literacy Leadership Team to ensure effective planning, implementation, and monitoring of any literacy initiatives

Provide critical student performance and school indicator data to all staff

Provide quarterly updates to students, parents, and administrators on student progress

Provide information to parents on ways to promote literacy and inform them of available resources both within and outside of the school

Hold quarterly meetings commencing in November 2014

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

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

Involve teachers in the development of integration school goals and objectives

Publicize to students, parents, and community the purposes and anticipated outcomes of the collaborative efforts of the teachers.

Provide for staff development that is free from the distractions of the day-to-day routine of school operations and involves all academic and vocational teachers.

Provide time for teachers to share through common planning periods, regularly scheduled team or subject-area meetings, and released time for collaborative work

Have vocational teachers share work completed by students with academic teachers so that the academic teachers can determine what skills are used in vocational classes.

Provide adequate planning time for academic teachers to incorporate real-world examples in their instruction.

Provide training and assistance to teachers

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

Recruit candidates from colleges of education at colleges and universities that include University of Central Florida, Nova Southeastern University, Seminole State College by building relationships within their departments, attending career fairs, and posting job openings in their Career Development web sites.

Provide ample opportunities to newly hired teachers for professional development. Professional Development will include job-embedded support and mentoring to newly hired teachers and staff.

Promote and support professional growth by conducting frequent walk-throughs to provide regular, thorough feedback from administration and peers.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

We will pair our inexperienced teachers to our veteran teachers. We will encourage all teachers to attend training and professional development activities offered by the Orange County Public School.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Our school creates ongoing opportunities for teachers to unpack the Florida Standards and to plan and discuss reading and writing curriculum that aligns to the standards. This supports a deeper level of comprehension. These conversations and learning opportunities promote dialogue that can dispel misunderstandings and promote opportunities for growth in instructional practice, curriculum, and the standards.

Instructional Strategies

Describe how the 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

Conduct after-school tutorial services

Provide small group instruction

Hold meetings on a regular basis to make decisions about literacy instruction in the school

Utilize a balanced literacy approach that includes whole group, small group and one-on-one instruction based on student needs

- Provide instruction aligned with the Language Arts Florida Standards for their grade level
- Provide resources to support instruction (extensive classroom libraries, texts to support units of study, leveled books for small group instruction)
- Administer benchmarks which measure instructed standards

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year: 1,200

Small group targeted instruction.

Strategy Rationale

To increase the amount of instructional time for students who struggle the most learning.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Pierre, Nadia, nadia.pierre@ocps.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Teachers will assess students on a monthly basis for to determine the effectiveness of the program.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

N/A

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

The school recognizes the importance of incorporating students' academic and career planning, as well as promoting student course selecting so that course study is personally meaningful. Academic and career planning will be a critical component in the school's programming and will be emphasized and explored in the Transition Lab.

The Employability Specialist, the Student Support Administrator, and/or will meet with students to assess their work and college readiness, ascertain their academic and career interests, and helps students develop a plan of action to accomplish their long-term goals, including guidance in the college application process, ACT/SAT requirements and the FAFSA process.

Guest speakers, such as human resources representatives, business leaders, community leaders, and people employed in a variety of careers will provide students with a wide-range of career options. Several times a year, we will hold Job and Career Fairs and College and Vocational School Days on-campus. Students will be encouraged to work and volunteer as a form of career exploration and planning.

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

Prosperitas Leadership Academy applies and integrates courses to assist students see the relationship between subjects and relevance to their future through the following approach: Use of content-area courses that will incorporate essential questions formally in their lesson plans and informally in their classroom discussions. These essential questions are meaningful questions that probe for deeper meaning and connect the coursework to relevance to their students' lives.

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

Representatives from local and state colleges and career technical schools visit the campus several times a year. Students are encouraged to visit the different displays and speak with representatives for information. Recruiters from different armed forces visit the school several times a year for interested students to learn about opportunities in the armed forces.

Guidance counselors will offer assistance in the college application process and the FAFSA process, in addition to resume and cover letter composition.

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), Florida Statutes

Students and parents participate in open houses and parent nights which are tailored to the specific needs of our students.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** There will be an increase in student Writing performance or maintained level performance.
- G2.** There will be an increase in student Social Studies performance or maintained level performance.
- G3.** There will be an increase in student Science performance or maintained level performance.
- G4.** There will be an increase in student Math performance or maintained level performance.
- G5.** There will be an increase in student' Reading performance or maintained level performance.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. There will be an increase in student Writing performance or maintained level performance. 1a

G050948

Targets Supported 1b

Indicator	Annual Target
FAA Writing Proficiency	1.0
CELLA Writing Proficiency	1.0

Resources Available to Support the Goal 2

- Pull-out and remediation tutoring
- Professional development using research based strategies that increase student learning

Targeted Barriers to Achieving the Goal 3

- Student's lack of explicit writing opportunities focusing on the ability to express higher order thinking techniques in writing

Plan to Monitor Progress Toward G1. 8

Ongoing classroom observations of teachers and student achievement in Writing.
Specialized direct instruction focused on the targeted population.

Person Responsible

Nadia Pierre

Schedule

Monthly, from 9/1/2014 to 6/30/2015

Evidence of Completion

•Teacher Assessments •2014 FCAT Writes

G2. There will be an increase in student Social Studies performance or maintained level performance. 1a

G050949

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	33.0

Resources Available to Support the Goal 2

- Pullout and remediation tutoring.
- Professional development using research based strategies that increase student learning.

Targeted Barriers to Achieving the Goal 3

- Students' lack of ability to comprehend, lack of a ability to interpret vocabulary words, phrases in context, applying reading skill, identifying main idea, plot, purpose, analyze fiction and nonfiction, compare and contrast, comprehend information in informational text and apply reference and research skills.

Plan to Monitor Progress Toward G2. 8

Ongoing classroom observations of teachers and student achievement in Social Studies.
Specialized direct instruction focused on targeted population.

Person Responsible

Nadia Pierre

Schedule

Monthly, from 9/1/2014 to 6/30/2015

Evidence of Completion

•District Baseline and Interim Assessments •2014 End of Course Test in U.S. History •Teacher Assessments

G3. There will be an increase in student Science performance or maintained level performance. 1a

G050950

Targets Supported 1b

Indicator	Annual Target
Bio I EOC Pass	1.0

Resources Available to Support the Goal 2

- Pullout and remediation tutoring
- Professional development using research based strategies that increase student learning.

Targeted Barriers to Achieving the Goal 3

- Students' inability to read and comprehend biologically scientific thinking questions.

Plan to Monitor Progress Toward G3. 8

Ongoing classroom observations of teachers and student achievement in Biology.
Specialized direct instruction focused on the targeted population.

Person Responsible

Nadia Pierre

Schedule

Monthly, from 9/1/2014 to 6/30/2015

Evidence of Completion

•District Baseline and Interim Assessments •2014 End of Course Test in Biology •Teacher Assessments

G4. There will be an increase in student Math performance or maintained level performance. 1a

G050951

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	40.0

Resources Available to Support the Goal 2

- Pullout and remediation tutoring.
- Professional development using research based strategies that increase student learning.

Targeted Barriers to Achieving the Goal 3

- Students' lack of ability to comprehend math material, interpret number sense, concepts and operations, interpret measurement, and think algebraically.

Plan to Monitor Progress Toward G4. 8

Ongoing classroom observations of teachers and student achievement in Mathematics.
Specialized direct instruction focused on the target population.

Person Responsible

Nadia Pierre

Schedule

Monthly, from 9/1/2014 to 6/30/2015

Evidence of Completion

- District Baseline and Interim Assessments
- 2014 End of Course Tests in Algebra and Geometry
- Teacher Assessment

G5. There will be an increase in student' Reading performance or maintained level performance. 1a

G050952

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	33.0

Resources Available to Support the Goal 2

- Pullout and remediation tutoring
- Professional development using research based strategies that increase student learning.

Targeted Barriers to Achieving the Goal 3

- Students' ability to comprehend, to interpret vocabulary words, phrases in context, applying reading skill, identifying main idea, plot, purpose, analyze fiction and nonfiction, compare and contrast, comprehend information in informational text and apply reference and research skills.

Plan to Monitor Progress Toward G5. 8

Ongoing classroom observations of teachers and student achievement in Reading.
Specialized direct instruction focused on targeted population.

Person Responsible

Nadia Pierre

Schedule

Monthly, from 9/1/2014 to 6/30/2015

Evidence of Completion

•District Baseline and Interim Assessments •2014 FCAT Reading Assessment •Teacher Assessments

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. There will be an increase in student Writing performance or maintained level performance. **1**

 G050948

G1.B1 Student's lack of explicit writing opportunities focusing on the ability to express higher order thinking techniques in writing **2**

 B127891

G1.B1.S1 Specialized direct instruction focused on the targeted population. **4**

 S139993

Strategy Rationale

Increase students' ability to master academic skills

Action Step 1 **5**

Identify target population

- Create mini lessons utilizing content from the FCAT Writes
- Monitor students' progress

Person Responsible

Nadia Pierre

Schedule

Monthly, from 9/1/2014 to 6/30/2015

Evidence of Completion

- Teacher Assessments
- 2014 FCAT Writes

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Specialized direct instruction focused on the targeted population.

Person Responsible

Nadia Pierre

Schedule

Monthly, from 9/1/2014 to 6/30/2015

Evidence of Completion

•Teacher Assessments •2014 FCAT Writes

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Ongoing classroom observations of teachers and student achievement in Writing.

Person Responsible

Nadia Pierre

Schedule

Monthly, from 9/1/2014 to 6/30/2015

Evidence of Completion

•Teacher Assessments •2014 FCAT Writes

G2. There will be an increase in student Social Studies performance or maintained level performance. 1

G050949

G2.B1 Students' lack of ability to comprehend, lack of a ability to interpret vocabulary words, phrases in context, applying reading skill, identifying main idea, plot, purpose, analyze fiction and nonfiction, compare and contrast, comprehend information in informational text and apply reference and research skills. 2

B127892

G2.B1.S1 Specialized direct instruction focused on the targeted population. 4

S139994

Strategy Rationale

Increase students' ability to master their skills.

Action Step 1 5

- Identify target population
- Create mini lessons utilizing content from the End of Course test in U.S. History
- Monitor students' progress

Person Responsible

Nadia Pierre

Schedule

Monthly, from 9/1/2014 to 6/30/2015

Evidence of Completion

- District Baseline and Interim Assessments •2014 End of Course Test in U.S. History
- Teacher Assessments

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Specialized direct instruction focused on targeted population.

Person Responsible

Nadia Pierre

Schedule

Monthly, from 9/1/2014 to 6/30/2015

Evidence of Completion

- District Baseline and Interim Assessments •2014 End of Course Test in U.S. History
- Teacher Assessments

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Ongoing classroom observations of teachers and student achievement in Social Studies.

Person Responsible

Nadia Pierre

Schedule

Monthly, from 9/1/2014 to 6/30/2015

Evidence of Completion

- District Baseline and Interim Assessments •2014 End of Course Test in U.S. History
- Teacher Assessments

G3. There will be an increase in student Science performance or maintained level performance. 1

 G050950

G3.B1 Students' inability to read and comprehend biologically scientific thinking questions. 2

 B127893

G3.B1.S1 Specialized direct instruction focused on the targeted population. 4

 S139995

Strategy Rationale

Increase students' ability to master their skills.

Action Step 1 5

- Identify target population
- Create mini lessons utilizing content from the End of Course Testing in Biology
- Monitor students' progress

Person Responsible

Nadia Pierre

Schedule

Monthly, from 9/1/2014 to 6/30/2015

Evidence of Completion

- District Baseline and Interim Assessments •2014 End of Course Test in Biology •Teacher Assessments

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Specialized direct instruction focused on the targeted population.

Person Responsible

Nadia Pierre

Schedule

Monthly, from 9/1/2014 to 6/30/2015

Evidence of Completion

•District Baseline and Interim Assessments •2014 End of Course Test in Biology •Teacher Assessments

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Ongoing classroom observations of teachers and student achievement in Biology.

Person Responsible

Nadia Pierre

Schedule

Monthly, from 9/1/2014 to 6/30/2015

Evidence of Completion

•District Baseline and Interim Assessments •2014 End of Course Test in Biology •Teacher Assessments

Plan to Monitor Fidelity of Implementation of G3.B1.S2 6

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Effectiveness of Implementation of G3.B1.S2 7

Person Responsible

Schedule

Evidence of Completion

G4. There will be an increase in student Math performance or maintained level performance. 1

 G050951

G4.B1 Students' lack of ability to comprehend math material, interpret number sense, concepts and operations, interpret measurement, and think algebraically. 2

 B127895

G4.B1.S1 Specialized direct instruction focused on the target population. 4

 S139998

Strategy Rationale

Increase students' ability to master their skills.

Action Step 1 5

Identify target population

- Create mini lessons utilizing content from the End Of Course Testing in Algebra and Geometry
- Monitor students' progress

Person Responsible

Nadia Pierre

Schedule

Monthly, from 9/1/2014 to 6/30/2015

Evidence of Completion

- District Baseline and Interim Assessments
- 2014 End of Course Tests in Algebra and Geometry
- Teacher Assessments

Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

Specialized direct instruction focused on the target population.

Person Responsible

Nadia Pierre

Schedule

Monthly, from 9/1/2014 to 6/30/2015

Evidence of Completion

District Baseline and Interim Assessments •2014 End of Course Tests in Algebra and Geometry •Teacher Assessments

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7

Ongoing classroom observations of teachers and student achievement in Mathematics.

Person Responsible

Nadia Pierre

Schedule

Monthly, from 9/1/2014 to 6/30/2015

Evidence of Completion

District Baseline and Interim Assessments •2014 End of Course Tests in Algebra and Geometry •Teacher Assessments

G5. There will be an increase in student' Reading performance or maintained level performance. 1

G050952

G5.B1 Students' ability to comprehend, to interpret vocabulary words, phrases in context, applying reading skill, identifying main idea, plot, purpose, analyze fiction and nonfiction, compare and contrast, comprehend information in informational text and apply reference and research skills. 2

B127896

G5.B1.S1 Specialized direct instruction focused on targeted population. 4

S139999

Strategy Rationale

Increase students' ability to master their skills.

Action Step 1 5

- Identify target population.
- Create mini lessons utilizing content from the Reading 2.0 FCAT.
- Monitor students' progress.

Person Responsible

Nadia Pierre

Schedule

Monthly, from 9/1/2014 to 6/30/2015

Evidence of Completion

•District Baseline and Interim Assessments •2014 FCAT Reading Assessment •Teacher Assessments

Plan to Monitor Fidelity of Implementation of G5.B1.S1 6

Specialized direct instruction focused on the target population.

Person Responsible

Nadia Pierre

Schedule

Monthly, from 9/1/2014 to 6/30/2015

Evidence of Completion

•District Baseline and Interim Assessments •2014 FCAT Reading Assessment •Teacher Assessments

Plan to Monitor Effectiveness of Implementation of G5.B1.S1 7

Ongoing classroom observations of teachers and student achievement in Reading.

Person Responsible

Nadia Pierre

Schedule

Monthly, from 9/1/2014 to 6/30/2015

Evidence of Completion

•District Baseline and Interim Assessments •2014 FCAT Reading Assessment •Teacher Assessments

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Identify target population •Create mini lessons utilizing content from the FCAT Writes • Monitor students' progress	Pierre, Nadia	9/1/2014	•Teacher Assessments •2014 FCAT Writes	6/30/2015 monthly
G2.B1.S1.A1	•Identify target population •Create mini lessons utilizing content from the End of Course test in U.S. History • Monitor students' progress	Pierre, Nadia	9/1/2014	•District Baseline and Interim Assessments •2014 End of Course Test in U.S. History •Teacher Assessments	6/30/2015 monthly
G3.B1.S1.A1	•Identify target population •Create mini lessons utilizing content from the End of Course Testing in Biology •Monitor students' progress	Pierre, Nadia	9/1/2014	•District Baseline and Interim Assessments •2014 End of Course Test in Biology •Teacher Assessments	6/30/2015 monthly
G4.B1.S1.A1	Identify target population •Create mini lessons utilizing content from the End Of Course Testing in Algebra and Geometry •Monitor students' progress	Pierre, Nadia	9/1/2014	•District Baseline and Interim Assessments •2014 End of Course Tests in Algebra and Geometry •Teacher Assessments	6/30/2015 monthly
G5.B1.S1.A1	•Identify target population. •Create mini lessons utilizing content from the Reading 2.0 FCAT. •Monitor students' progress.	Pierre, Nadia	9/1/2014	•District Baseline and Interim Assessments •2014 FCAT Reading Assessment •Teacher Assessments	6/30/2015 monthly
G1.MA1	Ongoing classroom observations of teachers and student achievement in Writing. Specialized direct instruction focused on the targeted population.	Pierre, Nadia	9/1/2014	•Teacher Assessments •2014 FCAT Writes	6/30/2015 monthly
G1.B1.S1.MA1	Ongoing classroom observations of teachers and student achievement in Writing.	Pierre, Nadia	9/1/2014	•Teacher Assessments •2014 FCAT Writes	6/30/2015 monthly
G1.B1.S1.MA1	Specialized direct instruction focused on the targeted population.	Pierre, Nadia	9/1/2014	•Teacher Assessments •2014 FCAT Writes	6/30/2015 monthly
G2.MA1	Ongoing classroom observations of teachers and student achievement in Social Studies. Specialized direct instruction focused on targeted population.	Pierre, Nadia	9/1/2014	•District Baseline and Interim Assessments •2014 End of Course Test in U.S. History •Teacher Assessments	6/30/2015 monthly
G2.B1.S1.MA1	Ongoing classroom observations of teachers and student achievement in Social Studies.	Pierre, Nadia	9/1/2014	•District Baseline and Interim Assessments •2014 End of Course Test in U.S. History •Teacher Assessments	6/30/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.MA1	Specialized direct instruction focused on targeted population.	Pierre, Nadia	9/1/2014	•District Baseline and Interim Assessments •2014 End of Course Test in U.S. History •Teacher Assessments	6/30/2015 monthly
G3.MA1	Ongoing classroom observations of teachers and student achievement in Biology. Specialized direct instruction focused on the targeted population.	Pierre, Nadia	9/1/2014	•District Baseline and Interim Assessments •2014 End of Course Test in Biology •Teacher Assessments	6/30/2015 monthly
G3.B1.S1.MA1	Ongoing classroom observations of teachers and student achievement in Biology.	Pierre, Nadia	9/1/2014	•District Baseline and Interim Assessments •2014 End of Course Test in Biology •Teacher Assessments	6/30/2015 monthly
G3.B1.S1.MA1	Specialized direct instruction focused on the targeted population.	Pierre, Nadia	9/1/2014	•District Baseline and Interim Assessments •2014 End of Course Test in Biology •Teacher Assessments	6/30/2015 monthly
G3.B1.S2.MA1	[no content entered]			once	
G3.B1.S2.MA1	[no content entered]			once	
G4.MA1	Ongoing classroom observations of teachers and student achievement in Mathematics. Specialized direct instruction focused on the target population.	Pierre, Nadia	9/1/2014	•District Baseline and Interim Assessments •2014 End of Course Tests in Algebra and Geometry •Teacher Assessment	6/30/2015 monthly
G4.B1.S1.MA1	Ongoing classroom observations of teachers and student achievement in Mathematics.	Pierre, Nadia	9/1/2014	District Baseline and Interim Assessments •2014 End of Course Tests in Algebra and Geometry •Teacher Assessments	6/30/2015 monthly
G4.B1.S1.MA1	Specialized direct instruction focused on the target population.	Pierre, Nadia	9/1/2014	District Baseline and Interim Assessments •2014 End of Course Tests in Algebra and Geometry •Teacher Assessments	6/30/2015 monthly
G5.MA1	Ongoing classroom observations of teachers and student achievement in Reading. Specialized direct instruction focused on targeted population.	Pierre, Nadia	9/1/2014	•District Baseline and Interim Assessments •2014 FCAT Reading Assessment •Teacher Assessments	6/30/2015 monthly
G5.B1.S1.MA1	Ongoing classroom observations of teachers and student achievement in Reading.	Pierre, Nadia	9/1/2014	•District Baseline and Interim Assessments •2014 FCAT Reading Assessment •Teacher Assessments	6/30/2015 monthly
G5.B1.S1.MA1	Specialized direct instruction focused on the target population.	Pierre, Nadia	9/1/2014	•District Baseline and Interim Assessments •2014 FCAT Reading Assessment •Teacher Assessments	6/30/2015 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget Rollup

Summary

Description	Total
Grand Total	0