Literacy Leadership Technology Academy South Bay

2021-22 Schoolwide Improvement Plan

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Literacy Leadership Technology Academy South Bay

1090 NE 30TH STREET NE, Ruskin, FL 33570

[no web address on file]

Demographics

Principal: Keri Sargent

Start Date for this Principal: 9/28/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School KG-8
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	18%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Black/African American Students* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: No Grade 2017-18: No Grade 2016-17: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	[Lucinda Thompson](#)
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).	

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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1090 NE 30TH STREET NE, Ruskin, FL 33570

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	**2020-21 Title I School**	**2020-21 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Combination School KG-8	No	18%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	Yes	58%

School Grades History

Year	2020-21
Grade	

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SIP Authority

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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. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

To empower a community of lifelong learners to lead the way in Literacy, Leadership and Technology.

NOTE: LLT Academy South Bay is a new charter school and completed its first year in 2020-21.

Provide the school's vision statement.

Literacy Leadership Academy South Bay will provide a safe, well maintained environment for both the students and staff. Our facilities team working in conjunction with our Leader In Me (LIM) Green Team Action Committee and LIM Environmental Committee will keep the school clean and green. Security will be a priority in following HB7069 regulations and systems will be monitored and maintained to keep our students, staff and school safe. The culture of LLT South Bay will be one of warmth and mutual respect between students, staff and parents. The administration will foster positive relationships amongst all stakeholders to make the school a place where everyone wants to be involved and has a high sense of ownership.
We fully believe all students can reach a level of academic success and social emotional well-being with a qualified, trained and caring staff. Success will be determined through measuring individual student gains during learning in the classroom curriculum, as well as gains made on standardized assessments. SEL outcomes will be monitored through our Mental Health Plan directives on file with the Charter Office. Data will be kept in both areas of learning (academic and SEL), analyzed and disaggregated by administration and instructional staff in order to make well informed decisions regarding students' progress. Regularly scheduled meetings will be held to discuss data results amongst stakeholders allowing for open discussion regarding policy, curriculum, instruction, programming, and desired outcomes in order to implement any changes needed for the benefit of the students served. All curriculum/programming will be research-based and in accordance with State Standards to give students the best opportunity to succeed both academically socially emotionally. All staff will continue to grow in their professional development
through training, self-assessment, and evaluation in order to offer the best education to the students and feel a sense of accomplishment within themselves.
Parents will be a key factor in the progress of their child. Literacy Leadership Technology Academy South Bay will provide multiple avenues for parents to receive all information pertinent to their child's educational success. We will encourage and provide resources for families to partner with the school staff to ensure positive student outcomes. Parent involvement through volunteering opportunities with LLT's PTSO, the Family Leader In Me school organization, as well as School Advisory Council, will be valued and appreciated by school staff as an indicator of commitment to their child's education. (No volunteer hours will be mandatory).
The school will replicate the Leader In Me through Franklin Covey that it currently uses at LLT Academy Tampa, which is a Covey Lighthouse School. This is a top down, all stakeholder immersion into what leadership means, how to lead oneself and then others, how to effectively communicate, set and accomplish goals and serve the community. The LLT culture in conjunction with LIM aids in a paradigm shift in one's thinking to understand how to ultimately take ownership and create opportunities in

one's life to better self, community, and society. The school will also be committed to technology eventually leading to a 1:1 device situation as it is currently at the original campus. Technology is used in all LLT learning through curricula, Google Classroom, Computer coursework, electives and beyond.

The school will combine all the pieces together to achieve long term success for not only the students that enter its doors, but also the staff. Consistent growth and not becoming comfortable with the status quo will ensure that best practice is at the forefront of the school's philosophy for success.

School Leadership Team

Membership
Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Logan, Lesley	Chief Education Officer /Principal	I am the founder and CEO of LLT Academy, Inc. I am also the current principal of LLT Academy South Bay. My current CEO responsibilities are to give strategic direction, design and implement plans, oversee and have input into budgeting, marketing and public relations, facilities oversight, track the organization's overall data and performance and establish the culture. My Principal duties are to create a vision and pathway for academic success for all stakeholders, cultivate a culture of leadership and inclusivity, manage school staff, monitor school data and processes, accountability and fidelity, improve instruction and student achievement/social-emotional well-being.

Demographic Information

Principal start date
Tuesday 9/28/2021, Keri Sargent

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
1

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
1

Total number of teacher positions allocated to the school
39

Total number of students enrolled at the school
697

Identify the number of instructional staff who left the school during the 2020-21 school year.
4

Identify the number of instructional staff who joined the school during the 2021-22 school year.
14

Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	71	72	72	71	85	84	124	118	0	0	0	0	0	697
Attendance below 90 percent	5	7	7	6	4	8	6	8	0	0	0	0	0	51
One or more suspensions	0	1	0	2	2	6	9	6	0	0	0	0	0	26
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	8	21	20	20	0	0	0	0	0	0	69
Level 1 on 2019 statewide FSA Math assessment	0	0	0	19	27	22	34	0	0	0	0	0	0	102
Number of students with a substantial reading deficiency	10	12	14	13	10	10	15	10	0	0	0	0	0	94

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	2	3	2	4	3	6	8	3	0	0	0	0	0	31

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	1	1	5	3	0	1	2	0	0	0	0	0	0	13
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated
Thursday 10/7/2021

2020-21 - As Reported

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

Indicator	Grade Level	Total
Number of students enrolled		
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA		
Course failure in Math		
Level 1 on 2019 statewide FSA ELA assessment		
Level 1 on 2019 statewide FSA Math assessment		

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

Indicator	Grade Level	Total
Students with two or more indicators		

The number of students identified as retainees:

Indicator	Grade Level	Total
Retained Students: Current Year		
Students retained two or more times		

2020-21 - Updated

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

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

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

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

The number of students identified as retainees:

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

Part II: Needs Assessment/Analysis

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

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement					57%	61%		59%	60%
ELA Learning Gains					56%	59%		56%	57%
ELA Lowest 25th Percentile					52%	54%		49%	52%
Math Achievement					55%	62%		57%	61%
Math Learning Gains					57%	59%		53%	58%
Math Lowest 25th Percentile					49%	52%		47%	52%
Science Achievement					50%	56%		51%	57%
Social Studies Achievement					77%	78%		79%	77%

Grade Level Data Review - State Assessments
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019					
Cohort Comparison						
04	2021					
	2019					
Cohort Comparison		0%				
05	2021					
	2019					
Cohort Comparison		0%				
06	2021					
	2019					
Cohort Comparison		0%				
07	2021					
	2019					
Cohort Comparison		0%				
08	2021					
	2019					
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019					
Cohort Comparison						
04	2021					
	2019					
Cohort Comparison		0%				
05	2021					
	2019					
Cohort Comparison		0%				
06	2021					
	2019					
Cohort Comparison		0%				
07	2021					
	2019					
Cohort Comparison		0%				
08	2021					
	2019					
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019					
Cohort Comparison						
08	2021					
	2019					
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

LLT Academy South Bay Uses the NWEA MAP (Measure of Academic Progress) for its progress monitoring tool. This assessment is given in the Fall, Winter, and Spring. We did not extrapolate the three subgroups from our overall data in the 2020-2021 School Year. I will disaggregate this data by cross referencing students and add this information into this living document by October 30, 2021. I am unable to do so by the due date of 10/8/21.

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	64	57	65
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	57	42	57
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 2				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	56	51	54
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	21	38	29
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 3				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	60	67	71
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	49	53	43
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 4				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	63	70	59
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	48	57	60
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	44	56	43
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	51	61	68
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	53	65	53
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 6				
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
English Language Arts	All Students	70	65	56
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
Mathematics	All Students	41	49	51
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 7				
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
English Language Arts	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
Mathematics	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
Civics	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 8				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	22	30	14	17	15	20					
ELL	38	28	20	29	22	20					
BLK	32	43	33	11			7				
HSP	53	48	18	43	31	27	22				
MUL	63	50		37	30						
WHT	56	56	31	42	25	31	44				
FRL	48	46	30	30	15	15	28				
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	38
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	64
Total Points Earned for the Federal Index	305
Total Components for the Federal Index	8
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	20
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	32
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	

Black/African American Students	
Federal Index - Black/African American Students	21
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

Hispanic Students	
Federal Index - Hispanic Students	38
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	

Multiracial Students	
Federal Index - Multiracial Students	45
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	

Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

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

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	34
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

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

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

The trends that became evident from reviewing the 2020-21data for our new school showed that we have many students who started with us behind academically across the grades and we need a solid plan to help our students increase in achievement. Our progress monitoring data showed growth in 9 categories across the grade levels in Math and Reading while 10 categories showed a decline and

two no growth or decline. The state assessment indicated low scores across all grade levels for Math and poor performance also in Reading with the exception of 3rd and 6th grade. Our K-2 MAP showed growth in both Reading and Math. It was also evident that the progress monitoring data, through NWEA MAP, and the FSA results were not aligning in Math. The MAP scores were higher than the FSA for all students. As a new school, this is our first year of data.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

N/A. LLT Academy South Bay was in its first year in 2020-21

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

The contributing factors were: A. A brand new school B. All new students transferring in from mostly low performing area schools. C. 90% of the teachers were new to LLT Academy (10% veterans transferred from our High Performing school) D. Covid caused a less than optimum learning environment with Face to Face at the same time teachers had to teach virtually. E. Students had more attendance issues due to quarantining and illness.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

NA

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

NA

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

NA

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

NA

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

NA

Part III: Planning for Improvement

Areas of Focus:

#1. Leadership specifically relating to Leadership Development		
Area of Focus Description and Rationale:	As a Franklin Covey Leader In Me School, leadership skills among both the staff and students is a key component to our program. In our first year, we spent time training teachers to understand the LIM program as it relates to student achievement and well-being. Students learn to understand through the LIM paradigms, that they themselves own their achievement and are taught first, to be a leader of themselves and then others. This instills confidence and a belief in their own abilities. They are taught to know and understand their own data through weekly data chats with their teachers. This school year, we will focus on the LIM 4DX process with the staff and students, which is a specific goal setting practice focusing on the needed area of improvement, both academic and personal. This strategic focus will allow the students to prioritize their needs and have a plan for how to achieve the need. This same strategy is also used by the whole staff to increase the achievements of the overall school.
Measurable Outcome:	The school through its LIM program sets a WIG (Widely Important Goal), which is an academic goal based on academic data from the previous year. This year our WIG is LLT Academy South Bay will increase its Overall Math achievement on the FSA by 10 points by May 2022. Each classroom sets a WIG also in their respective subjects. The elective teachers also set WIGs for their students based on vocabulary.
Monitoring:	As the FSA is only given once per year, we will use our MAP data and classroom wigs to gauge the outcomes in growth for our students. A WIG board will be created in a public space in the school for student grade levels to see their growth levels. This board is updated by the student leaders monthly per their classroom WIGS and after each MAP testing session in Fall, Winter and Spring. The students' achievements are celebrated by the staff and students when growth is reached.
Person responsible for monitoring outcome:	Lesley Logan (006226@hcps.net)
Evidence-based Strategy:	The strategy used will be the Franklin Covey 4 Disciplines of Execution (4DX Model) designed by Dr. Stephen Covey.
Rationale for Evidence-based Strategy:	Franklin Covey Leader in Me is an Evidence-based program, which is built around the Seven Habits of Highly Effective People, a program used throughout the world in successful corporations, and is highly recognized for positive transformation in student achievement. Our other LLT Academy school went from a C to an A in one year using the data driven program. It is also a CASEL approved program focusing on the social emotional well-being of students. The resources used are the Franklin Covey Leader In Me program complete with in-person multi-visit annual trainings, LIM student and staff materials, LIM website resources and a book study for staff beyond their seven habits training titled, The 4 Disciplines of Execution for Educators Achieving Your Wildly Important Goals.

Action Steps to Implement

Action Step One: August 2021- All new staff were trained by a Franklin Covey Consultant in the "Seven Habits of Highly Effective People". A.S. TWO: All Staff had Leader In Me training during 2021 In-Service. A.S. Three: The adult student Lighthouse team was formed in June 2021 to meet over the summer and ongoing through out the school year to set success goals in the three areas of LIM focus; Leadership, Culture and Academic Learning. This included the Academic Learning Team (Part of the Light House Team) who set the Math WIG based on the 20-21 FSA and MAP data for the 2021-2022 School Year. A.S. Five: share the school WIG with the staff and students and help teachers set their classroom WIGS

for their students working in each subject area. A.S. Six: Teachers and students, together, Progress monitor the classroom WIG and success toward reaching each goal points and build in celebrations for achievement. A.S. Seven: Students set personal academic goals in their leadership notebook to work on the area they individually need to strengthen. Students use I-Ready and have a set daily morning class (Class is called Goal Time and all students are scheduled into this 50 minute class) to work on their individual goals of Math or Reading. A.S. Eight: The Academic Team progress monitors the total outcomes quarterly of the School wide WIG and meets with core teachers in assessing their classroom WIG outcomes.

Person Responsible	Lesley Logan (006226@hcps.net)

#2. Instructional Practice specifically relating to Instructional Coaching

Area of Focus Description and Rationale:	This area of focus will be specifically on the teachers to help them use Evidence-based strategies in the classroom. It is evident from the data that all teachers need to understand and employ excellent classroom management in order to provide clear learning goals to their students, conduct knowledge application lessons, utilize scaffolding techniques, communicate high expectations, build relationships and understand the art of engaging students.
Measurable Outcome:	The successful implementation of this focus will ensure an increase in student learning for all students in the teacher's classroom. This, is turn, will produce increased student achievement as measured in focus one, Leadership and the Wildly Important Goals. There will also be an increase in teacher efficacy as seen through MAP growth scores and FSA VAM.
Monitoring:	This area of focus will be monitored through the Marzano Evaluation System with Highly Effective past teachers, now Assistant Principals and the Principal performing informal and formal evaluations. Evaluations will be entered into the iObservation System. Teachers will meet with Evaluators to discuss the outcomes of the classroom observations to discuss growth and set strategy for areas of improvement.
Person responsible for monitoring outcome:	Lesley Logan (006226@hcps.net)
Evidence-based Strategy:	The Art and Science of Teaching by Dr. Robert J Marzano will be the evidence-based program used for this area of focus.
Rationale for Evidence-based Strategy:	The Marzano methodology for teaching is a success proven program leading to better student outcomes and more highly effective building teachers.

Action Steps to Implement

Action Step One: On-going Training and Professional Development provided to teachers through our Marzano trained site-based coach.
Action Step Two: Data chats with teachers based on their data outcomes in conjunction with their classroom observations and coaching teachers to understand the relationship between the two.

Person Responsible	Lesley Logan (006226@hcps.net)

Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

School is not listed.

Part IV: Positive Culture & Environment

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

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

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

Our school culture is built around a staff and student leadership mode, Franklin Covey's Leader In Me (LIM). This is a top down, all stakeholder immersion into what leadership means, how to lead oneself and then
others, how to effectively communicate, set and accomplish goals and serve the
community. The LLT culture in conjunction with LIM aids in a paradigm shift in one's
thinking to understand how to ultimately take ownership and create opportunities in
one's life to better self, community, and society. The leadership model in our school has promoted self confidence in our students to know that they matter and they have ownership in their own education. They are learning that they have an important place not only in our school, but in their community. Our school was the top donor to ECHO food bank and Toys for a Kids Place last year. These drives were totally student driven and organized. Their sense of accomplishment was inspiring to our staff and parents. It is important to the school leadership and our governing board that our students and staff are happy and have a sense of wanting to be here, to contribute to the overall well-being of our school. With that in mind, we all work as one to have an inviting, relational, and productive school community.

The culture of our school is measured twice per year through the Franklin Covey Measurable Results Assessment. This assessment is given to all students, staff and parents. Scores are a culmination of all 3 sets of stakeholders. There are three main areas assessed; Leadership, Culture, and Academics. Within those three areas, they are further broken down as follows:

Leadership; Family Involvement, Staff Social/Emotional Teaching Readiness, and Student Leadership.
Culture: Supportive Environment, Student Engagement and Staff Satisfaction
Academics: Teacher Efficacy and Student-Led Achievement

The scoring mechanism is based on a percentile. Our school scored 74th percentile in Leadership, 76% in

Culture and 70% in Academics. These are very good scores for a first year School and we were praised by the Covey folks. The proven LIM schools with years of experience scored similarly in the Covid year and we outperformed some of the top LIM schools. This is a huge win for our school in its first year of operation. We intend to build on the momentum this school year as we work to improve our student's academic achievement. It is known that positive academic achievement can only exist when both staff and students feel cared for and heard and those are priorities in our school culture.

We also have a LIM family Engagement Team - this team trains and plans leadership events for our families so they too can be engaged in LIM with their children at home. It also provides a thorough understanding of the LIM program and how it can help their student own their education and have higher academic achievement and social/emotional well-being.

The physical environment of the school is clean, spacious and modern with flexible seating/learning options and collaboration spaces for flexibility, leadership, camaraderie and project-based learning.

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

The stakeholders responsible for promoting a positive culture at our school are the following:

LLT Academy, Inc. Governing Board
Lesley Logan - CEO/Principal
Tina Wood - AP, Teacher Growth and LIM Lighthouse Team Coordinator
Keri Sargent and Shana Flores - Assistant Principals, Discipline, MTSS and ELL Coordinator
ALL Support Staff - to support the infra-structure of our school for efficiency and
ESE Specialist and ESE Teachers - to manage our ESE program including all IEP/504 compliance and see that our SWD students are receiving their accommodations and best practices for student achievement.
ALL Instructional Staff - to increase student learning and academic achievement with fidelity for all children
Mike Clemmer - Facilities Manager - to keep a safe and clean physical environment for all
Diane Larue - Cafe Manager - to offer nutritious and delicious food choices to our School family
Leigh Stephens - School Nurse - To keep a healthy school environment and see to our students health needs
LLT SB PTSO - to support the school through fundraising and event planning
Parents - our families are our number one stakeholder as they choose to send their students to our school and we service their needs. They have a voice through the MRA (above) and the My Voice Matters Form on our website to provide feedback and get help for their students.
All LLT students - Their interactions with each other, their teachers and our staff dictate our daily school culture

Part V: Budget

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

1	III.A.	Areas of Focus: Leadership: Leadership Development				$32,431.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	6400	311-Subagreements up to $25,000	7831 - Literacy Leadership Technology Acad S Bay	Other Federal	697.0	$15,000.00
			Notes: Professional Development - Coaching subscription and consultant daily rate when training.			

	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	6400	311-Subagreements up to $25,000	7831 - Literacy Leadership Technology Acad S Bay	General Fund	697.0	$3,000.00
			Notes: Professional Development - Coaching subscription and consultant daily rate when training.			
	6400	510-Supplies	7831 - Literacy Leadership Technology Acad S Bay	Other Federal	697.0	$1,600.00
			Notes: Training guide books for use during coaching sessions and ongoing implementation in the classroom with students			
	6400	730-Dues and Fees	7831 - Literacy Leadership Technology Acad S Bay	Other Federal	697.0	$5,000.00
			Notes: Program licensing and website resources			
	5100	520-Textbooks	7831 - Literacy Leadership Technology Acad S Bay	Other Federal	697.0	$5,056.00
			Notes: Program consumable learning guides for students			
	5100	510-Supplies	7831 - Literacy Leadership Technology Acad S Bay	Other Federal	697.0	$280.00
			Notes: Shipping and handling for Student guides			
	5100	510-Supplies	7831 - Literacy Leadership Technology Acad S Bay	General Fund	697.0	$2,495.00
			Notes: Family Engagement Materials - Seven Habits of Highly Effective Families consumable participant guide			
2	**III.A.**	**Areas of Focus: Instructional Practice: Instructional Coaching**				**$3,250.00**
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	6400	730-Dues and Fees	7831 - Literacy Leadership Technology Acad S Bay	General Fund	697.0	$1,250.00
			Notes: Learning Sciences - licensing Full Package Marzano protocol and library for teacher instructional training including teaching methodology and evaluation			
	6400	311-Subagreements up to $25,000	7831 - Literacy Leadership Technology Acad S Bay	General Fund	697.0	$2,000.00
			Notes: Professional Development - training only in the Marzano Art and Science of Teaching. All teacher guide books were purchased in last years school budget.			
					Total:	**$35,681.00**