

Hillsborough County Public Schools

Literacy Leadership Technology Academy South



2023-24

Schoolwide Improvement Plan (SIP)

Table of Contents

SIP Authority and Purpose	3
I. School Information	6
II. Needs Assessment/Data Review	10
III. Planning for Improvement	15
IV. ATSI, TSI and CSI Resource Review	22
V. Reading Achievement Initiative for Scholastic Excellence	0
VI. Title I Requirements	0
VII. Budget to Support Areas of Focus	0

Literacy Leadership Technology Academy South Bay

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[no web address on file]

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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.

Provide the school's vision statement.

Literacy Leadership Technology Academy 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 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 (SEL) 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. Data will be kept in both areas of learning (Academic and Social/Emotional), analyzed, 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 and programming will be research based and in accordance with state standards to give students the best opportunity to succeed both academically and 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 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 Parent Teacher Student Organization and the Family Leader In Me Action Team, will be valued and appreciated by school staff as an indicator of commitment to their child's education. The school will use the Franklin Covey Leader in Me program to promote student well-being and positive academic outcomes. 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 ultimately take ownership and create opportunities in one's life to better self, community and society. The school is a one-to-one device school and technology is used in all LLT learning through curricula, Google Classroom, subject area coursework, electives and beyond. The school will combine all the pieces together to achieve long term success for not only the students, but the also the staff. Consistent growth and not becoming comfortable with the status quo will ensure best practice is at the forefront of the school's philosophy for success.

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Logan, Lesley		To provide strategic direction, program design and implementation, oversee and have input into budgeting, marketing and public relations, school growth, facilities oversight, data analysis, performance accountability planning, creating vision and a pathway for success for all stakeholders.
Sargent, Keri	Principal	Lead instructional staff, cultivate a culture of leadership and inclusivity, monitor school data and processes, provide instructional professional development, improve instruction and student achievement, monitor instructional fidelity and accountability, work with CEO on implementation plans, data driven changes and staffing.

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

Feedback is sought from all stakeholders through various surveys, staff meetings, and round tables. This feedback data is then used to make decisions for instruction, curriculum, student subgroup needs, policy and procedure changes.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The School Improvement Plan will be regularly monitored through School Leadership monthly meetings to review current student data and how it pertains to the SIP data. The Instructional staff will meet in weekly Professional Learning Communities to discuss student data, both anecdotal and recorded, with the subgroup listed in the SIP's ATSI being specifically addressed. Each student's state academic progress monitoring, which addresses the state standards, will be recorded in the school's Student Alignment Tracker (STAT). This student tracker is used to track all student subject grades, Progress Monitoring scores, other standardized tests scores (iReady, NWEA MAP), student Exceptional Student Education and/or English Language Learner designations as well as Multi-Tiered System of Support Tiers. Those students who fall in the lowest 25% quartile of the PM state testing will be resourced and monitored to assess for achievement gap growth. A private physical data wall will be implemented in the instructional training room for stakeholders to assess and provide feedback. The School Improvement Plan will be revised as necessary based on the data and feedback to ensure there is continuous improvement paying special attention to those listed in out ATSI subgroup.

Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

2023-24 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
2022-23 Title I School Status	No
2022-23 Minority Rate	60%
2022-23 Economically Disadvantaged (FRL) Rate	18%
Charter School	Yes
RAISE School	No
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL) Black/African American Students (BLK)* Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	14	12	16	14	21	13	25	18	133	
One or more suspensions	0	1	1	1	1	9	3	11	11	38	
Course failure in English Language Arts (ELA)	0	11	10	8	4	14	11	16	4	78	
Course failure in Math	0	6	2	12	2	16	4	9	4	55	
Level 1 on statewide ELA assessment	0	0	0	0	18	26	6	26	37	113	
Level 1 on statewide Math assessment	0	0	0	0	16	24	15	29	24	108	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	10	12	16	9	15	8	17	19	106	

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	5	7	14	13	31	13	27	35	145

Using the table above, complete the table below with the number of students identified retained:

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

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level	Total
Absent 10% or more school days		
One or more suspensions		
Course failure in English Language Arts (ELA)		
Course failure in Math		
Level 1 on statewide FSA ELA assessment		
Level 1 on statewide FSA Math assessment		
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.		

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level	Total
Students with two or more indicators		

The number of students identified retained:

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

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more school days	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	0	

The number of students by current grade level that had two or more early warning indicators:

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

The number of students identified retained:

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

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	44	51	53	49	51	55	52		
ELA Learning Gains				50			51		
ELA Lowest 25th Percentile				41			27		
Math Achievement*	45	50	55	42	41	42	38		
Math Learning Gains				52			24		
Math Lowest 25th Percentile				52			22		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*	44	48	52	34	48	54	27		
Social Studies Achievement*	81	65	68	88	57	59			
Middle School Acceleration	50	70	70		51	51			
Graduation Rate		83	74		44	50			
College and Career Acceleration		33	53		68	70			
ELP Progress	73	52	55	59	73	70	64		

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	54
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	381
Total Components for the Federal Index	7
Percent Tested	98
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	52
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	467
Total Components for the Federal Index	9
Percent Tested	99
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	31	Yes	2	1
ELL	43			
AMI				
ASN				
BLK	38	Yes	2	
HSP	53			
MUL	51			
PAC				
WHT	56			
FRL	52			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	35	Yes	1	
ELL	44			
AMI				
ASN				
BLK	38	Yes	1	
HSP	47			
MUL	49			
PAC				
WHT	58			
FRL	51			

Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	44			45			44	81	50			73
SWD	23			23			14	62			4	
ELL	28			29			15	80			6	73
AMI												
ASN												
BLK	34			28			36	68			5	
HSP	40			43			34	80	52		7	69
MUL	46			41			67				3	
PAC												
WHT	52			55			49	86	56		6	
FRL	40			41			38	84	47		7	80

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
All Students	49	50	41	42	52	52	34	88				59
SWD	15	32	32	17	43	46		60				
ELL	38	50	43	27	47	44		45				59
AMI												
ASN												
BLK	45	57	31	29	48	38	17					
HSP	44	46	39	38	50	45	26	82				55
MUL	57	50		36	52							
PAC												
WHT	53	50	47	49	54	68	44	95				
FRL	46	42	38	33	49	63	43	90				53

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	52	51	27	38	24	22	27					64
SWD	22	30	14	17	15	20						
ELL	38	28	20	29	22	20						64

2020-21 ACCOUNTABILITY 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	ELP Progress
AMI												
ASN												
BLK	32	43	33	11	0		7					
HSP	53	48	18	43	31	27	22					60
MUL	63	50		37	30							
PAC												
WHT	56	56	31	42	25	31	44					
FRL	48	46	30	30	15	15	28					63

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	63%	53%	10%	54%	9%
07	2023 - Spring	36%	47%	-11%	47%	-11%
08	2023 - Spring	45%	44%	1%	47%	-2%
04	2023 - Spring	39%	54%	-15%	58%	-19%
06	2023 - Spring	47%	47%	0%	47%	0%
03	2023 - Spring	44%	46%	-2%	50%	-6%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	23%	53%	-30%	54%	-31%
07	2023 - Spring	32%	36%	-4%	48%	-16%
03	2023 - Spring	51%	55%	-4%	59%	-8%
04	2023 - Spring	44%	59%	-15%	61%	-17%
08	2023 - Spring	65%	57%	8%	55%	10%
05	2023 - Spring	52%	53%	-1%	55%	-3%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	40%	41%	-1%	44%	-4%
05	2023 - Spring	51%	47%	4%	51%	0%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	83%	55%	28%	50%	33%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	95%	49%	46%	48%	47%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	79%	64%	15%	66%	13%

III. Planning for Improvement

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

After reviewing the data, it is clear that students with disabilities subgroup needs extra support beyond the Exceptional Student Education (ESE) accommodations and tiered Multi-Tiered System of Support (MTSS) they have been receiving. Students with disabilities have been in the underperforming category in both 2021 and 2022 at 22% and 15% respectively and this subgroup has shown an overall 7% decline, this puts them below the ESSA threshold of 41%. This subgroup is still feeling the effects of the stay at home order and hybrid learning from Covid. The academic gaps continued to widen for this group.

The black student subgroup has been in the underperforming category for English/Language Arts learning gains of the lowest 25th percentile in both 2021 and 2022 at 31% and 33% respectively and while this subgroup has shown an overall 2% increase, this puts them below the ESSA threshold of 41%. It is clear this subgroup needs extra support beyond the Multi-Tiered System of Support (MTSS) or need to be better identified for MTSS. This subgroup also is still feeling the effects of the stay at home order and hybrid learning from Covid. The academic gaps continued to widen for this group.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

In the 2022 assessments, reading showed the greatest decline for students in the students with disabilities subgroup. This subgroup is below the 41% threshold. As noted above students with disability are still feeling the effects of the stay at home order of 2020, hybrid learning for 2020-2021, and returning to only brick and mortar classroom environment for 2021-2022 after two years of significant changes to their services yet being expected to be at grade level.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Student data was not made available and was therefore unable to be compared.

Which data component showed the most improvement? What new actions did your school take in this area?

The black subgroup showed the most improvement in English/Language Arts learning gains by increasing 14% going from 43% to 57%.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

One potential area of concern is attendance based on the Early Warning System data from Part I.

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

- 1) Students with disabilities subgroup - increase in English/Language Arts achievement.
- 2) Black students subgroup - student engagement.
- 3) Student engagement: academics, culture, and leadership.

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. ESSA Subgroup specifically relating to Students with Disabilities**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed.

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Students with disabilities subgroup was identified as an area of focus based on the 35% for 2022 for Federal Percent of Points Index not meeting the 41%. Specifically, this subgroup showed a 15% English/Language Arts achievement for 2022 and 22% English/Language Arts achievement for 2021. This is a 7% decline.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Students with disabilities subgroup will go from 15% English/Language Arts achievement to 25% English/Language Arts achievement by May 2024. 1) The school obtained new curriculum based on the science of reading for all grade levels. 2) Prior to the start of the 2023-2024 school year, the school provided in-person training for the curriculum to all instructional staff and leaders. 3) The school changed the Exceptional Student Education service model to provide more intensive services to address the widest gaps in English/Language Arts for students with disabilities.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

This focus will be monitored by instructional staff formal and in-formal observations; professional learning community meetings held weekly by grade level; i-Ready and state testing completed three times year.

Person responsible for monitoring outcome:

Keri Sargent (keri.sargent@charter.hcps.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Using the science of reading curriculum provided, students with disabilities will increase English/Language Arts achievement.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Moving to a strong evidence-based curriculum encompassing both the Florida State Standards and the Science of Reading strategies will enable our teachers to better address the achievement gap for all students. The emphasis on phonics and phonemic awareness in the early grades will provide a strong foundation for all students to build reading skills taking them from learning to read to reading to learn. Our students with disabilities will benefit greatly from these strategies as they too require systematic and explicit instruction. These strategies will be specifically used for all grade-level students with disabilities students with gaps in the foundational instruction, which impedes their ability to work with grade-level texts and works.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

New curriculum researched and ordered based on the Science of Reading.

Person Responsible: Lesley Logan (lesley.logan@charter.hcps.net)

By When: August 2023

Professional Learning provided to all English/Language Arts teachers including Exceptional Student Education instructional staff on how to correctly use the new curriculum by the publishing consultants.

Person Responsible: Joanne Rutherford (joanne.rutherford@charter.hcps.net)

By When: August 2023

Assessment Data, both curriculum and standardized will be reviewed at the end of the first grading period to review outcomes for all subgroups. These reviews will occur after each grading period, but the first one is critical to address lack of growth early.

Person Responsible: Keri Sargent (keri.sargent@charter.hcps.net)

By When: October 2023

Exceptional Student Education Personnel to conduct a specific follow up to further review data for the students with disabilities subgroup to disaggregate the data aligned to their specific Individual Education Plan goals for English/Language Arts.

Person Responsible: Joanne Rutherford (joanne.rutherford@charter.hcps.net)

By When: October 2023

Follow up training provided if needed for any teacher not achieving an overall data improvement for students.

Person Responsible: Keri Sargent (keri.sargent@charter.hcps.net)

By When: November 2023

Further strategies employed for those students with disabilities students not showing improvement including reading interventionist working in conjunction with Exceptional Student Education teachers.

Person Responsible: Keri Sargent (keri.sargent@charter.hcps.net)

By When: November 2023

Team meetings with students with disabilities student families where growth is not occurring to go over the data and resource the family with strategies to use at home. The school will continue to stay in touch with the family for regular check-ins.

Person Responsible: Joanne Rutherford (joanne.rutherford@charter.hcps.net)

By When: November 2023

Exceptional Student Education Personnel to conduct a specific follow up to further review data for the students with disabilities subgroup to disaggregate the data aligned to their specific Individual Education Plan goals for English/Language Arts.

Person Responsible: Joanne Rutherford (joanne.rutherford@charter.hcps.net)

By When: October 2023

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Person Responsible: Joanne Rutherford (joanne.rutherford@charter.hcps.net)

By When: November 2023

#2. Positive Culture and Environment specifically relating to Other**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed.

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Student Engagement is a vital part of a school's positive culture and environment for all students and our SWD and black subgroups need to feel and believe they are an important part of our school culture. This will lead to a more positive environment in which for them to be able to thrive, grow, and attain academic success. LLT Academy students are taught engagement strategies through a leadership framework than encompasses Academics, Culture and Leadership. Engagement in this framework leads to self-actualization for the students to own their education and gives a sense of belonging, what they do matters. Typically, SWD students are not the ones leading the charge in student engagement and in shifting that mindset; we believe we can make a difference for our SWD students, which will also improve their academic engagement leading to higher achievement over all.

As a Franklin Covey Leader In Me (LIM) School, leadership skills among both the staff and students is a key component to our program. In a teacher's first year working in our school, we train them 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 which is helpful to the black subgroup. In focusing on the 4DX process with the staff and students, which is a specific goal setting practice pinpointing in on the needed area of academic improvement, the students will be able 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:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

The Academics component of the Leadership Framework is designed specifically for students to increase individual student achievement in an area of greatest academic need. Our goal is to improve the English/ Language Arts reading data for our students with disabilities (SWD) and black subgroups, that will be the focus within their leadership framework. While we have proven results from previous years that setting goals through the 4DX process produces results, we have not focused on a specific subgroup but the student body as a whole. We will disaggregate the subgroup data to get a precise picture of the how the strategy is working within the subgroups to get a more clarified picture of any changes need to occur in using the strategy.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

This area of focus will be monitored by the subgroup's classroom teachers through achievement on curriculum assessments and the state's STAR and FAST progress monitoring assessments. This data will be discussed and monitored by those teachers in their Professional Learning Communities as well as the Exceptional Student Education (ESE) instructional staff and reading interventionist. ESE Specialists, Reading Interventionist and Principals will further discuss the data. Findings will dictate any need for students to change their academic reading goal including changes when goals are met to proceed to a new higher percentage goal. Any changes needed to instruction and/or curriculum will also be discussed at the ESE Specialists, Reading Interventionist, and Administration level personnel.

Person responsible for monitoring outcome:

Keri Sargent (keri.sargent@charter.hcps.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

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 schools for student achievement. It is also a CASEL approved program as its program components of leadership naturally lead to positive well-being for our students. The resources used are the Franklin Covey Leader In Me program complete with in-person multi-visit annual professional learning 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.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

LLT Academy South Bay opened in 2020 with the Franklin Covey Seven Habits of Highly Effective People school-based program, Leader In Me . The program was developed by Dr. Stephen Covey in conjunction with a Principal in a failing traditional public school. With her help in understanding school culture and academic needs, Dr. Covey created the seven habits for school children. We have see how much the leadership habits and skills have helped our students grow in all aspects of their education as a whole child with data showing an overall increase in attendance, grades, and a decrease in behavior issues at our sister school. We opened when Covid struck. We are starting over to rebuild academic stamina, foundations, and achievement for our students while keeping them engaged in school learning and culture. Creating a positive school culture is key to helping students achieve and feel a sense of pride.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Train all new staff including instructional in the Franklin Covey Seven Habits of Highly Effective People.

Person Responsible: Keri Sargent (keri.sargent@charter.hcps.net)

By When: November 2023

Create a schedule with built-in time for teachers to lead students in the Leader In Me program.

Person Responsible: Keri Sargent (keri.sargent@charter.hcps.net)

By When: August 2023

Teachers help students create a Student Leadership Notebook encompassing the Framework, Academics – goal setting, Culture, and Leadership

Person Responsible: Keri Sargent (keri.sargent@charter.hcps.net)

By When: September 2023

Leader In Me on the agenda of Professional Learning Community weekly meetings to discuss successful implementation of the program as well as academic achievement.

Person Responsible: Keri Sargent (keri.sargent@charter.hcps.net)

By When: September 2023

Exceptional Student Education and Multi-Tiered System of Support teams meet with LIM Coordinator to discuss the subgroups of students and how they are progressing in LIM specifically including use of Leadership notebooks, LIM teams served on, and event management roles assigned. Any changes

needed for this subgroup as it relates to their successful inclusion in the Leader In Me program will be immediately implemented.

Person Responsible: Keri Sargent (keri.sargent@charter.hcps.net)

By When: September

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

The newly purchased Math and English Language Arts (ELA) curriculum (ELA based in the science of reading) and provided in-person training for all instructional staff prior to the start of the 2023-2024 school year. ESSER III grant funds were used to purchase the new curriculum.