



WELCOME TO
change



School Improvement Plan 2016-17

Lealman Innovation Academy

Michael A. Grego, Ed.D.
Superintendent

Pinellas County Schools



Vision and Direction

School Profile

Principal: Connisheia Mathews	SAC Chair: Neil Brickfield
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School Vision	Lealman Innovative Academy envisions a student-centered culture that connects the unique talents, skills, passions, attributes, and needs of learners to personalized learning opportunities so they are engaged and invested in their own journey towards mastery.
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School Mission	100% of Lealman Innovation Academy students will graduate prepared for college, career and life as young adults who are self-aware, self-confident, highly literate and ready to design and redesign their future as it unfolds.
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Total School Enrollment	% Ethnic Breakdown:					
	Asian %	Black %	Hispanic %	Multi-Racial %	White %	Other %
485	1.9%	55.3%	8.7%	3.5%	30.7%	%

School Grade	2016: No Grade	2015: No Grade	2014: No Grade	Title 1 School? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
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Proficiency Rates	ELA		Math		Science		Social Studies		Accel. Rate		Grad Rate	
	2016 %	2015 %	2016 %	2015 %	2016 %	2015 %	2016 %	2015 %	2016 %	2015 %	2016 %	2015 %
Proficiency All		.50%		0		3		0	NA	NA	NA	NA
Learning Gains All												
Learning Gains L25%												

Total Instructional Staff: 36	Total Support Staff: 38
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School Culture for Learning

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

School-wide Behavior Plan

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

School Leadership Team				
Position	First Name	Last Name	FT/PT	Years at Current School
Principal	Connisheia	Mathews	FT	1-3 years
Asst Principal	Valencia	Gore	FT	Less than 1 year
MTSS Coach	April	Rohrig	FT	4-10 years
Curriculum Specialist	Lorena	Conaway	FT	Less than 1 year
Behavior Specialist	Nicholas	Samuels	FT	Less than 1 year
Behavior Specialist	Lakeshia	Ross	FT	Less than 1 year
Guidance Counselor	Jaclyn	Infanzon	FT	1-3 years
Guidance Counselor	Shashondalyn	Samuels	FT	1-3 years
Other Guidance Counselor	Celeste	Thomas	FT	Less than 1 year

Lealman Innovation Academy ensures a safe learning environment through common school-wide expectations with a concentrated focus on restorative justice practices that supports all learners. LIA PBIS is embedded in all school wide practices.

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

Lealman Innovation Academy’s plan to transfer the school-wide expectations into the classroom involves professional development for all stakeholders. Teachers will be provided with professional development whole-group for common practices, tiered-support based on need, and follow-up with monitoring to ensure fidelity and continuous improvement. Lealman learners will also receive instruction, on-going re-teaching, and supports to understand, take ownership, and monitor the use of appropriate expectations. In addition, each grade level team will meet weekly to ensure equitable practices with the support, guidance, and leadership from the school-based leadership team and administrative team to ensure the use of impartial and proactive strategies to ensure success for all learners. The leadership team will embed professional development, data monitoring, action steps, and timelines within the common planning of teams, leadership meetings, and professional learning communities to address and take action to make improvements where needed and capitalize on strategies that have been successful by determining root causes and next steps.

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

LIA’s multi-system of support will be grounded in the work of identifying and defining behaviors and research-based practices that supports our learners. The use of broad terms and definitions will be modified to identify specific behaviors and or actions that need to be addressed. i.e. - defining what is a classroom disruption. The use of restorative practices will be our new framework that is embedded into all school teams with the emphasis of equity and proactive practices. The SBLT will establish, maintain, and monitor all MTSS practices and include the academic supports for intervention and enrichment to ensure teachers and learners are monitoring learner outcomes and supports needed for success.

Data-Based Problem Solving

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

A comprehensive school counseling program is in place to address all academic, social, and emotional needs of the learners at Lealman Innovation Academy. LIA also has a health and wellness committee that engages learners in ongoing practices to encourage overall physical health. Additionally, the Student Services team

meets regularly as a team and with the grade level teams to review the data and provide evidenced based intervention strategies.

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

LIA's utilizes school dashboard data, disparity gap data, common and cycle assessments, attendance data, healthy school data, and course progress reports to plan, monitor, create action steps (strategies), and evidence to measure success.

High Expectations for All

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

LIA's administrative team supports all staff members with ongoing professional development and resources. Administrators will use walkthroughs and observations to provide teachers with feedback. Personalized learning strategies will support an increase of academic rigor in the classroom as well as develop and foster a growth mindset for our learners.

School Culture / SWBP / Key Strategies

Goal 1: What is your primary goal and strategy to improve the overall culture, climate at your school?	
Goal: Increase learner agency and involvement in the educational process.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Involving learners and staff in ongoing development to include voice and choice in the educational decisions that are made as well as empowering learners to be advocates for themselves and others.	Principal and Assistant Principal
Goal 2: What is your primary goal and strategy for reducing the discipline and learning gaps between Black and Non-Black students in your school? You may also address other related subgroups if needed.	
Goal: Employ restorative practices school wide and ongoing progress monitoring for all at risk sub groups.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Utilize restorative practices to empower learners to resolve conflicts and engage in preventative strategies. This strategy has been demonstrated to strengthen campus communities, prevent bullying, and reduce student conflicts. Additionally, ongoing progress monitoring for all at risk sub groups will occur throughout the year with evidence based interventions being implemented as appropriate.	Guidance and Behavior Specialist



Standards-Based Instruction for Learning

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

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

All professional development options throughout the year are being aligned to key Marzano strategies and will facilitate instructional staff in developing and achieving the goals on their deliberate practice plans. All classroom teacher deliberate practice plans will focus on elements one and two of the Marzano evaluation model. The majority of staff for the 2015-2016 school year have achieved the Effective level on their

evaluations with goals to increase for next year. Learners demonstrated growth in reading overall, however the majority of learners are low readers and remain below grade level. Growth was seen with 64% of our students making gains on SRI from Cycle 1 to Cycle 2. Growth over 100+ points was made by 27% of our students.

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

Teachers will teach to and align project based learning to the level of the standard(s). Learners will engage with ECHO (technology platform) to identify the standards/benchmarks they will work on and monitor their progress. Rubrics are used to clearly identify increased rigor. Walkthrough data reflected a variety of stages of implementation of project based learning and student engagement. The goal is to be consistently use and improve at all levels.

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

Teachers measure learner performance on benchmarks aligned to state standards. In project based learning teachers use a variety of measures to document learner growth. In addition to district common assessments, teachers use teacher made assessments and grade projects for agency, oral communication, written communication, collaboration and individual assessment of knowledge and thinking.

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

Creative scheduling practices were employed in the 2015-2016 school year which allowed learners to engage in grade level academic courses while also participating in course recovery courses throughout the school day. Additionally, an Extended Learning Program (ELP) was offered for 2 hours every Tuesday and Thursday for the majority of the school year with dinner and bussing provided. Learners that were not on grade level or that were struggling in their current courses, had contact made with their families through phone calls and letters, encouraging participation in the ELP program. College and Career Assessments were done with 8th and 10th – 12th grades and a Career Fair was held.

Standards-Based Instruction / Key Strategies

Provide the following information on the key strategies that your school will use to increase the amount and quality of learning time. List the school-wide strategies that will be your focus for the coming year.

Instructional Strategy 1	
Personalized Learning	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Walkthrough observations, learning style inventories in Career Cruising, PLC minutes, and the components within ECHO will be used to monitor implementation.	Principal, Assistant Principal, Curriculum Specialist and MTSS Coach
Instructional Strategy 2	
Project Based Learning	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
It will be monitored through evidence in lesson plans and walkthrough data.	MTSS Coach and Curriculum Specialist

Instructional Strategy 3	
Restorative Practices	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Tracking data such as student advocate interactions, the use of circles by administration, and use of restorative timeout form by teachers.	Behavior Specialist, MTSS Coach and Assistant Principal



Collaboration for Professional Growth

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

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

The AdvancED staff input reflects growth needed in consistent common processes and engaging with all stakeholders. Culture building is an ongoing focus with open door policy, listening methods for teacher input and shared leadership. Monthly staff events will be planned to build collegiality.

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

Teachers are teamed by grade level with common planning. The school calendar includes a weekly PLC with a rotation of focus which includes Critical Friends – lesson planning, Cross functional team planning for common learners, review student data, examination of student work and push in student services team to discuss Tier II and III needs.

Professional Development

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

This past year was a year of change implementing project based learning and using the ECHO platform, as well as, personalized learning. School staff received intensive training last spring and summer with monthly follow up during the school year. Staff implemented new processes in varying degrees in addition to supporting each other in areas of need/expertise. Lealman Innovation Academy has also begun collaborating with Clearwater High School with students visiting to provide a program/event for our learners.

The next steps include additional project based learning and personalized learning training for returning and new teachers. Additional training includes a weekly PLC with a rotation of focus which includes Critical Friends – lesson planning, Cross functional team planning for common learners, review student data, examination of student work and push in student services team to discuss Tier II and III needs.

Provide a list of the key professional development opportunities that you have planned as part of your school’s sustained professional development model. Connect these trainings to a review of your classroom observation

data and teacher Deliberate Practice goals (ex. Marzano Key Instructional Elements, Culturally Responsive Instruction or Data Driven Instruction).

Targeted Trainings / Teacher and Staff Growth Areas

Key trainings planned for summer / fall related to teacher, staff growth needs.	When? Summer, Pre-School?	Participants? Targeted Group?	Expected Outcomes?
Personalized Learning	June 13-15	New Instructional	Implement PL in content area to support learner success
Think Forward – Project based Learning	June 20-23	Instructional personnel	Implement PBL to support learner achievement
Career Academy Model	June 14-15	Cross functional team	Integrate curriculum
New Tech Annual Conference	July 11-14	Instructional personnel + support staff and administration	Learn best practices to integrate in all content areas to support learner achievement
ECET2	July 19-20	MTSS Coach + academic and enrichment teachers	Share new learnings and align to goals and implementation
ESE Training in First Person Language; Universal Design for Learning	August	Instructional and para professionals	Focus on targeted areas for Best Practices in Inclusive Education (BPIE)
Character Education Conference – Tampa	June 22	Guidance; Behavior Specialist, Curriculum Specialist	Identify best practice strategies to plan and implement school wide
Preschool training	July 27 -28	Instructional staff	School/classroom set up for success



Family and Community Engagement

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

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

AdvancED **Parent** input reflected lowest scores regarding communication/meeting student needs: All of my child’s teachers keep me informed regularly of how my child is being graded (3.46); My child has administrators and teachers that monitor and inform me of his/her learning progress (3.59); and All of my child’s teachers meet his/her learning needs by individualizing instruction (3.68).

Ongoing communication with parents includes a flyer over the summer and inviting all families to our preschool event – Innovation Day, August 5, 2016 from 8:30-11:30. A morning of experiencing project based learning and culture building, community resources, walking the learner schedule, and meeting teachers is planned.

Each semester there will be two family events to engage learners and families in our project based, personalized learning and building school culture. “Get Up and Go” morning parent coffee sessions will continue and contain presentations on topics driven by parent input.

In addition, staff will mention attendance and academic progress when addressing behavior concerns with parents. The Social Worker will assist families with community resource assistance as needed. The Principal will include a reminder to parents to check grades in FOCUS once a week.

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

All teachers will participate in the Lealman Innovation Day during preschool to establish a positive introduction to families and learners. Teachers will send home an introduction letter to families the first week of school. Twice each semester a family night will be held to provide parents with a hands on opportunity to use the communication tools within FOCUS and ECHO to monitor learner progress as well as Family night will also provide families with an opportunity to learn strategies to support their child’s learning.

Family Engagement / Planning Inventory

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

Planning Inventory	Very few of our families	Some of our families	Most of our families	Nearly all of our families
Families who have a parent PORTAL account and password	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Families who regularly log onto PORTAL to check student grades / progress	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Families who are in regular contact with teachers in person or by phone, text or email	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Families who regularly visit the campus for meetings, conferences or school events	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Families who report feeling welcome when visiting the campus or contacting the school	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

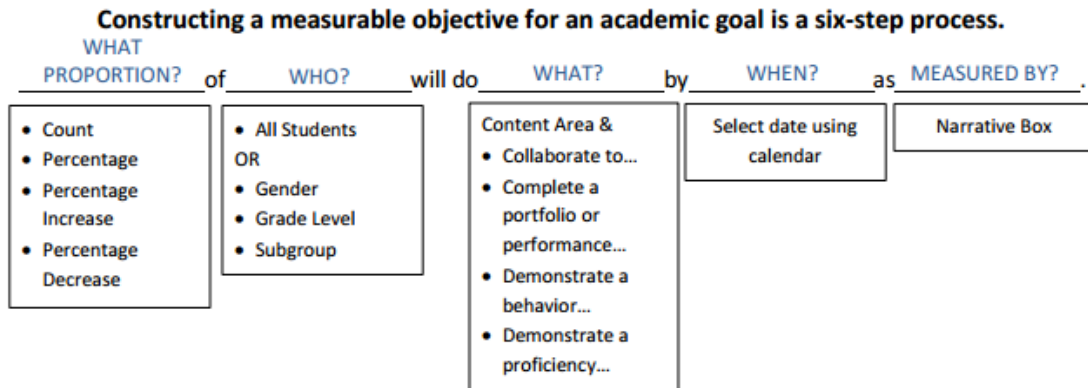
*Note: Please use your own school data resources or best estimates in completing this inventory.

Family Engagement / Key Strategies

Goal 1: What is your primary goal and strategy to build stronger connections with families and to link those efforts to student learning outcomes?	
Goal: Increase family engagement by offering a variety of methods/opportunities to engage families in their child’s education.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Establish positive first impressions with end of year communication. Mail a summer invitation to Innovation Day, August 5 – a preschool event to meet staff, tour the school and engage in fun project based activities and interact with a variety of community resources.	Guidance, Family and Community Liaison
Goal 2: What is your primary goal and strategy to increase your school’s involvement in the community by visiting family homes, neighborhood centers, taking part in community events or connecting to community resources?	
Goal: Connecting and inviting community resources to participate in our preschool event “Innovation Day” August 5, 2016.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Staff members will contact community resources and invite them to participate in Innovation Day.	Family Community Liaison

Section 2 – School Goals / Action Steps

Academic Goal



Please be sure that your goals are written as SMART goals. Provide actions and steps to implement those goals, including what your school will do to reduce potential barriers. Include a data source.

ELA / Reading Goal	Goal Manager: Department Chairperson and Curriculum Specialist
By Spring 2017, 40% of learners taking the ELA FSA exam will score a level of 3 or higher.	
Actions / Activities in Support of ELA Goal	Evidence to Measure Success

ELA and Reading teachers utilize data to differentiate and scaffold instruction to increase student performance	40% of learners will increase their Lexile level by 50 points as evidenced by SRI data.
Four school wide reading initiatives/strategies: 1. interactive word walls, 2. graphic organizers, 3. General Information Surrounding Text (GIST) for summarizing, 4. text marking; will be used in all classes. Professional development occurred during the second week of pre-school. Additional professional development will be provided during the year as needed.	Classroom walkthroughs SRI data FSA data

Mathematics Goal	Goal Manager: Department Chairperson and Curriculum Specialist
By spring 2017, 35% of learners taking the Math FSA or a Math EOC exam will score a level of 3 or higher.	
Actions / Activities in Support of Math Goal	Evidence to Measure Success
Mathematics teachers will utilize problem based learning along with cross curricular integration to seek real life application of math concepts.	Performance Matters data Content area formative and summative assessments (i.e. chapter and/or unit tests) project based evidence.
Mathematics teachers will utilize data to differentiate and scaffold instruction to increase student performance.	Performance Matters data Content area formative and summative assessments (i.e. chapter and/or unit tests) project based evidence.

Science Goal	Goal Manager: Department Chairperson and Curriculum Specialist
By Spring 2017, 40% of the learners taking the Science FSA or Biology EOC exam will score a level 3 of higher.	
Actions / Activities in Support of Science Goal	Evidence to Measure Success
Science teachers will use more visual resources (YouTube (Educational Channel), Brain Pop, Learn 360, etc.) to help students understand the material.	Performance Matters data Data Chats/Progress Monitoring Pre & Post Test Formative & Summative Assessments
Science teachers will use project based learning and personalized learning to increase student performance.	Performance Matters data Formative & Summative Assessments

Other School Goals*

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

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

Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)	
Goal Name: Social Studies	Goal Manager: Department Chairperson and Curriculum Specialist

By Spring of 2017, 25% of learners taking the Civics (Grade 7) and US History (Grade 11) EOC exam will score a level of 3 or higher.	
Actions / Activities in Support of Goal	Evidence to Measure Success
Project Based Learning will be used in the classroom.	Performance Matters (cycle 1 and 2) Project authenticity. Walkthrough data
Personalized Learning will be used in the classroom.	Performance Matters (cycle 1 and 2) Walkthrough data

Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)	
Goal Name: Healthy Schools Goal	Goal Manager: Administration
By Spring 2017, work toward Bronze Level recognition from the Alliance for a Healthier Generation	
Actions / Activities in Support of Goal	Evidence to Measure Success
<p>In 2015-16, LIA was eligible for national recognition in 0 out of 6 Alliance for a Healthier Generation’s Healthy Schools Program Assessment Module.</p> <p>For 2016-17 the Healthy School Team will review all assessment items to determine the most feasible item(s) to focus Improvement in one module to achieve recognition level, and then develop an action plan for that item(s) by Nov. 2016.</p> <p>Target 2016-17 is to become eligible for national recognition in 1 out of 6 Alliance for a Healthier Generation’s Healthy Schools Program Assessment Modules.</p>	By April 1, 2017, the Healthy School Team will edit the school’s Healthy School Program Assessment in the action plan item(s) to document improvement/achievement of one module that is now eligible for recognition.

Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)	
Goal Name: Career Technical Education (CTE) Certifications	Goal Manager: Department Chairperson and Curriculum Specialist
By Spring 2017, 60% of Career Technical Education (CTE) students taking industry certifications will pass.	
Actions / Activities in Support of Goal	Evidence to Measure Success
<p>CTE classes will offer opportunities for learners to obtain industry certifications.</p> <ul style="list-style-type: none"> • CTE Instructors will receive professional development/certification to provide industry certifications, • Information Technology (IT) Instructors will prepare top the 20% of Learners to pass IC3 (7th and 8th grade) and Microsoft Office Specialist application, MOS, (9th graders). • Culinary Arts Instructor provide instruction to prepare culinary students to pass industry certifications. 	Benchmark measures, test, quizzes, formative assessments, and certification results.

<ul style="list-style-type: none"> HVAC Instructor will provide instruction to prepare HVAC students to pass industry certifications. 	
Students will track their progress toward mastery of content	Learners use learning goals and scales along with project organizers to track their progress.

Academic Achievement Gap

Subgroup Goal (Black)	Goal Manager: Administrators, Mathews and Gore
By spring 2017, LIA will increase the number of black students passing core classes by 5% and reduce the percentage of black students with discipline referrals.	

Actions / Activities in Support of Black Goal	Evidence to Measure Success
Learners will have "Family Time" the last Friday of each month. Family time includes culture building, academic and behavior monitoring and break out groups to meet specific learner needs.	Learner reflections and surveys Academic and behavior data
Extended Learning Program – with dinner, academic tutoring and clubs	Attendance at ELP Academic and behavior data

Subgroup Goal (ELL)	Goal Manager:

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

Subgroup Goal (ESE)	Goal Manager: Department Chairperson and Curriculum Specialist
By spring 2017, 100% of ESE students will show a minimum of 50 points increase as measured by SRI Lexile scores.	

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

Subgroup Goal (If Needed) Enter Goal Name	Goal Manager:

Actions / Activities in Support of Goal	Evidence to Measure Success

Early Warning Systems (EWS) -- Data and Goals

Early Warning Indicator* (Number of students by grade level)	Grade 6th	Grade 7th	Grade 8th	Grade 9th	Grade 10th	School	
							#
Students scoring at FSA Level 1 (ELA or Math)	83	86	76	42	9	119	30.7
Students with attendance below 90 %	27	26	36	22	4	162	41.9
Students with excessive referrals**	46	45	47	21	1	301	77.7
Students with excessive course failures**	20	55	53	44	5	180	46.5
Students exhibiting two or more indicators	53	67	70	33	4	230	59.4

*Required per Section 1001.42(18)(a)2.,F.S. ** Definitions provided by district (may be different per level). Please provide the data by NUMBER (not percentage). Only use percentages in the final column as percentages of the entire student body. Data will be provided via School Profiles dashboard. Enter only relevant grade levels as needed per your school site.

EWS - Attendance

Attendance Goal	Please ensure that your goal is written as a SMART goal.	
By the end of the 2016-2017 school year, the average daily attendance will increase by 3% to 92%.		
Actions / Activities in Support of Attendance Goal	Evidence to Measure Success	
Quarterly recognition for improved attendance and 100% attendance.	Average daily attendance measures and individual student attendance data.	
Social Worker follows up on students identified by the Child Study team (i.e. home visits; referrals to a variety of agencies).	CST minutes	

EWS - Discipline

Discipline Goal	Please ensure that your goal is written as a SMART goal.	
By the end of the 2016-2017 school year, a 10% reduction in the number of referrals resulting in suspension from school.		
Actions / Activities in Support of Discipline Goal	Evidence to Measure Success	
Rename and restructure ISS process	Documentation of the rename and new processes.	
Restorative practices and character education strategies implemented	Discipline suspension data	

Discipline Goal – Other (as needed) Please ensure that your goal is written as a SMART goal.	
Specify	
By the end of the 2016-2017 school year, a 10% decrease in the number of bus Referrals from 311 to 280.	
Actions / Activities in Support of Goal	Evidence to Measure Success
Develop an intervention form and process to resolve minor issues so they do not result in a referral.	Bus Referral data
Ensure bus drivers assign learners a seat and change as necessary to prevent referrals.	Seating charts turned in

EWS – Academic Intervention

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

Lealman Innovation Academy is an Educational Alternative Services program offering project based learning and personalized learning to meet the needs of all learners. An extended learning program will be offered on Tuesdays and Thursdays after school with transportation provided for learners.

Early Intervention / Extended Learning Goal
Please ensure that your goal is written as a SMART goal
Goal: Increase student performance by providing Extended Learning Program to remediate and enrich learner success in the classroom and help meet graduation requirements.

Actions / Activities in Support of Goal	Evidence to Measure Success
Teachers will use project based and personalized learning in the classroom.	Walkthrough data and ECHO usage
Extended learning program offered on Tuesdays and Thursdays after school with transportation provided.	Student attendance, credit recovery and grades

Section 3 – Required Items / Resources

Instructional Employees

Current Instructional Staff Members			
# of Instructional Employees	36	% with advanced degrees	19.4
% receiving effective rating or higher		% first-year teachers	30.6
% highly qualified (HQT)*	0	% with 1-5 years of experience	22.2
% certified in-field**	100	% with 6-14 years of experience	25
% ESOL endorsed	30.6	% with 15 or more years of experience	22.2

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

Describe your school’s efforts to recruit and retain a highly qualified instructional staff.

<p>Administration will use the following to steps to recruit and retain teachers.</p> <ol style="list-style-type: none"> 1. Fill vacancies with teachers who are certified in the subject area needed and have experience working with at risk learners. 2. Assign a mentor or buddy to all new teachers to Lealman Innovation Academy. 3. Provide school wide professional development and refer teachers to appropriate resources and trainings.

SAC Membership

SAC Member / First Name	SAC Member / Last Name	Race	Stakeholder Group
Neil	Brickfield	White	Business/Community
Georgia	Woolums	White	Parent
Connisheia	Mathews	Black	Principal
Kurt	Schuller	White	Parent
Helen	Smith-Ramsey	Black	Parent
Dianna	King	White	Support Employee
Marsha	Morris	White	Parent
Robert	Ramsey	Black	Parent
Valencia	Gore	Black	Principal
Jackie	Infanzon	Hispanic	Other Instructional Employee

SAC Compliance

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

<input type="checkbox"/> Yes	<input type="checkbox"/> No (Describe the measures being taken to meet compliance below.)
Individual Phone call invitations; Newsletters, Phone messages, Emails, Marquee, Family Night, Open House, Title I Annual Meeting	

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

<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Committee Approval Date: 9/14/2016
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SBLT / MTSS Leadership Team

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

<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Chairperson: April Rohrig
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State Days / Intervals that Team meets below.
Bi-Weekly, Wednesdays at 8:00 AM

Budget / SIP Funds

Describe the projected use of school improvement funds and include the amount allocated to each project and the preparation of the school's annual budget plan.

We project a SIP budget of \$2,017.27

SIP funds will be used to purchase resources and provide professional development.
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