



Polk County Public Schools

LANGUAGE & LITERACY ACADEMY FOR LEARNING



2025-26 Schoolwide Improvement Plan

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School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

SIP Authority

Section (s.) 1001.42(18)(a), 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, F.S., by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S. Code (U.S.C.) § 6311(c)(2); 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, F.S., and as calculated under s. 1008.34(3)(b), F.S., 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, F.S.; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate.

SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

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.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

Accelerate growth in language, literacy, and social skills for students with special needs while engaging parents as partners in education.

Provide the school's vision statement

We envision a future where we work hand in hand with the Florida Department of Education and the Polk County School District to bridge the achievement gap between students with disabilities and their non-disabled peers. Together, we strive to elevate graduation rates for all students, empowering them to pursue post-secondary education or enter the workforce with confidence.

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Tandria Callins

tandria.callins@llalschool.org

Position Title

CEO/Principal

Job Duties and Responsibilities

Oversight of finances and operations of school. Specifically, I provide direct oversight over the NSLP, Therapy, Social Work, Counselors, Facilities, LEA Facilitators, and Transition Services. The Assistant Principal oversees transportation, behavior, instructional staff, support staff, and billing.

2. Stakeholder Involvement

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 (20 U.S.C. § 6314(b)(2), ESEA Section 1114(b)(2)).

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

LLAL demonstrates a robust and comprehensive approach to stakeholder engagement, effectively utilizing various platforms for communication and input gathering.

Communication Platforms

LLAL leverages multiple channels to ensure broad dissemination of information to its stakeholders. These platforms include Brightwheel, School Messenger, Newsletters, and Social Media. This multi-channel strategy is crucial for reaching diverse segments of the school community and ensuring consistent communication.

Input Gathering Strategies

For gathering valuable input from stakeholders, LLAL employs a variety of direct interaction methods. These include monthly parent engagement nights, public board meetings, agency fairs, quarterly conference nights, and Title I sponsored events and activities. Newsletters also serve a dual purpose, acting as a channel for both communication and input collection. This diverse set of initiatives creates numerous opportunities for stakeholders to provide feedback and contribute to the school's direction.

Strategic Vision for Engagement

Notably, LLAL has developed a strategic 5-year plan (time for another one), specifically aimed at increasing stakeholder engagement. This proactive and forward-thinking approach underscores the organization's commitment to sustained improvement and collaborative decision-making over the long term.

Data-Driven Input

As a Cognia accredited organization, LLAL benefits from access to a range of surveys. The organization utilizes multiple versions of these surveys to gather structured and quantifiable input from stakeholders regarding the school improvement plan. This data-driven methodology is essential for identifying specific needs, tracking progress, and making informed decisions.

LLAL's well-established systems for both communication and input collection, supported by a strategic long-term plan and data-driven insights, position the organization effectively for continuous

improvement in stakeholder engagement.

3. 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 academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

LLAL is committed to the continuous improvement of its educational outcomes, particularly in increasing student achievement in meeting state academic standards and closing achievement gaps. To ensure the School Improvement Plan (SIP) is effectively implemented and achieves its intended impact, a systematic and ongoing monitoring and revision process will be in place, as mandated by 20 U.S.C. § 6314(b)(3) and ESEA Section 1114(b)(3). As an accredited charter school, continuous improvement is deeply embedded in the organization's blueprint.

Regular Monitoring for Effective Implementation and Impact

The SIP will be regularly monitored through a multi-faceted approach to assess both the fidelity of implementation and its impact on student achievement.

1. Frequent Data Review Cycles:

- **Quarterly Leadership Team Data Review:** The leadership team will conduct quarterly reviews of student and teacher data. This rigorous review will analyze progress on key SIP goals and action steps, focusing on both leading indicators (e.g., teacher implementation of new strategies, attendance at intervention programs) and lagging indicators (e.g., benchmark assessment scores, formative assessment data).
- **Monthly/Bi-Monthly Data Meetings:** The School Leadership Team, along with relevant department heads and grade-level teams, will convene regularly (e.g., monthly or bi-monthly) to review progress on key SIP goals and action steps.
- **Achievement Gap Focus:** Specific attention will be paid to disaggregated data for all student subgroups, particularly those identified as having the greatest achievement gaps (e.g., students with disabilities, English learners, economically disadvantaged students, specific racial/ethnic groups). Monitoring will track their progress against state academic standards and the effectiveness of targeted interventions.
- **Intervention Effectiveness:** Data from specific interventions outlined in the SIP will be closely monitored to determine their efficacy for students with achievement gaps. This includes tracking participation rates, progress monitoring data, and outcomes for students receiving additional support.

2. Professional Development and Instructional Support:

- As a UnSig school, LLAL has partnered with FDLRS and completed a BPIE for the 2023-2024 academic year. LLAL will build upon the professional development learned during the previous year, which focused on Direct Instruction.
- For the 2024-2025 academic year, the primary professional development focus for staff will be on Universal Design for Learning (UDL). This will ensure that instructional practices are inclusive and accessible to all students.
- LLAL will continue to collaborate with other district personnel to access necessary resources and support for staff certification, enhancing the qualifications and expertise of its educators.

3. **Classroom Observations and Instructional Rounds:**

- **Regular Walkthroughs:** School leaders will conduct frequent, informal classroom walkthroughs to observe the implementation of instructional strategies and programs outlined in the SIP. These observations will provide qualitative data on fidelity of implementation and identify areas where teachers may need additional support or professional development.
- **Instructional Rounds:** Structured instructional rounds involving a team of educators (administrators, instructional coaches, lead teachers) will be conducted periodically to gather deeper insights into teaching practices and student learning experiences related to SIP goals. Feedback from these rounds will inform ongoing professional learning.

4. **Stakeholder Feedback Loops:**

- **Quarterly Conference Nights:** These events will serve as opportunities to discuss student progress with parents and families, gathering their insights on the effectiveness of school programs and supports.
- **Monthly Parent Engagement Nights:** These gatherings will include dedicated time for updates on SIP progress and open forums for parents to provide feedback on initiatives.
- **Student Feedback (Secondary Schools):** Student councils, focus groups, and surveys will be utilized to gather student perspectives on their learning experiences, the effectiveness of new programs, and areas where they feel additional support is needed. This is particularly crucial for secondary schools where student input is mandatory.
- **Staff Surveys and Meetings:** Regular staff meetings and internal surveys will provide avenues for teachers and school staff to share their experiences with SIP implementation, identify successes, and highlight challenges.
- **Title I Meetings:** During Title I meetings, LLAL will share pertinent information with parents and students, providing meaningful resources and tools that will assist families in improving students' academic performance. This also serves as a critical avenue for gathering feedback on family engagement strategies.

5. **Annual Comprehensive Review:**

1. At the end of each academic year, a comprehensive review of the SIP's implementation

and impact will be conducted. This review will analyze all collected data (academic, attendance, discipline, stakeholder feedback) against the established goals and benchmarks.

2. This annual review will specifically assess the extent to which the SIP has contributed to increasing the achievement of all students in meeting state academic standards, with a particular emphasis on narrowing achievement gaps for identified subgroups.

Revising the Plan for Continuous Improvement

The SIP is a living document, designed to be flexible and responsive to the evolving needs of the school community. The SIP plan will be reviewed and revised on a **quarterly basis** based on stakeholder feedback, ensuring continuous improvement.

1. Data-Driven Decision Making:

1. Findings from the quarterly leadership team data reviews, monthly/bi-monthly data meetings, classroom observations, and the annual comprehensive review will directly inform revision decisions. If data indicates that a particular strategy is not yielding the desired results, or if an achievement gap persists despite interventions, the plan will be adjusted accordingly.
2. For example, if data shows insufficient progress for a specific subgroup in math, the SIP might be revised to include new instructional materials, targeted professional development for teachers, or additional pull-out support programs for those students.

3. Incorporating Stakeholder Feedback:

1. **Formal Feedback Mechanisms:** Input gathered through Cognia surveys (multiple versions used), public board meetings, parent engagement nights, Title I meetings, and student/staff feedback sessions will be systematically collected, analyzed, and synthesized.
2. **SIP Committee Review:** The School Improvement Planning Committee, comprising representatives from all stakeholder groups, will play a central role in reviewing the synthesized feedback. This committee will discuss the implications of the feedback for the current plan and propose necessary revisions.
3. **Collaborative Revision Workshops:** When significant revisions are needed, workshops or dedicated meetings will be held with relevant stakeholder groups to collaboratively brainstorm solutions and refine action steps. This ensures that revisions are not only data-informed but also reflect the collective wisdom and buy-in of the community.
4. **Transparency:** All revisions, along with the rationale behind them (e.g., based on student data, stakeholder feedback), will be clearly communicated to the entire school community through newsletters, school messenger, and public board meeting summaries.

5. Strategic 5-Year Plan Alignment:

- Revisions to the annual SIP will always be considered within the context of LLAL's strategic 5-year plan for increasing stakeholder engagement. This ensures that immediate adjustments contribute to the long-term vision of continuous improvement and deeper community involvement.

By embedding these rigorous monitoring and revision practices, LLAL ensures that its SIP remains a dynamic and effective tool for driving continuous improvement in student achievement, particularly for those students with the greatest achievement gaps, and fosters a collaborative environment where all stakeholders contribute to the school's success.

C. Demographic Data

2025-26 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	COMBINATION PK-12
PRIMARY SERVICE TYPE (PER MSID FILE)	SPECIAL EDUCATION
2024-25 TITLE I SCHOOL STATUS	YES
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	100.0%
CHARTER SCHOOL	YES
RAISE SCHOOL	NO
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	CSI
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2024-25 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)* WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)*
SCHOOL IMPROVEMENT RATING HISTORY	2024-25: COMMENDABLE 2023-24: MAINTAINING 2022-23: 2021-22: MAINTAINING 2020-21:

D. Early Warning Systems

1. Grades K-8

Current Year 2025-26

Using 2024-25 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	
School Enrollment	23	26	22	27	31	15	26	41	48	259
Absent 10% or more school days										0
One or more suspensions										0
Course failure in English Language Arts (ELA)										0
Course failure in Math										0
Level 1 on statewide ELA assessment				23	29	11	20	38	44	165
Level 1 on statewide Math assessment				19	20	5	15	32	35	126
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	23	26	22	27						98
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	23	26	22	27	31					129

Current Year 2025-26

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	23	26	22	27	31	15	26	41	48	259

Current Year 2025-26

Using the table above, complete the table below with the number of students 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	0
Students retained two or more times	0	2	0	3	2	3	4	2	5	21

Prior Year (2024-25) As Last Reported (pre-populated)

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
One or more suspensions										0
Course failure in English Language Arts (ELA)										0
Course failure in Math										0
Level 1 on statewide ELA assessment										0
Level 1 on statewide Math assessment										0
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Prior Year (2024-25) As Last Reported (pre-populated)

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

Prior Year (2024-25) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year										0
Students retained two or more times										0

2. Grades 9-12 (optional)

Current Year (2025-26)

Using 2024-25 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
	9	10	11	12	
School Enrollment					0
Absent 10% or more school days					0
One or more suspensions					0
Course failure in English Language Arts (ELA)					0
Course failure in Math					0
Level 1 on statewide ELA assessment					0
Level 1 on statewide Algebra assessment					0

Current Year (2025-26)

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
	9	10	11	12	
Students with two or more indicators					0

Prior Year (2024-25) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Absent 10% or more school days					0
One or more suspensions					0
Course failure in English Language Arts (ELA)					0
Course failure in Math					0
Level 1 on statewide ELA assessment					0
Level 1 on statewide Algebra assessment					0

Prior Year (2024-25) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Students with two or more indicators					0

Prior Year (2024-25) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Retained students: current year					0
Students retained two or more times					0

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

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.

Data for 2024-25 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	14	55	61	4	52	58	12	48	53
Grade 3 ELA Achievement	5	60	62	0	56	59	9	52	56
ELA Learning Gains	55	57	61	49	56	59			
ELA Lowest 25th Percentile	70	54	55	75	51	54			
Math Achievement*	14	54	62	2	51	59	11	49	55
Math Learning Gains	51	56	60	35	55	61			
Math Lowest 25th Percentile	62	53	53	48	50	56			
Science Achievement	13	50	57	3	49	54	12	47	52
Social Studies Achievement*	18	73	74	10	74	72	32	68	68
Graduation Rate	100	55	72		55	71		54	74
Middle School Acceleration		69	75		62	71		61	70
College and Career Acceleration	7	53	56		46	54		39	53
Progress of ELLs in Achieving English Language Proficiency (ELP)		60	61	20	54	59	13	50	55

*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.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2024-25 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL FPPI – All Students	37%
OVERALL FPPI Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	5
Total Points Earned for the FPPI	409
Total Components for the FPPI	11
Percent Tested	94%
Graduation Rate	100%

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
37%	25%	17%	25%	33%		13%

* Any school that was identified for Comprehensive or Targeted Support and Improvement in the previous school year maintained that identification status and continued to receive support and interventions in the 2020-21 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

** Data provided for informational purposes only. Any school that was identified for Comprehensive or Targeted Support and Improvement in the 2019-20 school year maintained that identification status and continued to receive support and interventions in the 2021-22 school year. In April 2021, the U.S. Department of Education approved Florida's amended waiver request to keep the same school identifications for 2020-21 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2024-25 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%
Students With Disabilities	37%	Yes	5	
English Language Learners	23%	Yes	5	5
Black/African American Students	33%	Yes	5	
Hispanic Students	35%	Yes	5	
White Students	44%	No		
Economically Disadvantaged Students	37%	Yes	5	

D. 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.

2024-25 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	14%	5%	55%	70%	14%	51%	62%	13%	18%		100%	7%	
Students With Disabilities	14%	5%	55%	70%	14%	51%	62%	13%	18%		100%	7%	
English Language Learners	11%		32%		12%	48%		10%					
Black/African American Students	6%		48%	58%	8%	52%	67%	15%	6%				
Hispanic Students	12%		51%	69%	13%	51%	65%	9%	13%				
White Students	23%		70%	82%	17%	48%		23%					
Economically Disadvantaged Students	14%	5%	55%	70%	14%	51%	62%	13%	18%		100%	7%	

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	4%	0%	49%	75%	2%	35%	48%	3%	10%				20%
Students With Disabilities	4%	0%	49%	75%	2%	35%	48%	3%	10%				20%
English Language Learners	0%		60%		0%	26%							20%
Black/African American Students	3%		42%		0%	39%	30%	0%					
Hispanic Students	0%		50%	82%	2%	35%	60%	0%	7%				21%
White Students	9%	0%	45%		5%	38%		8%					
Economically Disadvantaged Students	5%	0%	49%	75%	2%	35%	48%	3%	10%				20%

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 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	12%	9%			11%			12%	32%				13%
Students With Disabilities	12%	9%			11%			12%	32%				24%
English Language Learners	7%				7%								24%
Black/African American Students	11%				11%			12%					
Hispanic Students	9%				5%			6%	36%				25%
White Students	16%				16%								
Economically Disadvantaged Students	12%	9%			10%			12%	32%				24%

E. 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.

SUBJECT	GRADE	2024-25 SPRING				
		SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	10	8%	49%	-41%	58%	-50%
ELA	3	5%	50%	-45%	57%	-52%
ELA	4	20%	47%	-27%	56%	-36%
ELA	5	10%	47%	-37%	56%	-46%
ELA	6	14%	53%	-39%	60%	-46%
ELA	7	4%	46%	-42%	57%	-53%
ELA	8	0%	44%	-44%	55%	-55%
ELA	9	13%	48%	-35%	56%	-43%
Math	3	0%	53%	-53%	63%	-63%
Math	4	10%	53%	-43%	62%	-52%
Math	5	10%	46%	-36%	57%	-47%
Math	6	0%	50%	-50%	60%	-60%
Math	7	0%	33%	-33%	50%	-50%
Math	8	24%	37%	-13%	57%	-33%
Science	5	20%	45%	-25%	55%	-35%
Science	8	0%	36%	-36%	49%	-49%
Civics		14%	59%	-45%	71%	-57%
Biology		9%	62%	-53%	71%	-62%
Algebra		0%	33%	-33%	54%	-54%
Geometry		0%	38%	-38%	54%	-54%
History		* data suppressed due to fewer than 10 students or all tested students scoring the same.				

2024-25 WINTER						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra		6%	10%	-4%	16%	-10%
2024-25 FALL						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra		0%	16%	-16%	18%	-18%

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

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

Most Improvement

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

Based on the provided accountability data for 2024, and 2025, LLAL has demonstrated notable improvements in student achievement across several key academic areas from 2024 to 2025. While these gains are encouraging, the school's absolute achievement scores remain below district and state averages, indicating a continued need for focused effort.

Key Improvements (2024 to 2025):

English Language Arts (ELA): ELA Achievement scores improved from 4% in 2024 to 14% in 2025. Grade 3 ELA Achievement also saw an increase, rising from 0% in 2024 to 5% in 2025. Overall ELA Learning Gains improved by 6 points, from 49% in 2024 to 55% in 2025.

- **Mathematics:** Math Achievement scores significantly improved from 2% in 2024 to 14% in 2025. Overall Math Learning Gains showed the most substantial increase, rising by 16 points from 35% in 2024 to 51% in 2025.
- **Science:** Science Achievement scores improved by 10 points, from 3% in 2024 to 13% in 2025.
- **Social Studies:** Social Studies Achievement scores increased by 8 points, from 10% in 2024 to 18% in 2025.

Actions Employed to Support Improvements: LLAL attributes these positive shifts to targeted interventions and collaborative efforts. Specifically, the school utilized **Math 180 and Waggle 180 as supplemental interventions** to support student learning. Furthermore, the leadership team conducted **weekly Professional Learning Communities (PLCs)** where collaboration between **ESE facilitators and therapists** emphasized students' Individualized Education Program (IEP) goals and objectives, ensuring tailored support for students with disabilities.

Resources and Strategies to Address Needs (2025-2026 Focus): LLAL will continue to leverage its existing and planned resources, including the **Universal Design for Learning (UDL)** focus for professional development, **quarterly leadership team data reviews**, and the continued support from **Mental Health Therapists, ST, OT, OT, Social Workers, Guidance Counselors, Registered Behavior Technicians (RBTs), and Board Certified Behavior Analysts (BCBAs)**. The **"In our NEST, We Rise Together"** PBIS initiative will also support a positive learning environment

conducive to academic growth. By building on the successes of 2025 and maintaining a data-informed approach, LLAL is committed to further accelerating student achievement and closing remaining gaps.

Lowest Performance

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

Based on the comprehensive accountability data spanning 2024, and 2025, LLAL has achieved encouraging progress in student academic performance across several subjects from 2024 to 2025. However, while positive shifts are evident, the school's overall achievement scores still require substantial elevation to align with district and state averages, with **ELA demonstrating the least improvement** among the core subjects.

Ongoing Priority Needs and Targeted Focus: Despite the recent improvements, LLAL's primary objective remains to significantly elevate overall student achievement across all core academic subjects to meet state academic standards and narrow existing achievement gaps.

- **Critical ELA Focus: ELA will continue to be an area of targeted focus for LLAL's students and teachers.** The data indicates that the **majority of students are at least two grade levels behind in reading**, lacking basic foundational language and reading skills. This profound deficit necessitates sustained, intensive intervention.
- **Boosting Overall Mathematics Achievement:** While significant gains were made, absolute achievement levels necessitate further growth.
- **Increasing Overall Science Achievement:** Sustained effort is required to bring scores closer to district and state performance.
- **Substantially Improving Social Studies Achievement:** This area, though showing improvement, still presents a notable gap compared to state averages.

Strategic Resources and Future Focus (2025-2026): LLAL will build upon its recent successes by leveraging its established resources and planned initiatives. The **Universal Design for Learning (UDL)** will be a central focus for professional development in 2025-2026, aiming to make instruction more accessible and effective, particularly for foundational reading skills. **Quarterly leadership team data reviews** will continue to drive instructional adjustments, with a heightened emphasis on ELA progress. Furthermore, ongoing support from **Mental Health Therapists, SLPs, OTs, PTs, Social Workers, Guidance Counselors, Registered Behavior Technicians (RBTs), and Board Certified Behavior Analysts (BCBAs)** will provide specialized expertise. The **"In our NEST, We Rise Together" PBIS initiative** will continue to cultivate a positive learning environment, which is foundational for academic growth. Through these integrated efforts, LLAL is committed to accelerating student achievement and closing all remaining gaps, with a concentrated effort on foundational ELA skills.

Greatest Decline

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

LLAL improved in all areas. No declines noted.

Greatest Gap

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.

Social Studies Achievement is critically low (18% in 2025, 10% in 2024) compared to district (73%, 74%, and state (74%, 72%) averages, representing one of the largest achievement gaps relative to state performance. **majority of students are at least two grade levels behind in reading**, lacking basic foundational language and reading skills. This profound deficit necessitates sustained, intensive intervention.

EWS Areas of Concern

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

Continuing Priority Needs: Despite the improvements, LLAL recognizes the ongoing need to significantly increase overall student achievement across core academic subjects to meet state academic standards and close the substantial gaps with district and state averages. The priority needs remain:

1. **Increase Overall English Language Arts (ELA) Achievement, with a critical focus on Grade 3 ELA Proficiency:** While showing improvement, the scores are still considerably lower than district and state benchmarks.
2. **Increase Overall Math Achievement:** Despite the significant gains in 2025, absolute achievement levels still require substantial growth.
3. **Increase Overall Science Achievement:** Continued focus is needed to bring scores closer to district and state levels.
4. **Significantly Improve Social Studies Achievement:** This area, while improving, still presents a large gap compared to state performance.

Highest Priorities

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

Strategic Resources and Future Focus (2025-2026): LLAL will build upon its recent successes by leveraging its established resources and planned initiatives. The **Universal Design for Learning (UDL)** will be a central focus for professional development in 2025-2026, aiming to make instruction more accessible and effective, particularly for foundational reading skills. **Quarterly leadership team data reviews** will continue to drive instructional adjustments, with a heightened emphasis on ELA progress. Furthermore, ongoing support from **Mental Health Therapists, ST, OT, OT, Social**

Workers, Guidance Counselors, Registered Behavior Technicians (RBTs), and Board Certified Behavior Analysts (BCBAs). The **"In our NEST, We Rise Together"** PBIS initiative will continue to cultivate a positive learning environment, which is foundational for academic growth. Through these integrated efforts, with parents and the community, LLAL is committed to accelerating student achievement and closing all remaining gaps, with a concentrated effort on foundational ELA skills.

B. Area(s) of Focus (Instructional Practices)

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

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Benchmark-aligned instruction

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Rationale for Identification as a Crucial Need

The identification of UDL as a crucial need stems directly from the analysis of prior year data, particularly the **2025-2026 academic achievement results**, and a critical self-assessment of LLAL's instructional infrastructure.

1. **Addressing Foundational Skill Gaps:** The data clearly indicates that the **majority of LLAL students are at least two grade levels behind in reading, lacking basic foundational language and reading skills**. While improvements were made, ELA showed the least overall gain (10 points in Achievement, 6 points in Learning Gains) compared to other subjects. This profound and pervasive deficit requires a systemic instructional shift, which UDL provides by designing instruction that anticipates and accommodates diverse learning profiles from the outset.
2. **Impact of Prior Curriculum Challenges:** In the prior year, LLAL did not have direct access to a comprehensive curriculum map for its HMH curriculum. This absence led to inconsistencies in instructional pacing, content coverage, and a lack of clarity regarding specific learning objectives across grade levels. Without a clear roadmap, teachers faced challenges in systematically addressing foundational skill gaps and ensuring a coherent progression of learning.
3. **Strategic Investment in Curriculum Maps:** Recognizing this critical need, LLAL invested in a business named **Inspired Instruction**, which has successfully created comprehensive curriculum maps for the teachers. These maps now provide the "what" of instruction – a clear sequence of learning objectives and content.
4. **UDL as the "How" for Effective Implementation:** While the curriculum maps provide the necessary structure, LLAL's leadership determined that simply having the maps was not enough to overcome the deep-seated academic challenges, especially in ELA. UDL is essential to empower teachers with the "how" – the pedagogical strategies to effectively *implement* these maps in a way that truly reaches every student, regardless of their current

skill level or learning profile. UDL ensures that the newly mapped curriculum is delivered with the flexibility needed to address the diverse learning styles and significant foundational gaps present in the student population, thereby maximizing the impact of the curriculum investment and accelerating student achievement.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Here are SMART goals for improving ELA and Social Studies scores for the 2025-2026 academic year, based on the data and rationale provided in the "Area of Focus: Universal Design for Learning (UDL)" Canvas:

ELA SMART Goal: By the end of the 2025-2026 academic year, LLAL will increase its overall ELA Achievement score from 14% to 18%, and increase ELA Learning Gains from 55% to 60%, as measured by state assessment data, through the systematic implementation of Universal Design for Learning (UDL) principles across all ELA instruction to address foundational language and reading skill gaps.

Social Studies SMART Goal: By the end of the 2025-2026 academic year, LLAL will increase its Social Studies Achievement score from 18% to 23%, as measured by state assessment data, through the consistent application of Universal Design for Learning (UDL) strategies and the effective use of newly developed curriculum maps.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

UDL is a framework that guides the design of learning environments and instructional activities to be accessible and engaging for all learners from the outset, rather than retrofitting accommodations. It is based on three core principles:

- **Multiple Means of Representation (the "What" of Learning):** Providing diverse ways to acquire information and knowledge.
 - **Relevant Grade Levels:** Applicable across all grade levels. For early elementary, this means using visuals, manipulatives, and varied text formats. In upper elementary and secondary, it involves offering content through text, audio, video, simulations, and graphic organizers, catering to different comprehension strengths.
- **Multiple Means of Action & Expression (the "How" of Learning):** Offering varied ways for learners to demonstrate what they know.
 - **Relevant Grade Levels:** From demonstrating math concepts using blocks in early grades to allowing essays, presentations, or digital projects in secondary grades, UDL ensures students can express understanding effectively regardless of their

communication strengths or challenges.

- **Multiple Means of Engagement (the "Why" of Learning):** Tapping into learners' interests, offering appropriate challenges, and increasing motivation.
 - **Relevant Grade Levels:** In early grades, this might involve game-based learning or choice in activities. In higher grades, it could mean offering choices in topics, fostering collaborative projects, or connecting learning to real-world applications, fostering self-regulation and perseverance.

Person responsible for monitoring outcome

Tandria Callins

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Addressing Foundational Skill Gaps: Data shows the majority of LLAL students are at least two grade levels behind in reading, lacking basic foundational language and reading skills. ELA saw the least overall gain. UDL offers a systemic shift to design instruction that accommodates diverse learning profiles from the outset. Orton Gillingham was selected as a key evidence-based intervention to directly target these foundational reading deficits, particularly given its structured, multisensory, and systematic approach proven effective for struggling readers. Impact of Prior Curriculum Challenges: Previously, LLAL lacked direct access to a comprehensive curriculum map for its HMH curriculum, causing inconsistencies in pacing and content. Strategic Investment in Curriculum Maps: LLAL invested in Inspired Instruction, which successfully created comprehensive curriculum maps, providing the "what" of instruction. UDL as the "How" for Effective Implementation: Leadership determined that curriculum maps alone were insufficient. UDL is essential to empower teachers with the "how"—pedagogical strategies to effectively implement these maps, reaching every student regardless of current skill level or learning profile. This maximizes the curriculum investment and accelerates achievement.

Rationale:

Monitoring Identified Interventions (Orton Gillingham) The implementation and impact of Orton Gillingham, as a key evidence-based intervention for the UDL Area of Focus, will be rigorously monitored through the following protocol: Baseline and Progress Monitoring Assessments: All students receiving Orton Gillingham instruction will undergo baseline assessments (e.g., phonological awareness screeners, phonics inventories, decoding assessments) at the start of the program. Frequent, systematic progress monitoring will occur (e.g., weekly or bi-weekly) using curriculum-based measures aligned with Orton Gillingham's scope and sequence. This will track student mastery of specific phonics patterns, decoding skills, and fluency. Quarterly benchmark assessments will provide broader data on reading achievement and learning gains, informing overall progress towards ELA goals. Fidelity of Implementation: Regular observations of Orton Gillingham lessons will be conducted by school leadership, instructional coaches, and BCBA's to ensure fidelity to the program's structured, multisensory, and diagnostic-prescriptive principles. Lesson plan reviews will verify alignment with the Orton Gillingham scope and sequence and individual student needs. BCBA's and RBT's will play a crucial role in monitoring the consistent application of behavioral supports within the

intervention sessions, ensuring a conducive learning environment. Data Review Cycles: Weekly/Bi-weekly Data Meetings (Intervention Teams): Teachers and RBTs delivering Orton Gillingham will meet regularly to review student progress monitoring data, discuss individual student responses to intervention, and make data-informed adjustments to instructional pacing and strategies. Monthly/Quarterly Leadership Team Data Reviews: The leadership team will review aggregated Orton Gillingham progress data alongside overall ELA achievement data. This will assess the collective impact of the intervention on closing foundational reading skill gaps and contributing to the overall ELA SMART goal. Professional Learning and Coaching: Ongoing professional development and coaching provided by BCBAs and FDLRS will ensure that staff implementing Orton Gillingham are highly skilled and can adapt instruction based on student data, reinforcing the UDL principles of flexible methods and materials.

Tier of Evidence-based Intervention:

Tier 3 – Promising Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Professional Development with OG trainers

Person Monitoring:

Tandria Callins

By When/Frequency:

Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

LLAL will schedule external training and professional development for OG.

Action Step #2

Certification as an OG professional

Person Monitoring:

Sheenah Adams

By When/Frequency:

Daily/Implementation

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Staff will turn in their certificates to show the completion of the course.

IV. Positive Learning Environment

Area of Focus #1

Positive Behavior and Intervention System (PBIS)

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

PHOENIX PRINCIPLES

We've adopted a new behavior policy & procedures for 2025-2026. Our PHOENIX Behavior Policy outlines the expectations for all students to foster a positive, respectful, and productive learning environment. By adhering to these principles, we ensure every member of our school community feels safe, valued, and empowered to succeed.

P - Participation and Preparedness

- **Actively engage** in all learning activities, discussions, and group work.
- Come to class **prepared** with all necessary materials, including books, notebooks, and writing utensils.
- Complete all assignments and homework **on time**.
- **Ask questions** and seek clarification when needed.

H - Honesty and Integrity

- Always act with **truthfulness and honesty** in all interactions and academic work.
- Take responsibility for your own actions and **choices**.
- **Do not plagiarize** or cheat on any assignments, tests, or projects.
- Report any instances of dishonesty or unfairness appropriately.

O - On Task

- Remain **focused on assigned activities** and learning objectives during class time.
- Minimize distractions and use your time wisely to complete academic tasks.
- Follow instructions promptly and transition between activities efficiently.
- Be **actively engaged** in your learning and contribute positively to classroom productivity.

E - Empathy and Respect

- Treat all members of the school community—students, staff, and visitors—with **kindness, empathy, and respect**.
- **Listen actively** to others' perspectives and ideas.
- **Do not engage in bullying**, harassment, or discrimination of any kind.
- Use **appropriate language** and maintain a respectful tone in all communications.

N - Nurturing Environment

- Contribute to creating a **supportive and positive atmosphere** where everyone feels comfortable learning and growing.
- Offer **help and encouragement** to peers when appropriate.
- Be **considerate of others' feelings** and strive to build strong, positive relationships.
- Report any behavior that detracts from a **nurturing and safe space**.

I - Inclusivity and Diversity

- **Embrace and celebrate** the diversity of our school community.
- Ensure all students feel **included and valued**, regardless of their background, abilities, or differences.
- **Collaborate respectfully** with peers from various backgrounds.
- Challenge your own biases and promote an environment of **acceptance**.

X - Exceeding Expectations

- Strive to **RISE above and beyond** the minimum requirements in your academic and behavioral efforts.
- Take initiative to **seek new learning opportunities** and contribute positively to the school community.
- Demonstrate a commitment to **continuous improvement** and personal growth.
- Show pride in your work and your school by aiming for **excellence** in all you do.

Behavior significantly impacts academic performance in several ways, creating barriers to learning for both the individual student and their peers.

Firstly, **disruptive behaviors** (e.g., talking out of turn, inattentiveness, defiance, aggression) directly interfere with instructional time. When teachers are managing misbehavior, less time is spent on teaching and learning, leading to lost instructional opportunities for all students in the classroom. This directly contributes to lower academic achievement.

Secondly, students exhibiting challenging behaviors often **lack essential social-emotional skills** such as self-regulation, emotional literacy, and problem-solving. These deficits can manifest as difficulty focusing, managing frustration, collaborating with peers, or following directions, all of which are crucial for academic engagement and success. Research consistently shows a strong correlation between social-emotional skills and academic outcomes; students with stronger SEL skills tend to have higher grades, better attendance, and increased engagement.

Finally, persistent behavioral issues can lead to **reduced student engagement and motivation**, a lowered sense of belonging at school, and increased teacher stress and frustration, potentially contributing to teacher turnover. These factors create a less conducive learning environment overall. LLAL's focus on its PBIS model, "In our NEST, We Rise Together," and the use of BCBAs and RBTs, directly addresses this impact by proactively teaching positive behaviors and providing tiered supports to ensure a safe and productive learning environment that fosters academic growth.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

LLAL measures the outcomes of its PBIS initiative, "In our NEST, We Rise Together," through systematic data collection and analysis, focusing on implementation fidelity and student behavioral/academic outcomes.

Measuring PBIS Outcomes:

1. **Behavioral Data:** LLAL tracks **Office Discipline Referrals (ODRs)**, minor infractions, and suspension/expulsion rates, aiming for reductions. **"The NEST" Usage Data** provides insight into self-regulation. **RBTs** consistently collect **Behavioral Progress Monitoring** data for Tier 2/3 students under **BCBA** supervision.
2. **Implementation Fidelity:** PBIS fidelity assessment tools (e.g., TFI) are used to ensure consistent and accurate implementation of the "In our NEST, We Rise Together" framework. Staff surveys gauge understanding and application of NEST expectations.
3. **Academic & Climate Impact:** LLAL monitors trends in ELA, Math, Science, and Social Studies achievement scores, attendance, and engagement as indirect indicators of PBIS effectiveness. Student/staff surveys assess school climate, safety, and belonging. Tracking positive behavior acknowledgements indicates staff buy-in.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Monitoring Protocol: Weekly/Bi-weekly PBIS Team Meetings (including BCBAs) review behavioral data, discuss trends, and adjust interventions. **Monthly/Quarterly Leadership Team Reviews** assess school-wide trends and overall effectiveness. The **Annual BPIE Review** provides a comprehensive assessment, guiding refinements for subsequent years. This systematic approach ensures LLAL effectively measures the impact of "In our NEST, We Rise Together" on student behavior, school climate, and academic achievement.

Person responsible for monitoring outcome

Tandria Callins

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

LLAL will monitor its PBIS initiative, "In our NEST, We Rise Together," by integrating the Zones of Regulation framework, providing a common language and concrete metrics for self-regulation skills crucial to positive behavior. Measuring PBIS Outcomes with Zones of Regulation: Common Language & Self-Regulation: The Zones (Blue, Green, Yellow, Red) offer a universal language for students and staff to identify and communicate emotional states. Data Points: Regular "Zones Check-ins" (e.g., visual charts, forms) track self-identified Zones. "The NEST" Usage Data notes entry/exit Zones and strategies used, directly measuring self-regulation application. Impact on Behavior & Academics: The integration aims to reduce problem behavior and increase learning time. Data Points: A decrease in Office Discipline Referrals (ODRs) and minor infractions, especially those linked to emotional dysregulation, indicates success. Increased time in the "Green Zone" (calm, focused) suggests improved readiness for academic engagement. Tracking students' independent use of "tools" to shift Zones demonstrates skill acquisition. RBTs and BCBA's will continue to collect detailed behavioral progress monitoring data for targeted students, providing specialized insights into the effectiveness of interventions within the Zones framework. By analyzing Zones-related data alongside traditional PBIS metrics, LLAL gains a deeper understanding of behavioral shifts, directly measures emotional regulation development, and confirms the holistic impact of "In our NEST, We Rise Together" on student well-being and academic success.

Rationale:

The rationale behind LLAL's integration of the Zones of Regulation into its PBIS initiative, "In our NEST, We Rise Together," is to provide a clear and universal framework for emotional literacy and self-regulation. This approach offers a common language (Blue, Green, Yellow, Red Zones) for students and staff to identify and communicate emotional states. By making internal feelings more concrete and understandable, it empowers students to recognize their own emotional shifts and apply learned strategies (tools) to manage their feelings and energy levels. Ultimately, the goal is to reduce problem behaviors linked to emotional dysregulation, increase student time in the "Green Zone" (calm, focused, ready to learn), and enhance overall academic engagement. This integration allows LLAL to directly measure the development of self-regulation skills and gain deeper insights into the "why" behind behavioral trends, thereby strengthening the holistic impact of its PBIS on student well-being and academic success.

Tier of Evidence-based Intervention:

Tier 3 – Promising Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

In the Nest

Person Monitoring:

Kenisha Barrett

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Action Steps for Implementation and Monitoring: Implement School-Wide Zones Check-ins: By September 30, 2025, all classroom teachers will consistently implement daily "Zones Check-ins" (e.g., morning meeting check-ins, visual displays) to encourage student self-identification of emotional states. The PBIS Team will provide guidance and resources. Integrate Zones Data into PBIS Review Cycles: By October 31, 2025, the PBIS Team Lead and BCBAs will establish protocols for regularly collecting and analyzing data from Zones Check-ins and "The NEST" usage, integrating this information into the existing weekly/bi-weekly PBIS team meetings and monthly/quarterly leadership data reviews. Provide Ongoing Professional Development: Throughout the 2025-2026 academic year, the Professional Development Coordinator, in collaboration with BCBAs, will deliver targeted professional learning sessions for all staff on effective Zones of Regulation instruction, data collection methods, and the interpretation of Zones data to inform behavioral interventions.

Action Step #2

Physical & Manual Restraints Recorded in Cariina

Person Monitoring:

Sheenah Adams

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

To assess the frequency of utilizing manual restraints at LLAL, the following action steps are required: Establish a Clear Reporting Protocol: Develop and disseminate a mandatory, standardized protocol for all staff to report every instance of manual restraint. This protocol should include details such as date, time, duration, location, individuals involved (staff and student), antecedent behaviors, type of restraint used, and any injuries. Responsible Party: School Administration (Principal, Assistant Principal) in collaboration with BCBAs. Implement a Centralized Data Collection System: Create or utilize an existing secure and accessible system (e.g., a digital log, specialized software) to record all reported restraint incidents. This system should allow for easy data entry, retrieval, and analysis. Responsible Party: School Administration, supported by IT/Data Specialist. Conduct Regular Data Review and Analysis: Schedule consistent (e.g., monthly or quarterly) meetings to review the collected restraint data. This analysis should identify trends, patterns (e.g., specific students, times, locations, types of behaviors preceding restraint), and the overall frequency of manual restraints. Responsible Party: PBIS Team Lead, BCBAs, School Administration, and relevant ESE facilitators. Develop Action Plans Based on Data: Use the insights from the data analysis to inform targeted interventions and professional development. For example, if data shows a particular student or group of students frequently requires restraint, a Functional Behavioral Assessment (FBA) and Behavior Intervention Plan (BIP) should be developed or reviewed. If specific staff members or situations are consistently linked to restraints, additional training or support may be needed. Responsible Party: PBIS Team, BCBAs, Professional Development Coordinator, and School Administration.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in 20 U.S.C. § 6314(b) (ESEA Section 1114(b)). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

List the school's webpage where the SIP is made publicly available.

LLAL is committed to transparent and accessible communication regarding its School Improvement Plan (SIP), UniSIG Budget, and Schoolwide Program (SWP) to all stakeholders, including students, families, school staff and leadership, and local businesses and organizations. This commitment ensures that all members of the school community are informed about the school's goals, strategies, resource allocation, and progress, and that information is provided in a language understandable to parents, as stipulated by 20 U.S.C. § 6314(b)(4) and ESEA Section 1114(b)(4).

Dissemination Protocol and Channels

LLAL will employ a multi-faceted approach to disseminate these critical documents and their progress, leveraging both digital and in-person platforms.

1. School Website (Central Repository):

- **Content:** The full SIP, an overview of the UniSIG Budget allocation, and the comprehensive SWP will be prominently posted on the official school website.
- **Accessibility:** Dedicated sections for "School Improvement Plan" and "Financial Transparency" will be maintained. Key sections of the SIP and SWP will be summarized in plain language, and these summaries will be available in the predominant languages spoken by LLAL families.
- **Updates:** The website will be updated quarterly with progress reports, data highlights, and any revisions made to the SIP.

2. Brightwheel and School Messenger (Direct Communication):

- **Content:** Brief announcements, key highlights, and direct links to the relevant sections of the school website (for the full documents and summaries) will be sent via Brightwheel and School Messenger.

- **Frequency:** Notifications will be sent out at the beginning of each academic year to announce the finalized SIP, UniSIG Budget, and SWP. Quarterly updates on progress and any significant revisions will also be pushed through these platforms.
- **Language:** Messages will be crafted to be concise and easily understandable, with options for translation where available within the platforms or by linking to translated summaries.

3. Newsletters (Regular Updates and Highlights):

- **Content:** School newsletters (digital and/or print) will feature dedicated sections providing updates on SIP goals, achievements, and upcoming initiatives. Key aspects of the UniSIG Budget's impact and SWP components will also be highlighted.
- **Frequency:** Monthly newsletters will include a standing section for SIP progress, ensuring consistent awareness among families and staff.
- **Language:** Newsletters will be designed with clear, accessible language. Important sections will be translated into parents' preferred languages.

4. Social Media (Community Awareness):

- **Content:** Engaging posts will share successes, highlight specific programs related to the SIP and SWP, and provide links to more detailed information on the school website.
- **Frequency:** Regular posts will maintain community awareness and celebrate progress.
- **Language:** Posts will use simple language and visuals to convey key messages.

5. Public Board Meetings (Formal Presentations and Q&A):

- **Content:** The School Leadership Team will present the SIP, UniSIG Budget, and SWP at designated public board meetings. This will include detailed overviews, progress reports, and discussions on resource allocation and program effectiveness.
- **Frequency:** Annual presentations will occur at the start of the academic year for the finalized plans. Quarterly updates on SIP progress and any proposed revisions will be presented at subsequent meetings.
- **Engagement:** These meetings provide a formal forum for stakeholders to ask questions and provide direct feedback. Interpreters will be available upon request to ensure language accessibility for parents.

6. Parent Engagement Nights & Title I Sponsored Events (Interactive Sessions):

- **Content:** Dedicated sessions during monthly parent engagement nights and Title I sponsored events will be held to review the SIP, discuss the impact of the UniSIG budget on student support, and explain the benefits of the SWP. These sessions will use simplified language, visuals, and examples.
- **Frequency:** These sessions will be integrated into the regular schedule of parent engagement opportunities throughout the year.
- **Engagement:** These forums encourage interactive dialogue, allowing parents to ask questions, provide feedback, and understand how the plans directly benefit their

children. Handouts with key information and translated summaries will be provided. Interpreters will be available to facilitate communication.

7. **Staff Meetings and Professional Development (Internal Alignment):**

- **Content:** Detailed reviews of the SIP, UniSIG Budget, and SWP will be conducted during regular staff meetings and dedicated professional development sessions. This ensures all staff members understand their roles in implementation and monitoring.
- **Frequency:** Quarterly reviews will align with the leadership team's data review cycles, allowing for collective analysis of progress and challenges.
- **Engagement:** Staff will have opportunities to provide feedback, share best practices, and collaborate on strategies to enhance implementation.

8. **Student Council and Assemblies (Student Awareness - Secondary):**

- **Content:** For secondary students, age-appropriate summaries of the SIP goals and how school initiatives impact their learning environment will be shared through student council meetings and school assemblies.
- **Frequency:** Information will be shared at key points in the year, such as the beginning of the academic year and during progress updates.
- **Engagement:** Student leaders will be encouraged to disseminate information to their peers and gather feedback.

9. **Local Businesses and Community Organizations (Partnership Building):**

- **Content:** Overviews of the SIP, particularly highlighting areas where community partnerships can support school goals (e.g., mentorship, resources, career readiness initiatives), will be shared through direct communication, community events, and agency fairs.
- **Frequency:** Information will be shared as part of ongoing outreach efforts and at relevant community gatherings.

10. Language Accessibility Plan for Parents

LLAL recognizes the critical importance of providing information in a language parents can understand:

- **Translated Summaries:** Key sections and executive summaries of the SIP, UniSIG Budget, and SWP will be translated into the primary languages spoken by LLAL families. These translated documents will be available on the school website and as handouts at meetings.
- **Plain Language:** All public-facing communications regarding these plans will be drafted in clear, concise, and jargon-free language, avoiding educational acronyms or complex terminology where possible.
- **Interpretation Services:** Professional interpreters will be available at all significant public meetings (e.g., Public Board Meetings, Parent Engagement Nights, Title I meetings) where the SIP, UniSIG Budget, or SWP are discussed in detail. Parents will

be informed in advance how to request interpreter services.

- **Bilingual Staff Support:** LLAL will leverage its bilingual staff members to assist with informal communication and clarification for families who may require language support.
- **Feedback on Accessibility:** LLAL will regularly solicit feedback from parents on the effectiveness of its language accessibility efforts to ensure continuous improvement in this area.

By implementing this comprehensive dissemination plan, LLAL ensures that all stakeholders are well-informed about the school's improvement efforts and can actively participate in its journey toward increasing student achievement and closing achievement gaps.

The SIP is found at www.llalschool.org.

Positive Relationships With Parents, Families and other Community Stakeholders

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage where the school's Parental Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

LLAL is dedicated to fostering strong, positive relationships with parents, families, and other community stakeholders. This commitment is central to fulfilling the school's mission, effectively supporting student needs, and keeping parents informed of their child's progress.

Building Positive Relationships

LLAL's approach to building these vital relationships is multifaceted, encompassing open communication, meaningful engagement, and collaborative support.

1. Open and Consistent Communication:

- LLAL utilizes **Brightwheel, School Messenger, Newsletters, and Social Media** for timely and relevant information, including school-wide announcements and event reminders.
- All communications are crafted to be clear, concise, and, where practicable, provided in a language parents can understand, with summaries translated into predominant family languages.
- Parents receive **regular updates on their child's academic progress** through quarterly conference nights, progress reports, and direct teacher communication.

2. Meaningful Parent and Family Engagement:

- **Monthly Parent Engagement Nights** provide opportunities for parents to connect with staff, learn strategies, and participate in workshops supporting home learning.
- **Title I Sponsored Events** engage families, offering valuable resources and tools to assist students' academic performance.
- LLAL actively encourages **volunteer opportunities** in classrooms, at events, and on committees, fostering ownership.
- Parents are invited to participate in the **School Improvement Planning (SIP) Committee** and provide feedback through surveys and public board meetings.

3. Collaborative Community Partnerships:

- **Agency Fairs** connect families with local community resources and support services.
- LLAL actively seeks **partnerships with local businesses and organizations** for resources, mentorship, and real-world learning experiences.
- The school explores **shared facilities** and collaborations on community events to integrate with the local fabric.

4. Support for Student Needs:

1. Through partnerships and internal initiatives, LLAL identifies and connects students and families to **targeted resources** addressing academic, social-emotional, and other needs, especially for those with the greatest achievement gaps.
2. The school's focus on **Universal Design for Learning (UDL)** for 2025-2026, building on Direct Instruction, ensures teachers can meet diverse learning needs. Collaboration with district personnel supports staff certification.

By implementing these strategies, LLAL aims to cultivate a supportive and collaborative environment where parents, families, and community stakeholders are active partners in fulfilling the school's mission, addressing student needs, and celebrating every child's progress.

Parental Family Engagement Plan (PFEP) Public Availability

As required by 20 U.S.C. § 6318(b)-(g) and ESEA Section 1116(b)-(g), LLAL's Parental Family Engagement Plan (PFEP) is made publicly available on the school's official website at www.llalscholl.org.

Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

LLAL is dedicated to strengthening its academic program, increasing learning time, and providing an enriched curriculum to ensure all students meet state academic standards. Continuous improvement

is central to LLAL's blueprint as an accredited charter school.

Area of Focus: Universal Design for Learning (UDL)

For the **2025-2026 academic year**, LLAL's primary focus for staff development and instructional enhancement is **Universal Design for Learning (UDL)**. Building on previous Direct Instruction training, UDL will equip educators to design flexible learning environments that cater to diverse student needs, proactively addressing achievement gaps.

Strengthening the Academic Program

LLAL will strengthen its academic program through:

- **Targeted Professional Development:** Focusing on UDL for 2025-2026 to enhance differentiation and create inclusive learning experiences.
- **Data-Driven Instruction:** Leadership will conduct **quarterly reviews of student and teacher data** to inform instructional adjustments and target interventions, especially for students with achievement gaps. Monthly/bi-monthly team meetings will further refine strategies.
- **Collaboration for Staff Certification:** Continued collaboration with district personnel will support staff in obtaining necessary certifications, ensuring a highly qualified teaching force.

Increasing the Amount and Quality of Learning Time

LLAL is committed to maximizing effective learning time:

- **Optimized Instructional Time:** Daily schedules will be reviewed to ensure maximum uninterrupted instructional time.
- **Targeted Interventions:** Data will identify students needing support, leading to evidence-based interventions during the school day or through extended learning opportunities (e.g., after-school programs) to close achievement gaps.
- **Engaging Learning Environments:** UDL implementation will enhance learning quality by making instruction more engaging and accessible, increasing active participation.
- Providing an Enriched and Accelerated Curriculum

LLAL aims for a curriculum that offers enrichment and acceleration:

- **UDL for Enrichment:** UDL principles will allow teachers to integrate options for deeper exploration and advanced challenges within the regular curriculum.
- **Curriculum Alignment and Resources:** The curriculum will align with state standards, incorporating resources for acceleration and diverse pathways to mastery.
- **Partnerships for Extended Learning:** Agency fairs and community partnerships will connect students with external enrichment, such as STEM programs and mentorships.
- **Meaningful Family Resources:** Title I meetings will share resources and tools with families to support academic performance and access enriched learning experiences.

By integrating UDL, leveraging data, fostering staff expertise, and engaging families and community partners, LLAL plans to systematically strengthen its academic program, enhance learning time, and deliver a curriculum that supports the achievement and growth of every student.

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other federal, state and local services, resources and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections 1114(b)(5) and 1116(e)(4)).

LLAL's School Improvement Plan (SIP) is developed and implemented through a deliberate process of coordination and integration with various federal, state, and local services, resources, and programs. This comprehensive approach ensures a holistic support system for students and families, maximizing impact and preventing duplication of efforts, as outlined in 20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections 1114(b)(5) and 1116(e)(4).

Protocol for Coordination and Integration

LLAL employs several mechanisms to ensure effective coordination:

1. **School Improvement Planning Committee:** This diverse committee, comprising school leadership, teachers, parents, and community representatives, serves as the central hub for identifying student and family needs that can be addressed through external partnerships. The committee actively researches and proposes connections with relevant services.
2. **Regular Communication and Cross-Referencing:** LLAL maintains open lines of communication with various agencies and program coordinators. This involves regular meetings, information sharing, and cross-referencing of goals to ensure alignment between the SIP and the objectives of partner programs.
3. **Data-Informed Referrals and Partnerships:** Student and family data reviewed quarterly by the leadership team informs the identification of specific needs. This data then guides referrals to appropriate external services and the development of targeted partnerships.

Integration with Specific Programs and Services

LLAL's SIP is strategically integrated with the following types of programs and resources:

- **Programs Supported Under This Act (e.g., Title I):** The SIP is inherently aligned with and directly leverages funding and mandates from programs like Title I. For instance, **Title I sponsored events and activities** are explicitly designed within the SIP to engage families with meaningful resources and tools that assist students in improving academic performance. The SIP's focus on closing achievement gaps directly aligns with Title I's primary objectives.
- **UnSig School Designation (State Support):** As a UnSig school, LLAL's SIP development is directly informed by and integrated with state-level support and guidance. The partnership with **FDLRS (Florida Diagnostic & Learning Resources System)**, and the completion of a **BPIE (Building Positive Behavioral Interventions and Supports Environments)** for the

2023-2024 academic year, are prime examples of this integration. The professional development focus on Universal Design for Learning (UDL) for 2024-2025 builds directly upon these state-supported initiatives, enhancing instructional capacity for all learners, especially those with disabilities.

- **Violence Prevention Programs:** LLAL coordinates with local law enforcement agencies, community mental health organizations, and district-level student services to integrate violence prevention strategies into its school climate and safety plans, which are components of the broader SIP. This includes access to counseling services and preventative education.
- **Nutrition Programs:** The school collaborates with federal and state nutrition programs (e.g., Free and Reduced-Price Lunch programs) to ensure students have access to nutritious meals. LLAL also seeks partnerships with local food banks or community organizations to address food insecurity among families, recognizing its direct impact on student well-being and academic focus.
- **Housing Programs:** For students experiencing homelessness or housing instability, LLAL connects families with local housing authorities, homeless shelters, and community support networks to provide resources and ensure educational continuity, minimizing disruption to learning.
- **Head Start Programs:** LLAL establishes strong articulation agreements and transition protocols with local Head Start programs. This coordination ensures a smooth transition for pre-kindergarten students entering LLAL, sharing relevant developmental information (with parental consent) to support early academic success and social-emotional adjustment.
- **Vocational Rehabilitation:** For secondary students, LLAL coordinates with local businesses to provide access to specialized vocational training and career exploration opportunities. This helps students develop relevant skills and pathways for future success.
- **Staff Certification Collaboration:** LLAL's ongoing collaboration with other district personnel to assist with staff certification directly leverages local and state resources to ensure a highly qualified and effective teaching force, which is fundamental to the SIP's academic goals.

By actively coordinating and integrating with these diverse federal, state, and local services, LLAL creates a robust ecosystem of support that addresses the comprehensive needs of its students and families, thereby strengthening the SIP's capacity to drive academic achievement and foster overall well-being.

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services and other strategies to improve students' skills outside the academic subject areas (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

LLAL is committed to students' holistic development, recognizing that success extends beyond academics. The school implements comprehensive services to cultivate essential skills outside traditional academic areas, as mandated by ESEA Section 1114(b)(7)(A)(iii)(I).

Comprehensive Support Services

LLAL's approach integrates various services for students' social, emotional, behavioral, and developmental needs:

1. **Counseling and Mental Health:** LLAL provides qualified school counselors for individual/group counseling and coordinates with local mental health providers. Proactive strategies, informed by the **2025-2026 BPIE**, foster a positive school climate.
2. **Specialized Support Services:** LLAL ensures specialized instructional support and related services (e.g., speech, occupational therapy, physical therapy) for students with disabilities (IEPs/IFSPs). As a UnSig school, its partnership with **FDLRS** enhances these supports. Targeted support for English learners is also provided.
3. **Mentoring Services:** LLAL fosters formal and informal mentoring relationships (peer/adult) to develop social skills, leadership, and self-esteem.
4. **Other Strategies:**
 - **Social-Emotional Learning (SEL):** Explicit SEL instruction across the curriculum. LLAL uses Zones of Regulation for our SEL curriculum. It's embedded at every grade level, in every class, on a daily basis.
 - **Character Education:** School-wide initiatives promoting positive behavior. LLAL has adopted a PBIS and we have named N.E.S.T. (Nurture, Empower, Soar, Trust).
 - **Extracurricular Activities:** Special Olympics, T.R.A.P. (The Rhythm Arts Project) and arts for skill development and teamwork.
 - **Life/Practical Skills:** Integrated curriculum components for critical thinking, communication, and collaboration.
 - **Violence Prevention:** Coordinated programs ensuring a safe environment.
 - **Community Partnerships:** Agency fairs and collaborations connect students/families with external resources for non-academic needs.

By integrating these comprehensive services, LLAL ensures holistic student development, equipping them with essential skills and well-being for academic success and future readiness.

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

Preparation for Postsecondary Opportunities and the Workforce

LLAL is dedicated to preparing students for successful transitions to postsecondary education and the workforce, as mandated by 20 U.S.C. § 6314(b)(7)(A)(iii)(II) and ESEA Section 1114(b)(7)(A)(iii)(II).

This preparation includes:

1. **Vocational Rehabilitation:** LLAL actively coordinates with local businesses to provide secondary students with access to specialized vocational training, career exploration, and industry-recognized certifications. This ensures students develop relevant skills and pathways for diverse career fields.
2. **Career Counseling and Planning:** School counselors provide individualized guidance on postsecondary options, including college applications, financial aid, military pathways, and direct workforce entry. Students engage in career assessments and develop personalized academic and career plans. These options are discussed during their IEP meetings when the student turns 14. Interest surveys are conducted and the students are engaged in the Xello curriculum.
3. **Work-Based Learning Experiences:** Through community partnerships (as noted in "Community Partnerships" above), LLAL seeks to facilitate internships, job shadowing, and other work-based learning experiences that provide students with practical skills and insights into various industries.
4. **College and Career Awareness Events:** LLAL hosts college and career fairs, guest speakers from various professions, and alumni panels to expose students to a wide range of future possibilities and inspire their aspirations. The school works to broaden secondary school students' access to coursework that allows them to transition to a postsecondary institution with academic supports. This may include college and university tours and training and education workshops at these institutions.

By integrating these comprehensive services, LLAL ensures holistic student development, equipping them with essential skills and well-being for academic success and future readiness.

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior and early intervening services coordinated with similar activities and services carried out under the

Individuals with Disabilities Education Act (20 U.S.C. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

LLAL implements a comprehensive schoolwide tiered model to proactively prevent and effectively address problem behavior, ensuring a positive and supportive learning environment for all students. This model is closely coordinated with early intervening services and aligns with activities and services carried out under the Individuals with Disabilities Education Act (IDEA), as mandated by 20 U.S.C. § 6314(b)(7)(A)(iii)(III) and ESEA Section 1114(b)(7)(A)(iii)(III).

This tiered framework, often referred to as Positive Behavioral Interventions and Supports (PBIS) or Multi-Tiered System of Supports for Behavior (MTSS-B), is foundational to LLAL's approach to student well-being and discipline. The **BPIE (Building Positive Behavioral Interventions and Supports Environments)** completed for the **2025-2026 academic year** serves as a guiding document for this implementation. LLAL's newly developed PBIS initiative is titled "**In our NEST, We Rise Together**", with the school motto "**We care, we shine, we do our best! Phoenix rise above the rest.**"

Schoolwide Tiered Model for Behavior Prevention and Intervention

1. Tier 1: Universal Prevention (For All Students)

- **Description:** This tier focuses on creating a positive and predictable school-wide culture that prevents problem behaviors before they occur. It establishes clear behavioral expectations, teaches appropriate social-emotional skills, and provides consistent positive reinforcement for all students across all school settings.
- **Implementation:**
 - **School-wide Expectations (NEST Acronym):** LLAL's core behavioral expectations are embodied in the "NEST" acronym:
 - **(N) Nurture:** We care for ourselves, each other, and our learning.
 - **(E) Empower:** We build confidence, take initiative, and believe in our abilities.
 - **(S) Soar:** We try our best and keep going, even when it's hard.
 - **(T) Trust:** We are honest, responsible, and respectful. These expectations are clearly defined and explicitly taught to all students.

"The NEST" Calming Space: "The NEST" is a designated place where students can take a break, calm down, and get help to make better choices. It serves as a chance to practice being their best Phoenix self, reinforcing self-regulation and responsible decision-making.

Specialized Behavior Professionals: LLAL utilizes **Registered Behavior Technicians (RBTs)** to implement behavior intervention plans and collect data, working under the supervision of **Board Certified Behavior Analysts (BCBAs)**. The BCBAs provide expert consultation, conduct FBAs,

develop BIPs, and offer ongoing training to staff.

1.
 - **Functional Behavioral Assessment (FBA):** A comprehensive process to identify the function or purpose of problem behavior.
 - **Behavior Intervention Plan (BIP):** Development of individualized plans based on FBA findings, outlining specific strategies, supports, and consequences to address challenging behaviors.
 - **Individual Counseling/Therapy:** Referral to school-based or external mental health professionals for intensive therapeutic support.
 - **Crisis Intervention Planning:** Protocols for responding to acute behavioral incidents to ensure safety
 - **Check-In/Check-Out (CICO):** A system where students regularly check in with a designated adult to set goals and receive feedback throughout the day..

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

LLAL is committed to staff growth for improved instruction, data use, and effective teacher recruitment/retention, especially in high-need subjects (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

Professional Learning and Activities

1. Targeted PD:

- **UDL (2024-2025 focus):** Flexible, accessible learning.
- **Behavioral Supports:** Ongoing PBIS ("In our NEST, We Rise Together") training, including "NEST" calming space.
- **Specialized Training:** From **FDLRS** (UnSig school) for diverse needs.
- **BCBA/RBT Collaboration:** **BCBAs** train staff, including **RBTs**, on behavior intervention and data.

2. Effective Data Use:

- **Quarterly Leadership Data Review:** Rigorous student/teacher data analysis.
- **Monthly/Bi-Monthly Data Meetings:** Teams analyze assessments to inform instruction and address achievement gaps.
- **Data Literacy Training:** Enhancing staff's data interpretation skills.

3. Collaborative Learning:

- **PLCs:** Staff collaborate on student work and strategies.
- **Instructional Coaching:** Leaders provide individualized support.

Recruitment and Retention

LLAL employs a multi-pronged strategy:

1. **Staff Certification Support:** Collaboration with district personnel.
2. **Positive School Culture:** PBIS ("In our NEST, We Rise Together" and motto: "Abilities Beyond Limitations" fosters job satisfaction.
3. **Mentoring Programs:** Structured support for new teachers, especially in high-need subjects.
4. **Professional Growth:** Ongoing, relevant PD for career advancement.
5. **Targeted Recruitment:** Strategies for high-need subjects (e.g., partnership with Florida Southern).

LLAL integrates professional learning with recruitment/retention to ensure educators grow, use data effectively, and foster student achievement.

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

LLAL employs strategic approaches to ensure a smooth and supportive transition for preschool children moving from early childhood education programs into its elementary school programs, as mandated by 20 U.S.C. § 6314(b)(7)(A)(iii)(V) and ESEA Section 1114(b)(7)(A)(iii)(V).

This involves robust coordination with local early childhood providers, including Head Start programs, facilitating essential information sharing with parental consent regarding student development and needs. To prepare children, LLAL organizes school visits, meet-and-greet events with future teachers, and "Day in Kindergarten" experiences to familiarize them with the elementary environment and routines.

Furthermore, LLAL actively engages parents and families through transition workshops covering kindergarten readiness and school routines, alongside welcome events for new families.

Communication is clear, comprehensive, and provided in parents' understandable languages via multi-channel platforms. The school aligns its kindergarten curriculum with preschool foundational skills, supported by its 2025-2026 focus on Universal Design for Learning (UDL) to accommodate varied readiness levels. Through its tiered model, LLAL also ensures early identification of academic or behavioral needs, coordinating early intervening services to provide necessary support for a strong start for all students.

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process you engage in with your district to review the use of resources to meet the identified needs of students.

LLAL, as an accredited charter school, maintains a collaborative and transparent process with its district to regularly review resource utilization, ensuring effective alignment with student needs. This critical dialogue maximizes the impact of all available funding, personnel, and programs. The process begins annually with LLAL's leadership aligning its budget and program plans with district priorities, presenting identified student needs and proposed resource allocations (federal, state, and local). Quarterly, LLAL's leadership conducts internal data reviews, then meets with district representatives (e.g., SIP, Title I, ESE coordinators) to present progress on SIP goals, disaggregated student achievement data, and detailed reports on how resources support interventions, professional development (like UDL and PBIS "In our NEST, We Rise Together"), and specialized services (FDLRS, RBTs, BCBAs).

This collaboration extends to joint needs assessment and resource mapping to identify redundancies or gaps, ensuring district-level resources complement LLAL's internal efforts. Based on these discussions and data analysis, LLAL, in coordination with the district, makes necessary adjustments to resource allocation strategies, reallocating funds or seeking additional support to meet evolving student needs. LLAL adheres to all district reporting requirements for federal, state, and local funds, providing transparent documentation of resource expenditure and its impact on student outcomes. This collaborative and data-driven approach ensures resources are optimally deployed to meet the diverse needs of LLAL's students.

Specifics to Address the Need

Identify the specific resource(s) and rationale (i.e., data) you have determined will be used this year to address the need(s) (i.e., timeline).

LLAL determines the specific resources to be used each year based on a continuous, data-driven process in collaboration with the district.

Resources Utilized: LLAL leverages all available resources, including **federal, state, and local funds, personnel, and programs**. Specifically, this includes specialized services such as those provided by **FDLRS, Registered Behavior Technicians (RBTs), and Board Certified Behavior Analysts (BCBAs), Mental Health Therapists, Social Worker, and School Counselors**.

Furthermore, LLAL utilizes **district-level resources** like specialized personnel, professional development opportunities, and shared technology platforms.

Rationale (Data) and Timeline: The rationale for resource allocation is rooted in **identified student**

needs, which are determined through LLAL's **comprehensive needs assessment** and **School Improvement Plan (SIP) development process**.

- **Annually:** At the beginning of each year, LLAL's leadership aligns its budget and program plans with district priorities, presenting the identified needs and how proposed resources will address them.
- **Quarterly:** LLAL conducts internal data reviews of student and teacher data. These findings are then presented in regular meetings with district representatives (e.g., SIP, Title I, ESE coordinators). During these meetings, LLAL provides detailed reports on SIP goal progress, **disaggregated student achievement data**, and how resources support interventions and professional development (like UDL and PBIS "In our NEST, We Rise Together"). This ongoing data analysis informs necessary adjustments to resource allocation strategies, ensuring resources are optimally deployed to meet evolving student needs.

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2025-26 UniSIG funds but has chosen NOT to apply.

No

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
School Areas of Focus	Instructional Practice - Benchmark-aligned instruction	5100/394	UNISIG	0.0	168, 772.30
	<i>Reading Interventionist - 1 FTE - salary and benefits Behavior Interventionist - 1 FTE - salary and benefits Student Success Coach - 1 FTE - salary and benefits 8-core GPU, 16GB, 256GB SSD - Starlight (Packaged in a 5-pack) 20@\$879.00</i>				
Total	School Areas of Focus				168, 772.30
Indirect Costs		7200/792	UNISIG	0.0	6, 227.70
	<i>Indirect Costs</i>				
Total	Indirect Costs				6, 227.70
Plan Budget Total					175, 000.00