Polk County Public Schools

LANGUAGE & LITERACY ACADEMY FOR LEARNING



2026-27 Schoolwide Improvement Plan

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School Board Approval

This plan was approved by the Polk County School Board on Approved by PCSB on Tuesday, October 27, 2026.

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

Our mission is to provide a safe, inclusive, student-centered environment where every learner can reach their full potential. Through individualized instruction, meaningful relationships, and evidence-based practices, we address each student's academic, social-emotional, and behavioral needs. By fostering collaboration among students, families, staff and community partners and supporting continuous professional growth, we ensure equitable opportunities for every student to succeed.

Provide the school's vision statement

We envision a collaborative learning community where every student with unique abilities is valued, challenged, and empowered to reach their full potential. Through continuous professional learning, data-driven decision-making, and innovative, student-centered best practices, we foster a culture of growth, inclusion, and excellence. Together, we inspire lifelong learning, celebrate diverse strengths, and equip every student with the confidence, skills, and support needed for success in school, life, and beyond.

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

Dr. Tandria Callins

tandria.callins@llalschool.org

Position Title

Principal/CEO

Job Duties and Responsibilities

Dr. Callins integrates executive leadership with instructional leadership to ensure the school fulfills its charter mission and provides high-quality educational opportunities for all students.

As Chief Executive and Instructional Leader, Dr. Callins is accountable to the Board of Trustees for advancing the school's mission, vision, strategic goals, and overall success. Dr. Callins provides leadership in academic, operational, and organizational functions by overseeing curriculum and instruction, fostering a positive and inclusive school culture, ensuring compliance with charter requirements and state and federal regulations, and maintaining effective communication with students, families, staff, the Board, and community stakeholders. Dr. Callins also leads strategic planning, personnel management, policy development, and continuous school improvement to support high levels of student achievement.

Additionally, Dr. Callins oversees financial stewardship, program evaluation, assessment and accountability systems, and organizational effectiveness while cultivating partnerships with the authorizing district, community organizations, and government agencies. Dr. Callins monitors school performance, reports to the Board of Trustees, supports resource development through grants and fundraising, and ensures ethical, legal, and fiscal integrity.

Leadership Team Member #2

Employee's Name
Sheenah Adams

sheenah.adams@llalschool.org

Position Title
Assistant Principal

Job Duties and Responsibilities

Assistant Principal Adams integrates operational management with instructional leadership to ensure a safe, efficient, and student-centered learning environment that advances the mission and strategic goals of the organization.

Mrs. Adams serves as a key instructional and operational leader, supporting the Principal/CEO in ensuring the effective day-to-day management of the school. The role oversees daily campus operations, facilities and plant maintenance, safety and security, transportation services, student behavior and discipline, and compliance with school policies and procedures. Mrs. Adams supervises instructional staff, promotes a positive and orderly learning environment, supports professional growth through coaching and evaluation, and collaborates with teachers to improve instructional practices and student outcomes.

In addition, Mrs. Adams coordinates operational systems that support student success, including oversight of billing and assigned fiscal processes, while ensuring accuracy, efficiency, and compliance with applicable policies and regulations. Mrs. Adams works closely with families, district partners, and community stakeholders to address student needs, maintain effective communication, and support continuous school improvement.

Leadership Team Member #3

Employee's Name
Beatrice Martinez

beatriz.martinez@llalschool.org

Position Title
Instructional Coach

Job Duties and Responsibilities

Mrs. Martinez serves as a collaborative instructional leader dedicated to strengthening teaching practices and improving student achievement through ongoing professional support and coaching. The role provides job-embedded coaching to teachers to ensure the effective implementation of the HMH curriculum and other instructional resources, promotes the use of evidence-based teaching strategies, and supports differentiated instruction to meet the diverse needs of all learners. Through classroom observations, modeling, co-teaching, and feedback, the Instructional Coach facilitates continuous professional growth and instructional excellence.

In addition, Mrs. Martinez leads coaching cycles, facilitates collaborative data analysis, and supports teachers in using student performance data to inform instructional decisions and monitor academic progress during PLCs. The position ensures fidelity in the implementation of Individualized Education Programs (IEPs) by collaborating with teachers to align instruction, accommodations, and interventions with students' individualized goals. Working closely with school leadership and instructional staff, Mrs. Martinez fosters a culture of collaboration, accountability, and continuous improvement to ensure high-quality instruction and increased academic success for all students.

Leadership Team Member #4

Employee's Name
Chandra Hall

chandra.hall@llalschool.org

Position Title
Educational Partner - Support Staff

Job Duties and Responsibilities

Mrs. Hall serves as an instructional support specialist who collaborates with school leadership, instructional staff, and district teams to strengthen teaching and learning across the school. Mrs. Hall provides ongoing coaching, technical assistance, and professional learning to support the implementation of evidence-based instructional practices, curriculum resources, and school improvement initiatives.

Through classroom support, collaborative planning, data analysis, and progress monitoring, Mrs. Hall helps build teacher capacity, improve instructional effectiveness, and ensure fidelity in the implementation of instructional programs and student support services. Working in partnership with school leadership,

Mrs. Hall promotes continuous improvement, data-driven decision-making, and equitable learning opportunities that lead to increased student achievement and successful outcomes for all learners**.**

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.

The School Improvement Plan (SIP) is developed through a collaborative, data-driven process involving the Governing Board, school leadership, teachers and staff, parents and families, students (as appropriate), and community partners. As a Florida charter school in Year 3 of the Cognia accreditation process, the school values stakeholder input to guide continuous improvement and student success.

Communication with stakeholders is maintained through the school website, school intranet, School Messenger, newsletters, social media, and public Governing Board meetings to ensure transparency and provide ongoing opportunities for participation. Parent engagement events, Title I family activities, conferences, agency fairs, and community meetings further encourage collaboration and shared decision-making.

Stakeholder input is gathered through multiple data sources, including Title I and Cognia stakeholder surveys, parent and staff feedback, student performance data, classroom observations, and

recommendations from the Governing Board and community partners. The Problem-Solving Leadership Team (PSLT), composed of school leaders, teachers, and key instructional staff, reviews and analyzes this information to identify strengths, prioritize areas for improvement, and develop measurable goals and evidence-based strategies within the SIP.

The Problem-Solving Leadership Team (PSLT) analyzes stakeholder feedback and school data to identify priorities, develop measurable goals, and select evidence-based strategies for the SIP. Professional Learning Communities (PLCs) use ongoing data analysis to improve instruction, monitor student progress, and determine professional learning needs.

The SIP is monitored throughout the year through the school's continuous improvement cycle, including regular PSLT meetings, mid-year reviews, and SIP progress monitoring. Stakeholder feedback and student outcome data are used to evaluate implementation, make necessary adjustments, and ensure continuous improvement aligned with the school's mission and Cognia accreditation goals.

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)).

The Problem-Solving Leadership Team (PSLT) in collaboration with key stakeholders will monitor progress toward SIP goals through ongoing analysis of student achievement data, instructional practice data, and implementation fidelity.

Data Review and Progress Monitoring

The School Leadership Team will conduct **monthly data reviews** to evaluate progress toward SIP goals using data sources to include benchmark assessments, progress monitoring data, classroom assessments (formal and informal), attendance, behavior, graduation indicators, and state assessment results.

Weekly Professional Learning Community Meetings (PLCs) and Monthly Problem-Solving Leadership Team (PSLT) meetings will focus on analyzing student performance data, identifying instructional trends, and determining appropriate interventions and supports that will ultimately impact

year end student achievement. Upon review, students with identified achievement gaps will receive targeted and tiered support based on individual needs.

Student achievement data from all groups will be **disaggregated** to ensure resources and instructional supports are effectively addressing achievement gaps identified by collected data.

The effectiveness of intervention and evidence-based instructional strategies will be monitored through ongoing progress monitoring and student growth data to ensure timely instructional adjustments. Student products and work samples will also be used to monitor effectiveness and impact.

Monitoring Instructional Implementation

School administrators and instructional leaders will conduct **ongoing focused classroom walkthroughs and instructional observations** to assess the implementation of evidence-based instructional practices, differentiated instruction, student centered teaching/learning, accommodations, and specially designed instruction. Observation data will be used to provide individualized coaching, targeted professional learning, and instructional feedback aligned to continuous improvement priorities outlined in the School Improvement Plan and Cognia action steps.

Professional development activities will be informed by focused classroom observation data, student achievement outcomes, and identified staff needs. Instructional coaching cycles, collaborative lesson planning, and data-driven PLC discussions will support teachers in implementing high-quality instructional practices that improve student achievement and close identified achievement gaps.

Stakeholder Engagement and Continuous Improvement

Meaningful stakeholder involvement is essential to the continuous improvement process. Parents, families, staff, students, community partners, and the Governing Board will be provided ongoing opportunities to review school progress and provide feedback regarding SIP implementation.

Stakeholder input will be collected through, Parent-teacher conferences and family engagement events, Problem Solving Leadership Team meetings; Parent, staff, and student surveys; Governing Board meetings; and Community partner collaboration.

Feedback from stakeholders, combined with student performance and implementation data, will be reviewed by the Leadership Team each quarter to determine whether revisions to the SIP, instructional strategies, targeted interventions, or professional development initiatives are necessary.

Adjustments will be made throughout the school year to ensure resources remain aligned to student needs and that evidence-based practices continue to improve academic outcomes.

Through ongoing data analysis, instructional monitoring, and meaningful stakeholder engagement, LLAL will maintain a cycle of continuous improvement that supports increased student achievement, closes achievement gaps, and ensures all students are provided equitable opportunities to meet Florida's academic standards during the **2026–2027** school year.

C. Demographic Data

2026-27 STATUS (PER MSID FILE)	**ACTIVE**
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	**COMBINATION** **PK-12**
PRIMARY SERVICE TYPE (PER MSID FILE)	**SPECIAL EDUCATION**
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	**100.0%**
CHARTER SCHOOL	**YES**
RAISE SCHOOL	**NO**
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	**CSI**
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 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	**2025-26:** **2024-25: COMMENDABLE** **2023-24: MAINTAINING** **2022-23:** **2021-22: MAINTAINING**

D. Early Warning Systems

1. Grades K-8

Current Year 2026-27

Using 2025-26 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	36	27	27	18	22	22	21	22	25	220
Absent 10% or more school days	2	2	3	4	2	1	6	4	0	24
One or more suspensions	0	0	0	0	0	0	0	0	0	0
Course failure in English Language Arts (ELA)									3	3
Course failure in Math									3	3
Level 1 on statewide ELA assessment				18	21	22	21	20	21	123
Level 1 on statewide Math assessment				18	19	20	18	15	17	107
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	36	27	27	18						108
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	36	27	27	18						108

Current Year 2026-27

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				18	21	20	18	15	17	109

Current Year 2026-27

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
Students retained two or more times				1						1

Prior Year (2025-26) 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	
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

Prior Year (2025-26) 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	23	26	22	27	31	15	26	41	48	259

Prior Year (2025-26) 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		2		3	2	3	4	2	5	21

2. Grades 9-12 (optional)

Current Year (2026-27)

Using 2025-26 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 (2026-27)

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 (2025-26) 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 (2025-26) 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 (2025-26) 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 2025-26 had not been fully loaded to CIMS at time of printing.

ACCOUNTABILITY COMPONENT	2026			2025			2024		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	12	59	64	14	55	61	4	52	58
Grade 3 ELA Achievement	0	63	64	5	60	62	0	56	59
ELA Learning Gains	37	59	62	55	57	61	49	56	59
ELA Lowest 25th Percentile	56	54	55	70	54	55	75	51	54
Math Achievement*	12	57	64	14	54	62	2	51	59
Math Learning Gains	34	56	61	51	56	60	35	55	61
Math Lowest 25th Percentile	52	52	52	62	53	53	48	50	56
Science Achievement	12	53	60	13	50	57	3	49	54
Social Studies Achievement*	29	77	77	18	73	74	10	74	72
Graduation Rate		62	77	100	55	72		55	71
Middle School Acceleration		74	79		69	75		62	71
College and Career Acceleration		56	61	7	53	56		46	54
Progress of ELLs in Achieving English Language Proficiency (ELP)					60	61	20	54	59

*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)

2025-26 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL FPPI – All Students	27%
OVERALL FPPI Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	6
Total Points Earned for the FPPI	244
Total Components for the FPPI	9
Percent Tested	90%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2025-26	**2024-25**	**2023-24**	**2022-23**	**2021-22**	**2020-21****	**2019-20***
27%	37%	25%	17%	25%	33%	

C. ESSA Subgroup Data Review (pre-populated)

2025-26 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	27%	Yes	6	1
English Language Learners	18%	Yes	6	6
Black/African American Students	28%	Yes	6	1
Hispanic Students	25%	Yes	6	1
White Students	33%	Yes	1	
Economically Disadvantaged Students	27%	Yes	6	1

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.

2025-26 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 2024-25	C&C ACCEL 2024-25	ELP PROGRESS
All Students	12%	0%	37%	56%	12%	34%	52%	12%	29%				
Students With Disabilities	13%	0%	37%	56%	13%	34%	52%	12%	29%				
English Language Learners	6%		29%		7%	29%							
Black/African American Students	12%		34%	50%	16%	31%		11%	40%				
Hispanic Students	12%		37%	47%	12%	32%	40%	3%	13%				
White Students	14%		40%		11%	38%	70%	24%					
Economically Disadvantaged Students	12%	0%	36%	56%	14%	34%	52%	13%	29%				

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%

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.

2025-26 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	0%	53%	-53%	60%	-60%
ELA	4	0%	53%	-53%	60%	-60%
ELA	5	9%	52%	-43%	61%	-52%
ELA	6	20%	53%	-33%	62%	-42%
ELA	7	0%	54%	-54%	62%	-62%
ELA	8	11%	50%	-39%	60%	-49%
ELA	9	0%	50%	-50%	60%	-60%
ELA	10	7%	52%	-45%	61%	-54%
Math	3	0%	56%	-56%	66%	-66%
Math	4	0%	56%	-56%	65%	-65%
Math	5	0%	51%	-51%	62%	-62%
Math	7	7%	43%	-36%	53%	-46%
Math	8	0%	43%	-43%	61%	-61%
Science	5	0%	49%	-49%	60%	-60%
Science	8	5%	41%	-36%	52%	-47%
Civics	7	14%	90%	-76%	77%	-63%
Biology	10	21%	47%	-26%	60%	-39%
Algebra	9	6%	27%	-21%	41%	-35%
Math	6	** data suppressed due to fewer than 10 students or all tested students scoring the same.*				
Civics	8	** data suppressed due to fewer than 10 students or all tested students scoring the same.*				
Algebra	10	** data suppressed due to fewer than 10 students or all tested students scoring the same.*				
Algebra	11	** data suppressed due to fewer than 10 students or all tested students scoring the same.*				

2025-26 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
History	12	** data suppressed due to fewer than 10 students or all tested students scoring the same.*				

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?

The data component demonstrating the greatest improvement was **Social Studies** achievement. A key factor contributing to this growth was the intentional integration of **Orton-Gillingham instructional practices** within Social Studies instruction to strengthen disciplinary literacy. By embedding explicit, structured literacy strategies across the curriculum, teachers increased students' access to grade-level content while simultaneously reinforcing foundational reading skills, vocabulary development, and comprehension. This cross-curricular approach enhanced students' ability to analyze informational text, interpret primary and secondary sources, and engage more effectively with Social Studies standards, resulting in measurable gains in student achievement.

Lowest Performance

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

The data component demonstrating the lowest performance was **Mathematics**.

A contributing factor to this outcome was the staffing challenges experienced during the school year. While instructional vacancies were filled with certified educators, teacher placement was based primarily on certification status rather than certification or specialized expertise in mathematics. As a result, some instructors were assigned to teach mathematics outside their primary field of preparation, which limited the consistent implementation of content-specific instructional practices and may have impacted the depth and rigor of mathematics instruction.

This trend highlights the importance of strategically aligning teacher assignments with subject-area expertise to strengthen instructional quality, improve standards-based instruction, and increase student achievement in mathematics..

Greatest Decline

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

The data component demonstrating the greatest decline from the prior year was **Mathematics**. This decline was primarily attributed to staffing challenges that resulted in certified teachers being assigned to mathematics based on vacancy needs rather than subject-area expertise. As a result, the consistency and rigor of standards-aligned mathematics instruction were impacted, contributing to decreased student performance. This trend highlights the need for strategic staffing, targeted professional learning, and strengthened instructional support to improve mathematics outcomes.

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.

ELA demonstrated the greatest achievement gap when compared to the state average. Contributing factors included the implementation of multiple new instructional initiatives during the same school year while onboarding both new and returning staff. The introduction of the **Orton-Gillingham** instructional framework required significant professional learning and implementation expectations, resulting in competing priorities and inconsistent instructional fidelity.

Although the initiative was designed to strengthen foundational literacy skills and improve achievement in both ELA and Mathematics, student performance declined across all content areas except Social Studies. This trend indicates the need for a more focused, phased implementation of evidence-based practices with ongoing coaching and monitoring to ensure consistent instructional delivery and improved student outcomes.

EWS Areas of Concern

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

The EWS showed that all categories across the board declined in learning gains for math, science, and ELA.

Highest Priorities

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

1. Math
2. ELA

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.

ESSA Subgroups specifically relating to Students With Disabilities (SWD)

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.

Our school serves a **100% population of students with disabilities (SWD)**, representing all ESSA subgroups, including White, Black/African American, Hispanic, English Language Learners (ELLs), and economically disadvantaged students. Therefore, the school's area of focus encompasses **all grade levels and core content areas**, with an emphasis on improving academic achievement and learning gains in English Language Arts (ELA), Mathematics, and Science through high-quality student-centered instruction, standards-aligned instruction and targeted interventions.

This area of focus was identified through a comprehensive review of **2025–2026** statewide assessment results, progress-monitoring data, classroom assessments, and instructional walkthroughs, which revealed persistent achievement gaps and performance below school-established goals in ELA, Mathematics, and Science. Because every student enrolled is a student with a disability, improving outcomes for SWD directly addresses the needs of all ESSA subgroups represented within our school.

By strengthening evidence-based instructional practices, implementing data-driven decision-making, and providing differentiated supports across all curricula, the school will increase student achievement, accelerate learning gains, and ensure equitable access to rigorous instruction for every learner.

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.

During the 2025–2026 school year, LLAL maintained its **Commendable** school grade; however, student performance data indicate a need to improve academic outcomes for Students with Disabilities (SWD), particularly in English Language Arts (ELA), Mathematics, and Science.

Compared to the 2024–2025 school year, SWD achievement and learning gains declined in several accountability areas. ELA proficiency decreased from **14% to 13%**, with Grade 3 ELA proficiency declining from **5% to 0%**. ELA learning gains declined from **55% to 37%**. Mathematics proficiency decreased from **14% to 13%**, while Mathematics learning gains declined from **51% to 34%**. Science proficiency decreased slightly from **13% to 12%**. Although Social Studies proficiency increased from **18% to 29%**, performance remains just below the school's target of **30%**. These data demonstrate the need for targeted, evidence-based instructional practices focused on student centered learning, ongoing progress monitoring, and data-driven interventions to improve proficiency and learning gains for SWD and ensure progress toward the school's established performance goals.

English Language Arts (ELA) Goal

By the end of the 2026–2027 school year, the percentage of Students with Disabilities (SWD) achieving proficiency on the FAST ELA assessment will increase from **13% to 15%**, meeting the school's proficiency target. Additionally, Grade 3 ELA proficiency will increase from **0% to 5%**, and the percentage of SWD demonstrating learning gains in ELA will increase from **37% to 45%**, as measured by the FAST progress monitoring assessments and the state accountability system.

Mathematics Goal

By the end of the 2026–2027 school year, the percentage of Students with Disabilities (SWD) achieving proficiency on the FAST Mathematics assessment will increase from **13% to 15%**, and the percentage of SWD demonstrating learning gains in mathematics will increase from **34% to 40%**, as measured by the FAST progress monitoring assessments and the state accountability system.

Science Goal

By the end of the 2026–2027 school year, the percentage of Students with Disabilities (SWD) achieving proficiency on the Statewide Science Assessment will increase from **12% to 15%**, as measured by the Florida state accountability system.

Monitoring

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

Implementation of this area of focus will be monitored through a data-driven continuous improvement process. School leadership, instructional coaches, and teachers will participate in **weekly Professional Learning Community (PLC) meetings** to analyze student performance data, review formative and progress-monitoring assessments, and collaboratively plan standards-aligned instruction using established planning protocols and pacing guides. Student data chats will be conducted regularly to monitor individual progress, identify learning gaps, and adjust interventions to

meet student needs.

The leadership team will conduct **weekly focused classroom walkthroughs and instructional observations** to monitor the fidelity of evidence-based instructional strategies, student engagement, differentiation, and implementation of Individualized Education Programs (IEPs). Findings from walkthroughs will inform coaching cycles, targeted professional learning, and instructional feedback. In addition, **quarterly leadership data reviews** will be used to evaluate schoolwide progress toward SIP goals by examining HMH, OG, FAST, STAR, district assessments, classroom data, and subgroup performance.

Results will be shared with staff and stakeholders to refine instructional practices, allocate resources, and ensure continuous improvement. This ongoing monitoring process will ensure that implementation remains aligned with the school's goals of increasing achievement and learning gains for all students with disabilities across all ESSA subgroups.

Person responsible for monitoring outcome
Dr. Tandria Callins; Sheenah Adams, Problem Solving Leadership Team

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:
Implementation of this area of focus will be monitored through a continuous, data-driven improvement process. School leadership, instructional coaches, and teachers will engage in weekly Professional Learning Community (PLC) meetings to analyze student work and assessment data, monitor progress, and collaboratively plan standards-aligned instruction using established planning protocols. Regular student data chats will identify learning gaps and guide timely instructional adjustments and interventions. Monthly classroom walkthroughs and instructional observations will monitor the fidelity of evidence-based instructional practices, student engagement, differentiation, and IEP implementation, with findings informing coaching cycles and targeted professional learning. Quarterly leadership data reviews will analyze FAST, STAR, classroom, and subgroup performance to evaluate progress toward SIP goals and refine instructional practices. Research by Kraft, Blazar, and Hogan (2018) demonstrates that instructional coaching, combined with collaborative analysis of student work, strengthens teacher practice, improves student achievement, and creates a continuous feedback cycle that enables educators to identify misconceptions, adjust instruction, and increase learning outcomes for all students.

Rationale:
When instructional coaches guide teachers through the process of analyzing student work, the two practices reinforce each other: Grounded Feedback: Coaching conversations center around objective student evidence rather than subjective classroom observations. Actionable Action Steps: Coaching sessions naturally lead to targeted action steps designed to re-teach or scaffold specific standards where student work showed gaps. Continuous Growth Cycle: It creates an ongoing cycle of Plan >

Teach > Examine Work > Coach/Refine > Re-teach, which accelerates both teacher expertise and student learning gains.

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
Implement ongoing classroom observations, instructional coaching cycles and structured PLCs with a structured planning protocol.

Person Monitoring:
Dr. Tandria Callins

By When/Frequency:
Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Instructional coaches will implement a common instructional planning protocol during weekly PLCs that includes a review of daily common practices/non negotiables:
• Review of standards and learning targets; delving into what students should be able to do once completed.
• Selection of high-impact instructional strategies; providing monthly Professional Learning to support on
evidence-based instructional strategies that promote student centered learning and active engagement.
• Planning for differentiation, accommodations, and enrichment (Tiering students) using a structured lesson
plan template.
• Development of common formative assessments and success criteria.
• Reflection on instructional effectiveness and student outcomes, making adjustments as needed.
Instructional coaches will also conduct regular data chats, providing timely feedback in the following manner:
• Facilitate bi-weekly teacher data chats to review focused classroom walk through data, assessment data,
progress monitoring, FAST, HMH and OG.
results, and intervention effectiveness.
• Review work samples and products to determine if students are meeting learning targets.
• Use data to identify students requiring Tier II and Tier III interventions and monitor their response to instruction.
Members of the PSLT will conduct weekly classroom walkthroughs and monthly instructional observations to monitor the fidelity of student-centered evidence-based instructional practices, student engagement, differentiation, and IEP implementation.
• PSLT will use findings to inform coaching cycles, targeted professional learning, and instructional adjustments.
• Quarterly leadership data reviews will analyze HMH, OG, FAST, STAR, classroom, and subgroup performance to
evaluate progress toward SIP goals and refine instructional practices.

Action Step #2
LLAL utilizes contracted staffing and consulting agencies, including IDEAL and Salt Creek, to support the recruitment and placement of qualified, certified teachers. These services assist in identifying and recruiting instructional personnel who possess the appropriate certifications, qualifications, and expertise to meet the diverse instructional needs of students, including students with disabilities.

Person Monitoring:
Dr. Tandria Callins

By When/Frequency:
Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Language Literacy and Learning (LLAL) will utilize contracted instructional services through Salt Creek online teachers and IDEAL to support the recruitment and placement of qualified teachers to meet the academic and instructional needs of students with disabilities. These contracted services will provide our school with access to qualified instructional personnel, support instructional continuity, and help address staffing needs in specialized instructional settings while we continue implementing plans to support existing staff with obtaining certification in collaboration with PCSB Certification Team and Polk State College Pathways.
Salt Creek certified online teachers will provide virtual instructional support aligned with Florida's academic standards and students' individual learning needs. Contracted certified teachers through IDEAL will supplement LLAL's instructional staff by providing qualified personnel to support classroom instruction, specialized academic interventions, and the implementation of students' Individualized Education Programs (IEPs), as applicable to their assigned responsibilities.
The instructors from both agencies will develop, implement and monitor Individual Educational Plans (IEPs). They will work collaboratively to develop and deliver lesson plans that will support onsite staff in instructional activities in support of effective teaching strategies (i.e. Universal Design Learning – UDL) while meeting the individual learning needs of our students in those designated classrooms.
Administration and Instructional Support Coach will monitor the effectiveness of these contracted services through available teacher performance evaluations, Value-Added Model (VAM) ratings when applicable, and other reliable measures of instructional effectiveness and student learning growth. When VAM ratings are unavailable or not applicable to a teacher's assignment, the school will use alternative measures, including student progress-monitoring data (HMH and Teach Town Curriculum), benchmark and state assessment results, IEP goal progress, classroom observations, instructional performance reviews, and documented student achievement trends.
The Leadership Team will review these data monthly to determine whether contracted instructional services are contributing to improved academic outcomes for the SWD subgroup. Findings will guide staffing decisions, instructional coaching, professional development, and adjustments to contracted services as needed. VAM scores have been added to Observe for Success. This addition will affirm teacher's accountability by including student performance in their annual performance review.
The overall goal is to ensure that students with disabilities receive consistent, differentiated instruction from qualified instructional personnel and demonstrate measurable progress toward their individualized learning goals and grade-level academic standards.

IV. Positive Learning Environment

Area of Focus #1

Teacher Retention and Recruitment

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.

LLAL's Area of Focus is the recruitment, development, and retention of highly qualified and certified instructional personnel across all grade levels. A stable, well-prepared instructional team directly impacts student learning by ensuring consistent implementation of high-quality instruction, evidence-based interventions, and individualized supports that meet the diverse needs of students with disabilities. To address the decline in student growth that we experienced this past year, administration has been intentional about ensuring that classrooms are staffed with the appropriate team members with the appropriate certifications that will promote student growth.

This area of focus was identified through a review of prior-year staffing data and instructional needs, which demonstrated the importance of increasing the number of certified teachers and specialized instructional personnel to strengthen instructional continuity and student outcomes. To address this need, LLAL will continue successful recruitment and retention initiatives by partnering with the local school district and area colleges to develop individualized certification pathways for teachers and paraprofessionals. The school will provide ongoing support for teachers pursuing subject area certification, paraprofessionals preparing for the ParaPro Assessment, and instructional coaches working toward coaching endorsements. Additional supports, including study resources and partnerships with Polk State College to establish bridge programs for paraprofessionals seeking teacher certification, will build instructional capacity, improve staff retention, and enhance the quality of services provided to students.

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.

During the 2025–2026 school year, 44% of LLAL instructional teachers held professional certification, while 88% of paraprofessionals earned the ParaPro certification. Research consistently demonstrates that increasing educator qualifications and instructional expertise improves teacher effectiveness, instructional quality, and student achievement.

By June 2027, LLAL will increase the percentage of professionally certified instructional teachers from **44% to 60% or more** while maintaining or increasing the percentage of ParaPro-certified paraprofessionals from **88% to at least 95%**. There will also be opportunities for paraprofessionals with associaiate degrees seeking to become teachers to participate in a year and a half rigorous program at a local college to obtain teaching certification. Progress will be monitored throughout the year through certification tracking, recruitment efforts, and professional development participation to ensure the school continues to build a highly qualified instructional workforce.

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.

Implementation of this Area of Focus will be monitored by Dr. Tandria Callins in collaboration with the Human Resources Department through ongoing reviews of teacher and paraprofessional certification status, including eligibility, temporary certificates, professional certificates, and ParaPro certification progress. Staffing assignments will be regularly evaluated to ensure instructional personnel are placed within their certified areas and are receiving the necessary support to achieve or maintain certification.

Progress will be monitored through certification tracking, recruitment and retention data, and periodic reviews of staff professional learning and certification milestones. Maintaining a highly qualified instructional workforce is expected to strengthen instructional quality, improve the fidelity of curriculum implementation and evidence-based practices, and provide students with consistent, high-quality instruction.

As teacher capacity increases, the school anticipates improved student engagement, academic achievement, and overall learning outcomes.

Person responsible for monitoring outcome

Dr. 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:

Interventions include individualized certification pathways for teachers and paraprofessionals, mentoring and instructional coaching, certification exam preparation resources, partnerships with the local school district certification team and Polk State College, and ongoing job-embedded professional learning aligned to schoolwide instructional initiatives. Implementation will be monitored through certification tracking, professional learning participation records, coaching documentation, recruitment and retention data, and quarterly reviews conducted by school leadership and Human Resources. Progress toward certification goals and staffing stability will be evaluated throughout the year to ensure interventions are effectively increasing instructional capacity and supporting improved student outcomes.

Rationale:

Research consistently demonstrates that sustained professional learning, instructional coaching, and teacher certification are among the most effective strategies for improving instructional quality and student achievement. Ongoing professional learning strengthens educators' instructional knowledge and pedagogical practices, while coaching provides individualized feedback and support that

promotes continuous improvement. Increasing the number of certified instructional personnel ensures students receive instruction from educators with demonstrated content knowledge and instructional expertise. Collectively, these evidence-based practices build teacher capacity, improve the fidelity of curriculum and intervention implementation, and lead to stronger academic outcomes for students.

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
Implement a certification support plan by developing individualized certification plans for teachers, paraprofessionals, and instructional coaches pursuing certification or endorsements. Provide study resources, mentoring, exam preparation, and progress check-ins.

Person Monitoring:
Dr. Callins

By When/Frequency:
Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Certification status and completion milestones will be reviewed monthly with Human Resources to monitor progress toward annual certification goals.

Action Step #2
Strengthen recruitment and retention partnerships by maintaining partnerships with the local school district, Polk State College, and educator preparation programs to recruit certified teachers and establish certification pathways for paraprofessionals.

Person Monitoring:
Dr. Callins, CEO/Principal

By When/Frequency:
Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Recruitment, hiring, retention, and vacancy data will be reviewed quarterly to evaluate the effectiveness of recruitment and retention efforts.

Action Step #3
Provide ongoing professional learning, instructional coaching, and mentoring aligned with schoolwide instructional initiatives, curriculum implementation, and evidence-based instructional practices.

Person Monitoring:
Principal/CEO Dr. Callins

By When/Frequency:
Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Participation records, coaching logs, classroom observations, and staff feedback will be reviewed quarterly to monitor implementation and its impact on instructional quality and student outcomes. Additionally, schoolwide academic data will be reviewed.

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.

The SIP and other pertinent information about Language and Literacy Academy for Learning can be found on our website at **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)).

Language and Literacy Academy for Learning is committed to building positive partnerships with parents, families, and community stakeholders to support its mission and promote student success. Family engagement is fostered through parent nights, student showcases, family workshops, and ongoing communication that highlights student progress, school initiatives, and opportunities for involvement. Parents receive regular updates regarding their child's academic and behavioral progress through conferences, progress reports, and school communication platforms.

The **Parent and Family Engagement Plan (PFEP)** is publicly available on the school's website and is distributed to families through parent communication folders and during family engagement events and meetings. Printed copies are available upon request, and the plan is shared with the Governing Board as part of ongoing review and continuous improvement efforts to ensure meaningful stakeholder involvement

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 will strengthen its academic program by implementing a cohesive, schoolwide instructional framework supported by high-quality core and supplemental resources, including HMH, TeachTown, Orton-Gillingham (OG), and Math 180. Instruction will emphasize evidence-based, student-centered strategies that actively engage students and address diverse learning needs.

To improve the quality of instruction and learning time, the school will implement structured Professional Learning Communities (PLCs) focused on aligning instruction, pacing, and assessments to the Florida FAST standards while incorporating high-impact instructional resources and strategies. Ongoing professional learning, instructional coaching cycles, and data-driven classroom observations will be used to refine instructional practices and provide targeted support based on identified student needs.

Enrichment and acceleration opportunities will be embedded within classroom centers, differentiated instruction, and extended learning activities (tutoring and afterschool programs) to ensure all students have access to rigorous, engaging, and appropriately challenging learning experiences.

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)).

Our plan blends federal, state, and local resources to create a unified support system for all students in the following ways:

- **Title I, Part A Coordination**: Funds are blended with ESE resources to provide targeted academic interventions, specialized instructional technology, and supplemental tutoring for students with disabilities to close achievement gaps.
- **Title IV, Part A Support**: Funds are integrated to enrich the school environment through staff training in violence prevention, student mental health initiatives, and the expansion of Career and Technical Education (CTE) exploration pathways.
- **Career & Technical Education (CTE)**: Merges workforce readiness into the curriculum to

improve student post-secondary transition outcomes.

- **Food & Nutrition Services**: Leverages school nutrition programs to support healthy development, reduce absenteeism, and enhance academic focus.
- **Health & Safety Initiatives**: Implements regular staff and student training focused on wellness and safety to maintain a secure learning environment.
- **School Improvement Alignment**: Coordinates interventions with Comprehensive Support and Improvement (CSI) or Targeted Support and Improvement (TSI) strategies to maximize resource efficiency.

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 supporting the whole child by providing comprehensive services that foster students' social, emotional, behavioral, and functional development.

The school provides ongoing behavioral supports, school-based mental health services, and specialized related services, including therapies identified through each student's Individualized Education Program (IEP). In addition, mentoring opportunities and enrichment activities offered through extended learning programs, including after-school and summer programming, promote the development of communication, self-regulation, social skills, independence, and leadership. These integrated supports help ensure students are equipped with the skills necessary for success both in and beyond the classroom.

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)).

LLAL prepares students for postsecondary education and the workforce by providing career awareness and transition-focused learning opportunities aligned with students' individual goals.

Students participate in career and technical education experiences, including programs in business and construction, which build foundational career readiness skills. Although these programs do not offer postsecondary credit, they increase students' awareness of career pathways and postsecondary options. Students also participate in career fairs hosted by local colleges and community organizations, providing exposure to higher education, workforce opportunities, and employer expectations.

In addition, the school collaborates with
Vocational Rehabilitation and other community partners to connect students and families with

transition services, employment resources, and postsecondary planning supports that promote successful outcomes beyond high school.

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 schoolwide Multi-Tiered System of Supports (MTSS) to proactively prevent and address problem behavior while providing early intervening services aligned with IDEA and ESEA requirements. Universal (Tier I) supports establish consistent behavioral expectations, social-emotional learning, and positive behavior practices for all students. Students requiring additional support receive targeted interventions (Tier II), including counseling, mentoring, social skills instruction, and ongoing progress monitoring.

Students with intensive behavioral needs receive individualized Behavior Intervention Plans (BIPs) or Behavior Support Plans that identify target behaviors, outline prevention strategies, teach appropriate replacement skills, and establish consistent staff responses to ensure implementation fidelity. These supports are coordinated with each student's IEP and related services. Behavioral data are regularly reviewed by multidisciplinary teams to monitor progress, evaluate intervention effectiveness, and make data-driven adjustments that promote positive behavior, increase instructional access, and improve student outcomes.

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 provides ongoing, job-embedded professional learning for teachers, paraprofessionals, therapists, and support staff focused on improving instructional effectiveness and student outcomes. Professional learning emphasizes the implementation of the school's designated curriculum, effective use of supplemental instructional resources, PBIS, behavior intervention strategies, and data-driven instructional practices. To strengthen integrated student supports, therapists will transition to a push-in service model, allowing for greater collaboration with instructional staff and alignment of academic, behavioral, and therapeutic interventions. All instructional support personnel will participate in collaborative data chats to analyze student performance and identify instructional adjustments that improve student achievement.

To recruit and retain highly effective educators, particularly in high-need areas, LLAL fosters a

collaborative and supportive professional culture through coaching, mentoring, ongoing professional development, and leadership support. The school also promotes certification pathways and provides individualized support for staff working toward professional certification, contributing to increased staff capacity, retention, and instructional excellence.

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 has preschool children on site and the ability to transition them from early childhood education programs to local elementary school programs is a seamless effort. Transition of preschool children is embedded in our daily program. They are integrated with the elementary school children during lunch and recess. Preschool children are integrated with elementary children during arrivals and dismissals for bus and car transportation. They are required to wear the same uniform and adhere to the same code of conduct and policies and procedures.

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI, 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.

We collaborate with our district contacts such as Cecilia Gill in Title I, to assist us with the planning of federal grant funds likeTitle I and UniSig u valuable using feedback to ensure proper use of funds. Additioanlly, there is coordinationw with ESE District Contacts, Certification and CTE to ensure that our staff/students have access to programs and funding that will promote overall success.

Federal Funding Blending & Integration

- **Title I, Part A Coordination**: Funds are blended with ESE resources to provide targeted academic interventions, specialized instructional technology, and supplemental tutoring for students with disabilities to close achievement gaps.
- **Title IV, Part A Support**: Funds are integrated to enrich the school environment through staff training in areas such as violence prevention, student mental health initiatives, and the expansion of Career and Technical Education (CTE) exploration pathways.
- **Career & Technical Education (CTE)**: Merges workforce readiness into the curriculum to improve student post-secondary transition outcomes.
- **Food & Nutrition Services**: Leverages school nutrition programs to support healthy development, reduce absenteeism, and enhance academic focus.
- **Health & Safety Initiatives**: Implements regular staff and student training focused on wellness and safety to maintain a secure learning environment.
- **School Improvement Alignment**: Coordinates interventions with Comprehensive Support and Improvement (CSI) or Targeted Support and Improvement (TSI) strategies to maximize resource efficiency.

The school also provides comprehensive transition and workforce readiness programming designed to prepare students with disabilities for successful postsecondary education, employment, and independent living. Beginning at age 14, students and their families are connected with **Vocational Rehabilitation (VR)** services to support individualized transition planning, career exploration, and employment preparation aligned with each student's Individualized Education Program (IEP) transition goals.

To expand authentic workforce experiences, the school has established strategic partnerships with

local businesses, community organizations, and government agencies. Through a partnership with **Westgate Resorts**, students participate in industry-specific workforce training that prepares them for competitive employment opportunities within the company nationwide upon successful program completion. Additional partnerships with local restaurants and businesses provide structured work-based learning experiences, allowing students to apply classroom-acquired skills in real-world settings after demonstrating proficiency through school-based vocational instruction.

The school further promotes independent living skills through its on-campus **Transition House**, which simulates a residential environment where students receive explicit instruction in daily living competencies, including meal preparation, laundry, housekeeping, bed making, and home maintenance. The Transition House also features a salon that provides hands-on training in cosmetology and barbering, reinforcing career readiness and technical skill development.

In partnership with the Polk County **Sheriff's Office**, the school has expanded transition resources through the donation of furnishings for the Transition House and a scholarship that supported the creation of a computer laboratory, enhancing students' access to technology-based instruction and workforce readiness activities. Collectively, these community partnerships provide meaningful career, technical, and independent living experiences that strengthen students' transition outcomes and readiness for employment, postsecondary opportunities, and independent adulthood.

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).

To strengthen instructional capacity and improve outcomes for students with disabilities, the school established strategic partnerships with organizations specializing in charter school staffing and educator recruitment to secure highly qualified, certified Exceptional Student Education (ESE) teachers. These partnerships were implemented in response to persistent recruitment challenges, despite comprehensive traditional hiring efforts that included participation in career fairs, targeted recruitment campaigns, and outreach through professional educator networks.

Research consistently demonstrates a strong relationship between teacher certification, instructional quality, and improved student achievement, particularly for students with disabilities who require specialized instruction and the faithful implementation of Individualized Education Programs (IEPs). Recognizing this evidence, the school prioritized the recruitment and retention of certified ESE professionals to ensure that instruction is standards-aligned, evidence-based, and individualized to meet each student's unique academic, behavioral, and functional needs.

Through these external staffing partnerships, combined with comprehensive internal mentoring,

instructional coaching, and ongoing professional learning, the school successfully staffed all instructional classrooms with certified teachers. This collaborative approach supports the consistent implementation of IEPs, strengthens instructional fidelity, and promotes equitable access to high-quality, specially designed instruction. Continued collaboration with staffing partners and investment in educator development will remain integral components of the school's strategy to sustain a highly qualified workforce and improve student achievement outcomes

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2026-27 UniSIG funds but has chosen NOT to apply. **No**

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Uploaded Budget	ESSA Subgroups - Students With Disabilities (SWD)	6300/394	UNISIG	0.0	192, 975.68
Contracted services to support the recruitment of qualified teachers LLAL utilizes contracted staffing and consulting agencies, including IDEAL and Salt Creek, to support the recruitment and placement of qualified, certified teachers. These services assist in identifying and recruiting instructional personnel who possess the appropriate certifications, qualifications, and expertise to meet the diverse instructional needs of students, including students with disabilities. To support teacher effectiveness and continuous improvement, LLAL utilizes the Observe for Success platform, provided through the Florida Consortium of Public Charter Schools, to conduct classroom walkthrough assessments, monitor instructional practices, develop individualized professional growth plans, and complete semiannual and annual teacher performance evaluations. These processes provide ongoing opportunities to assess teacher effectiveness, identify areas for improvement, and align professional development with instructional needs. Additionally, we use Cognia to conduct teacher observations and monitor implementation of the Student First framework through the ELOT. These observations support instructional quality, promote consistent implementation of effective teaching practices, and help identify opportunities to strengthen instructional delivery and student outcomes. Collectively, contracted recruitment and instructional monitoring services support the school's efforts to recruit, develop, and retain qualified teachers who can effectively address the academic and individualized learning needs of students with disabilities. Teacher performance and professional growth are monitored through established observation and evaluation processes, with student growth data and other reliable measures of student progress used, as available and applicable, to inform instructional improvement.				
Uploaded Budget	ESSA Subgroups - Students With Disabilities (SWD)	7200/792	UNISIG	0.0	7, 024.32
Indirect Cost - expenses by the district to support the grant.					
Total	Uploaded Budget				200, 000.00
Plan Budget Total					**200, 000.00**