

Mclaughlin Academy Of Excellence

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School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School 6-10	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	65%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	F	F	C*	D

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

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

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for Mclaughlin Academy Of Excellence

DA Region and RED	DA Category and Turnaround Status
Southwest -	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Our Mission is to educate and inspire all students through the arts

b. Provide the school's vision statement.

The vision of McLaughlin Middle School and Fine Arts Academy is to provide our students with the skills to be successful in high school, in higher education, and in life.

2. School Environment

a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students.

1. Parent Workshops--iMoms and All Pro Dad meetings before and after school that includes parents, student, teachers, support staff, and administrators.
2. Academic Workshops--Content area meetings before and after school for parents that allow interaction between teachers, parents, and students.
3. Open House, Fine Arts Celebrations, and Performances --Celebration of our students that is open to parents, community, and business partners.

b. Describe how the school creates an environment where students feel safe and respected before, during and after school.

1. Before school--Students are housed by grade level where they are supervised by school personnel.
2. Positive Behavior Systems--School-wide expectations clearly defined and posted throughout the building along with the information within their Student Handbook/Agenda.
3. School-wide PBS celebrations throughout the school year to celebrate those students who meet the School-wide expectations.
4. Academic tutoring before and after school to enhance and support student learning.
5. High Academic expectations within all areas
6. CHAMPS implementation school-wide
7. Character and Leadership Skill building to begin the year and updates throughout the year.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

McLaughlin Middle School's four expectations are

1. Be Responsible
2. Be Respectful
3. Be Prepared
4. Be Safe

McLaughlin's School Wide Classroom Rule: RISE

R--Responsible Student

I--Inspire Self and others

S--Show Respect

E--Engaged at all Times

The expectations are taught, modeled, and practiced. Reinforcement strategies will provide rewards at different intervals for meeting the targeted behavior. Parent, community, and business partners are key to the success of PBS at McLaughlin.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

1. School Counselors are available throughout the school day. Each grade level is assigned to a specific counselor, and the counselor loops with their grade level, which allows the counselor to have a more individualized knowledge of each child.
2. Student-Parent Outreach Social Worker is available throughout the school day.
3. Mentoring program is set up to mentor students. Staff volunteers will mentor several students at McLaughlin.
4. Other ESE and support services are provided throughout the school year from various district resources.
5. Our Resource Officer provides SAVE classes along with positive interaction and support to all students throughout the school year.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.

Early Warning System:

1. GPA--Below a 2.0
2. Academic Credit--English, Math, Science, and Social Studies
3. Attendance--10 days or more
4. Attendance--20 days or more
5. Tardy--Greater than 20%
6. School Suspension--3 days or more
7. Assessment/Data--Progress Monitor student achievement 3 times a year to monitor success along with areas of need.

b. Provide the following data related to the school's early warning system

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	0	0	0	0	0	0	81	91	114	0	0	0	0	286
One or more suspensions	0	0	0	0	0	0	58	51	73	0	0	0	0	182
Course failure in ELA or Math	0	0	0	0	0	0	2	10	20	0	0	0	0	32
Level 1 on statewide assessment	0	0	0	0	0	0	243	243	196	0	0	0	0	682

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	0	0	0	0	0	0	18	25	28	0	0	0	0	71

c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.

1. Counselors meet with students on a regular basis to keep them informed of their progress.
2. Parent conferences throughout the year to keep them informed of student progress.
3. Social Worker meets with each student on a weekly or bi-weekly basis along with making regular contact with family.
4. Regular Attendance meeting with parent, student, and school attendance committee.
5. Mentor by staff for At-Risk students to monitor and check progress.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

2. Description

See Parent Involvement Plan

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

The school works with the community to hold various types of parent involvement events. Members of the local community actively participate in the annual Great American Teach-In. The Student Advisory Council consists of school and community members who meet to support the school and increase student achievement.

C. Effective Leadership

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Drisdorn, Donna	Principal
Fisher, Julianna	Assistant Principal
Cruz, Nidia	Instructional Coach
Flores, Meghan	Instructional Coach
Ford, Christopher	Dean

b. Duties

1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.

*Various members of the Leadership team also serve on the SIP writing team. The SIP team in turn shares SIP with staff and SAC and assists in monitoring implementation of plan.

*Monthly leadership meetings held to review progress monitoring data, classroom walkthrough data, and school-wide non-negotiable implementation with decisions made based on input.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

*The Leadership Team will hold focus meetings on how to improve school/teacher effectiveness and student achievement using the Problem Solving Model.

*Progress Monitoring data chats will be held.

*The Leadership Team will meet at least once per month (or more frequently as needed) to engage in the following activities:

*Review school-wide, grade level, and teacher data to problem solve needed interventions on a systemic level and identify students meeting/exceeding benchmarks as well as those at moderate or high risk for not meeting benchmarks. This will be done at least three times per year or more frequently if new data is available.

* Help referring teachers design feasible strategies and interventions for struggling students by collaborating regularly, problem solving, sharing effective practices, evaluating implementation, assist in making decisions for school, teacher, student improvement.

*Facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

*Focus on improving student achievement outcomes with evidence based interventions implemented with fidelity and frequent progress monitoring.

Intervention teams also foster a sense of collegiality and mutual support among educators, promote the use of evidence-based interventions, and support teachers in carrying out intervention plans.

Title I, Part A, funds school-wide services to McLaughlin Middle School & Fine Arts Academy. The Title I funds provide supplemental instructional resources and interventions for students with academic achievement needs. This program supports after-school and summer instructional programs, supplemental instructional materials, resource teachers, technology for students, professional development for the staff, and resources for parents. The district coordinates with Title II and Title III to ensure that staff development needs are addressed accordingly.

Title I, Part C- Migrant

Migrant students enrolled in McLaughlin Middle School & Fine Arts Academy will be assisted by the school and by the District Migrant Education Program (MEP). Students will be prioritized by the MEP for supplemental services based on need and migrant status. MEP Teacher Advocates, assigned to schools with high percentages of migrant students, monitor the progress of these high need students and provide or coordinate supplemental academic support. Migrant Home-School Liaisons identify and recruit migrant students and their families for the MEP. They provide support to both students and parents in locating services necessary to ensure the academic success of these students whose education has been interrupted by numerous moves.

Title I, Part D, provides Transition Facilitators to assist students with transition from Department of Juvenile Justice (DJJ) facilities back into their zoned school. The Transition Facilitators communicate with the Guidance Counselors at schools to facilitate the transfer of records and appropriate

placement.

Title II

Professional development resources are available to all schools through Title II funds. In addition, School Technology Services provide technical support, technology training, and licenses for software programs and web-based access via Title II-D funds as made available

Title III

Title III provides supplemental resources for English Language Learners (ELL) and their teachers in Title I schools, as well as professional learning opportunities for school staff.

Title X- Homeless

The Hearth program, funded through Title X, provides support for identified homeless students. Title I provides additional support for this program, and many activities implemented by the Hearth program are carried out in cooperation with the Migrant Education Program (MEP) funded through Title I, Part C.

Violence Prevention Programs

McLaughlin Middle School & Fine Arts Academy provides violence and drug prevention programs in order to promote a safe school environment. Examples of violence prevention programs include anti-bullying, gang awareness, gun awareness, etc.

Nutrition Programs

This school is a location for a summer feeding program for the community during our designated summer school dates.

Housing Programs

Students with housing needs are referred to the Homeless Student Advocate

Head Start

Head Start is located on McLaughlin's School grounds. Resources are provided to the program to assist in the transition of students from pre-k to kindergarten. Head Start teachers may participate in professional learning opportunities offered to school staff, and they are involved in Professional Learning Community activities with kindergarten teachers. Parents of Head Start students are invited to participate in parent workshops and activities provided by the school.

Career and Technical Education

Students in the 8th grade at McLaughlin Middle School & Fine Arts Academy have the opportunity to participate in a year long Foundation of Agriculture course. Those students taking Graphic Arts will receive training and practice with the ADOBE program and be able to take the CTE certification exam.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Donna M. Drisdorn	Principal
Chris Ford	Education Support Employee
Tim Sherman	Teacher
Courtney Sherman	Education Support Employee
	Student

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

Throughout the school year, the SAC committee reviewed the School Improvement Plan and provided feedback based on administrative walk-through data and survey information. During the first SAC meeting, the SIP will be reviewed and discussed along with any other changes or information updates within the SIP.

b. Development of this school improvement plan

The School Advisory Council provided ongoing feedback throughout the school year, and the SAC members will approve the advisory membership and this School Improvement Plan. The SIP will be on the front counter in the office, within the Family Engagement notebook, school website, and a hard copy will be printed upon parent request.

c. Preparation of the school's annual budget and plan

The proposed budget is brought before the SAC Committee and decisions are made based on input from all SAC members.

2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project.

School Improvement funds will be used to purchase materials and supplies to be used in the classroom to increase student achievement.

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.

Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Drisdom, Donna	Principal
Fisher, Julianna	Assistant Principal
Flores, Meghan	Instructional Coach
Ford, Christopher	Dean
Cruz, Nidia	Instructional Coach

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The team will provide support to various content/elective teachers as we continuously analyze our reading data throughout the year and make various data driven decisions to meet the needs of our students. The instructional coach and intervention teachers will provide support to content and elective teachers with UNRAVEL reading and math strategies along with literacy strategies. Various team members on the LLT will be part of the PSRTI team.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

1. Each Tuesday and Thursday Collaborative Planning within departments
2. School Based Leadership Team bi-monthly meetings (Academic Focus)
3. Leadership Team weekly meeting (School-Wide Management Focus)
4. Faculty Meeting Wednesday (1 time a month) (Add Breakfast Bash-1 time a month-food provided by various departments)
5. Grade Level meetings 1 time each month with academic/arts integration, CHAMPS/discipline focus, and Data (based on progress monitoring data).

2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school.

1. Pair new teachers with veteran staff in their discipline.
2. All staff participate in Professional Learning Communities by grade level & discipline
Instructional Coaches to monitor
3. Follow District hiring practices Principal is responsible

3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities.

*Bi-monthly meeting with new teachers to discuss issues and concerns along with answering any questions.

(conducted by Principal or AP)

*New teachers partnered with seasoned teacher within same content area.

*Instructional Coaches to provide curricular support and coaching.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.

*New curricular materials based on Florida's new standards were researched and purchased through the Polk County School Board.

*FSA focused curriculum materials have been arriving at McLaughlin since mid-June

*Computer Based Programs that support the curriculum and Florida Standards are in place to meet the learning needs. These programs are research based and selected by district personnel.

*Instructional learning maps were updated throughout the summer to fine tune their focus on the Florida Standards, and those learning maps are available to all teachers through Moodle.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

Progress Monitoring data is completed at least 3 times a year along with ongoing mini assessments to analyze proficiency of standards. The data from the Lang. Arts, Math, and Science assessments are used within our Collaborative lesson planning to include instructional remediation along with enrichment.

Example: Questions or content is added within the bell work/bell ringer portion of the lesson for remediation

Example: Questions, content, or skill that needs remediation is incorporated into a learning station/ small group instruction.

Example: Mini lesson to reteach or extend the learning focus.

Students are grouped for small group instruction based on data provided through progress monitoring and mini assessments. Instruction is based on the needs of the small group. Example: Intensive Reading (Achieve 3000) supplemental program data is collected from base-line and progress monitoring. This data is used to group students for small group instruction and remediation to target areas of need.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Before School Program

Minutes added to school year: 4,500

Before school tutoring to target math and reading using data to drive the instruction

Strategy Rationale

Based on progress monitoring data, students are grouped for before school tutoring to increase student achievement within that area of need.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Flores, Meghan, meghan.flores@polk-fl.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Progress monitoring and mini assessment data will be collected and analyzed to determine effectiveness of the instruction

Strategy: After School Program

Minutes added to school year: 4,500

After school tutoring to target math, writing, and reading

Strategy Rationale

Based on progress monitoring data, students are grouped for after school tutoring to increase student achievement within the area of need.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Cruz, Nidia, nidia.cruz@polk-fl.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Progress monitoring and mini assessment data will be collected and analyzed to determine effectiveness of the instruction

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

1. Tour of school for incoming 5th grade students along with meeting with groups to discuss core and elective courses
2. Parent Night for incoming 5th grade students
3. 8th grade students visit local high schools before end of year
4. High school counselors visit and discuss the options available at the local high schools

b. College and Career Readiness

1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

1. Business partners as members of our various school committees---SAC Members
2. Business partners speak within various classrooms during the Great American Teach In
3. College representatives speak with our 8th grade students.
4. 8th grade field trips at the end of the year to local college and university campuses.
5. Accelerated learning for students: Algebra, Geometry, and Foundation of Agriculture.

2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.

Students are offered the opportunity to select Agriculture, ADOBE within Graphic Arts, and other Industry Certification training within ITV, which students can select for their elective courses. These courses can continue throughout High School and into their career or profession. Students are also members of (FFA-Future Farmers of America) that promote career and leadership planning.

3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.

1. Foundations of Agriculture (HS course)
2. ADOBE within Graphic Arts
3. Basic IC3 Exam for Industry Certification in ITV

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.

1. Algebra Honors (HS Credit)
2. Geometry (HS Credit)
3. Agriculture (HS Credit)

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

McLaughlin needs to increase student proficiency in all tested areas. The Acceleration area needs to increase along with the student learning gains.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

1. Lack of instructional staff within content area--which were covered by long-term substitutes
2. Lack of implementation of the Florida Standards--to the depth and rigor of the standards
3. Student and Teacher attendance

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Implement Arts Integration to increase student achievement and improve school culture.
- G2.** Reading and Math coaches will observe teachers within their assigned academic areas that may be systematic or individual and implement PD through coaching/modeling.
- G3.** Reading and Math Interventionist and Outreach Para will identify students and their needs through data review in Performance Matters, meeting with teachers, and pushing into classroom. Once identified, they will work with students according to their growth areas.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. Implement Arts Integration to increase student achievement and improve school culture. 1a

G098595

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	32.0
FSA Mathematics Achievement	30.0
Statewide Science Assessment Achievement	35.0
Algebra I EOC Pass Rate	75.0
Geometry EOC Pass Rate	60.0
Attendance Below 90%	15.0
Attendance Below 90% Grade 06	10.0
Attendance Below 90% Grade 07	15.0
Attendance Below 90% Grade 08	20.0
One or More Suspensions	15.0
1+ Suspensions Grade 06	10.0
1+ Suspensions Grade 07	15.0
1+ Suspensions Grade 08	10.0
Students exhibiting two or more EWS indicators (Total)	10.0
Students in sixth grade exhibiting two or more EWS indicators	5.0
Students in seventh grade exhibiting two or more EWS indicators	5.0
Students in eighth grade exhibiting two or more EWS indicators	5.0
2+ Course Failures - Middle Grades	2.0
Course Failures ELA	1.0
Level 1 - All Grades	40.0
Level 1 - Grade 06	38.0
Level 1 - Grade 07	37.0
Level 1 - Grade 08	32.0
Course Failures Mathematics	0.3
Certified in Field	100.0
ESOL Endorsed	75.0
Highly Qualified Teachers	100.0
Reading Endorsed	50.0

Targeted Barriers to Achieving the Goal 3

- Growth mindset by teachers and students
- Attendance and Discipline
- Teachers not making the instructional shift to meet the Florida Standards
- Lack of Support

Resources Available to Help Reduce or Eliminate the Barriers 2

- Title I
- Untapped Resources within school-Interventionist, Inclusion, and ESOL

- Collaborative Planning
- District and Department personnel
- Item Specifications for ELA, Math, Science, Algebra, and Geometry
- Cpalms and web based resources
- Data Available
- Feedback for teachers through Journeys & Google Apps
- Performance Matters Data
- Achieve 3000
- Implement PBS/CHAMPS
- Fine Arts Department at District Level

Plan to Monitor Progress Toward G1. 8

Student achievement data will be continuously analyzed to determine the effectiveness of Growth Mindset and standards based teaching and learning through arts integration.

Person Responsible

Schedule

Monthly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Student progress monitoring and achievement data

Plan to Monitor Progress Toward G1. 8

Monitor staff vacancies on RHS

Person Responsible

Donna Drisdorn

Schedule

Monthly, from 10/1/2017 to 8/31/2018

Evidence of Completion

RHS System

G2. Reading and Math coaches will observe teachers within their assigned academic areas that may be systematic or individual and implement PD through coaching/modeling. 1a

G098596

Targets Supported 1b

Indicator	Annual Target
-----------	---------------

Targeted Barriers to Achieving the Goal 3

- We have substitutes in academic areas.
- Lack of understanding levels of complexity within standards

Resources Available to Help Reduce or Eliminate the Barriers 2

- Coaching support/support personnel

Plan to Monitor Progress Toward G2. 8

Journey data and weekly walk-through data will be collected and reviewed

Person Responsible

Donna Drisdorn

Schedule

Daily, from 10/1/2017 to 8/31/2018

Evidence of Completion

Walk-throughs documented in Journey, Non-evaluative walk-throughs, student engagement activities documented in lesson plans

G3. Reading and Math Interventionist and Outreach Para will identify students and their needs through data review in Performance Matters, meeting with teachers, and pushing into classroom. Once identified, they will work with students according to their growth areas. 1a

G098597

Targets Supported 1b

Indicator	Annual Target
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Targeted Barriers to Achieving the Goal 3

- Substitutes within academic areas
- Student Attendance

Resources Available to Help Reduce or Eliminate the Barriers 2

- Social Worker and attendance meetings

Plan to Monitor Progress Toward G3. 8

Performance Matters and Star Assessment data

Person Responsible

Julianna Fisher

Schedule

Weekly, from 9/5/2017 to 5/24/2018

Evidence of Completion

Student Achievement/growth based on data analysis

Plan to Monitor Progress Toward G3. 8

Journey data, walk-through data

Person Responsible

Donna Drisdorn

Schedule

Weekly, from 10/1/2017 to 8/31/2018

Evidence of Completion


Journey walk-through information, student engagement activities documented in lesson plans

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key


G = Goal **B** =
 Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key


G1. Implement Arts Integration to increase student achievement and improve school culture. **1**

 G098595

G1.B1 Growth mindset by teachers and students **2**

 B265337

G1.B1.S1 Professional development using performance matters to show and analyze trend data **4**

 S281226

Strategy Rationale

To increase knowledge and change mindsets of teachers and students that they can meet proficiency.

Action Step 1 **5**

Professional Development on Performance Matters

Person Responsible

Julianna Fisher

Schedule

Monthly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Data Chats with teachers

Person Responsible

Donna Drisdorn

Schedule

Monthly, from 9/18/2017 to 5/24/2018

Evidence of Completion

Performance Matters data analysis

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Change in growth mindset of staff and students

Person Responsible

Donna Drisdorn

Schedule

Monthly, from 9/18/2017 to 5/24/2018

Evidence of Completion

Student Achievement (progress monitoring data)

G1.B1.S2 Instructional shift through integration of technology **4**

 S281227

Strategy Rationale

To increase engagement and change mindset of teachers and students that they can learn in multiple formats.

Action Step 1 **5**

Purchase of iPads, iPad cases, iPad carts, and Apple TVs for a total of \$48,500.

Person Responsible

Donna Drisdorn

Schedule

On 5/24/2018

Evidence of Completion

Delivery and use of technology to increase student achievement.

Plan to Monitor Fidelity of Implementation of G1.B1.S2 **6**

Classroom observations

Person Responsible

Donna Drisdorn

Schedule

Biweekly, from 9/1/2017 to 5/24/2018

Evidence of Completion

Classroom evaluation evidence and lesson plans.

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Classroom observations

Person Responsible

Donna Drisdorn

Schedule

Biweekly, from 9/1/2017 to 5/24/2018

Evidence of Completion

Increased student engagement and achievement.

G1.B2 Attendance and Discipline 2

 B265338

G1.B2.S1 Professional development for Arts Integration 4

 S281229

Strategy Rationale

By infusing the arts into curriculum it will improve the school culture to encourage students to attend school and engage in learning while present

Action Step 1 5

Arts Integration Book Study and Prof Development for school staff

Person Responsible

Donna Drisdorn

Schedule

Monthly, from 9/25/2017 to 1/18/2018

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Review of lesson planning and instruction

Person Responsible

Schedule

Evidence of Completion

lesson plans and classroom walkthrough data

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Ongoing classroom walk-throughs by administrative staff and support personnel

Person Responsible

Julianna Fisher

Schedule

Evidence of Completion

Student attendance, discipline, and academic data

G1.B3 Teachers not making the instructional shift to meet the Florida Standards **2**

 B265339

G1.B3.S1 Unpacking the standards, understanding the item specs and increasing rigor based on the taxonomy **4**

 S281230

Strategy Rationale

Teachers will teach to the depth of the standards to facilitate student achievement

Action Step 1 **5**

Professional Development and support for unpacking standards and test item specs

Person Responsible

Nidia Cruz

Schedule

Weekly, from 8/15/2017 to 5/15/2018

Evidence of Completion

Pre-planning document and lesson plans

Plan to Monitor Fidelity of Implementation of G1.B3.S1 **6**

Support within collaborative planning

Person Responsible

Nidia Cruz

Schedule

Biweekly, from 8/15/2017 to 5/15/2018

Evidence of Completion

Preplanning form and sign-in sheet

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Classroom walkthroughs

Person Responsible

Schedule

Evidence of Completion

classroom walkthrough data

G1.B4 Lack of Support 2

 B265340

G1.B4.S1 Limited funds to provide incentives to encourage instructional staff and paraprofessionals to remain at current school 4

 S281231

Strategy Rationale

To motivate instructional staff to remain for continuity

Action Step 1 5

Recognize instructional staff and paraprofessionals that come and remain at school

Person Responsible

Donna Drisdorn

Schedule

Monthly, from 10/1/2017 to 8/31/2018

Evidence of Completion

Payroll records

Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

Review of Funds Management Report

Person Responsible

Donna Drisdorn

Schedule

Monthly, from 10/1/2017 to 8/31/2018

Evidence of Completion

Expenditure posted in SAP

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7

Teacher retention rate

Person Responsible

Donna Drisdorn

Schedule

Monthly, from 10/1/2017 to 8/31/2018

Evidence of Completion

Number of vacancies at the school

G2. Reading and Math coaches will observe teachers within their assigned academic areas that may be systematic or individual and implement PD through coaching/modeling. 1

G098596

G2.B1 We have substitutes in academic areas. 2

B265341

G2.B1.S1 Pushing into classrooms to provide instructional support and lesson planning 4

S281232

Strategy Rationale

To maintain grade level instruction

Action Step 1 5

Coaches will plan using Florida Standards and provide support within areas with substitute

Person Responsible

Schedule

Evidence of Completion

Lesson plans

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

classroom walkthroughs

Person Responsible

Schedule

Evidence of Completion

walkthrough data

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Progress monitoring data

Person Responsible

Schedule

Evidence of Completion

analysis of student data outcomes

G2.B2 Lack of understanding levels of complexity within standards **2**

 B265342

G2.B2.S1 Weekly common planning meetings facilitated by administration and coaches **4**

 S281233

Strategy Rationale

By meeting with support staff more deliberate practices will be implemented to provide support and deeper understanding of standards.

Action Step 1 **5**

Daily common planning sessions

Person Responsible

Donna Drisdorn

Schedule

Weekly, from 10/1/2017 to 8/31/2018

Evidence of Completion

Lesson Plans

Action Step 2 **5**

Coaching cycles will be implemented as needed

Person Responsible

Donna Drisdorn

Schedule

Weekly, from 10/1/2017 to 8/31/2018

Evidence of Completion

Coaching Logs

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Unpacking of standards will be completed weekly and used to develop lessons that encompass the full intent of standards

Person Responsible

Donna Drisdorn

Schedule

Weekly, from 10/1/2017 to 8/31/2018

Evidence of Completion

Lesson plans, sign in sheets, student work samples

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Walk-throughs conducted by administration to monitor fidelity and alignment of lesson plans with lesson delivery

Person Responsible

Donna Drisdorn

Schedule

Daily, from 10/1/2017 to 8/31/2018

Evidence of Completion

Journey data, lesson plans

G2.B2.S2 Weekly data meetings to align student work with the standards and the cognitive complexity

4

S281234

Strategy Rationale

Student work should be evidence of their learning

Action Step 1 5

Analysis of student work samples during collaborative planning

Person Responsible

Meghan Flores

Schedule

Weekly, from 9/18/2017 to 5/8/2018

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G2.B2.S2 6

Collaborative planning agenda and coaching support

Person Responsible

Schedule

On 5/8/2018

Evidence of Completion

Agenda and lesson plans

Plan to Monitor Effectiveness of Implementation of G2.B2.S2 7

Student outcome/achievement data

Person Responsible

Schedule

Monthly, from 9/21/2017 to 5/8/2018

Evidence of Completion

Student data

G3. Reading and Math Interventionist and Outreach Para will identify students and their needs through data review in Performance Matters, meeting with teachers, and pushing into classroom. Once identified, they will work with students according to their growth areas. 1

G098597

G3.B1 Substitutes within academic areas 2

B265343

G3.B1.S1 Pushing into classrooms to provide instructional support as the teacher of record and lesson planning 4

S281235

Strategy Rationale

Maintain grade level instruction/rigor based on Florida Standards

Action Step 1 5

Interventionists are providing instruction within various content areas.

Person Responsible

Donna Drisdorn

Schedule

Evidence of Completion

Interventionist will be placed as teacher of record until a teacher is hired for school.

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Teacher will maintain attendance, grades, and lesson plans during instructional class time.

Person Responsible

Donna Drisdorn

Schedule

Evidence of Completion

Lesson plans, attendance, and grades will be housed within Pinnacle and Share Point during their duration within the various content classes.

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Progress Monitoring data will be analyzed for student growth/achievement.

Person Responsible

Schedule

Evidence of Completion

Performance Matters and Star Data will be used to evaluate student achievement.

G3.B1.S2 Provide opportunity for Saturday Learning Labs 4

S281236

Strategy Rationale

Remediation and enrichment to increase learning/achievement

Action Step 1 5

Saturday Learning Lab opportunity to increase student achievement/growth, which will be based on student data.

Person Responsible

Nidia Cruz

Schedule

Weekly, from 9/11/2017 to 5/24/2018

Evidence of Completion

Student work samples from Saturday Learning Lab

Plan to Monitor Fidelity of Implementation of G3.B1.S2 6

Student portfolio to include student work samples and outcome data

Person Responsible

Donna Drisdorn

Schedule

Biweekly, from 9/25/2017 to 5/24/2018

Evidence of Completion

Student outcomes on work samples and data

Plan to Monitor Effectiveness of Implementation of G3.B1.S2 7

Saturday Learning Lab attendance and student outcomes.

Person Responsible

Donna Drisdorn


Schedule

Biweekly, from 9/25/2017 to 5/24/2018

Evidence of Completion

Student outcome data and work samples showing areas of growth.

G3.B1.S3 Support personnel and interventionists will push into classrooms to work with Tier 2 and Tier 3 students **4**

 S281237

Strategy Rationale

More fidelity of implementation of strategies and being able to communicate with stakeholders progress of the students in these areas

Action Step 1 **5**

Interventionists will meet with teachers biweekly to discuss student goals and progress to create and implement differentiated lessons to meet the needs of all students

Person Responsible

Donna Drisdorn

Schedule

Daily, from 10/1/2017 to 8/31/2018

Evidence of Completion

Lesson Plans

Plan to Monitor Fidelity of Implementation of G3.B1.S3 **6**

Schedules will be submitted to administration with support identified. Walk-throughs and observations will be conducted daily to ensure fidelity.

Person Responsible

Donna Drisdorn

Schedule

Daily, from 10/1/2017 to 8/31/2018

Evidence of Completion

Walk-through data, Journey

Plan to Monitor Effectiveness of Implementation of G3.B1.S3 7

Goals will be monitored and adjusted based on student progress

Person Responsible

Donna Drisdorn

Schedule

Weekly, from 10/1/2017 to 8/31/2018

Evidence of Completion

Data Check points, FSA testing

G3.B1.S4 Extended Learning 4

S281238

Strategy Rationale

To increase student learning/achievement and growth

Action Step 1 5

Tutoring will occur throughout the school year to increase student growth/achievement.

Person Responsible

Christopher Ford

Schedule

Weekly, from 9/25/2017 to 4/27/2018

Evidence of Completion

Tutoring attendance

Plan to Monitor Fidelity of Implementation of G3.B1.S4 6

Progress monitoring of student progress

Person Responsible

Christopher Ford

Schedule

Monthly, from 9/25/2017 to 4/30/2018

Evidence of Completion

Student work samples and/or progress monitoring data

Plan to Monitor Effectiveness of Implementation of G3.B1.S4 7

Data analysis

Person Responsible

Schedule

Monthly, from 10/30/2017 to 5/14/2018

Evidence of Completion

student data

G3.B2 Student Attendance 2

B265344

G3.B2.S1 Outreach para will provide positive support and make contact with parents/guardians 4

S281239

Strategy Rationale

Increase student attendance

Action Step 1 5

Identify those students who have attendance issues and overage/retention

Person Responsible

Christopher Ford

Schedule

Weekly, from 8/21/2017 to 5/24/2018

Evidence of Completion

Data pulled from Performance Matters and Star Testing and Attendance/Discipline Records Assessments generated through Performance Matters and Student Work Samples

Plan to Monitor Fidelity of Implementation of G3.B2.S1 6

Weekly chats and daily walkthroughs and Academic Leadership meetings

Person Responsible

Donna Drisdorn

Schedule

Weekly, from 9/5/2017 to 5/24/2018

Evidence of Completion

Data, agenda, meeting notes

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 7

Documentation of meetings and data showing growth and attendance

Person Responsible

Donna Drisdorn

Schedule

On 5/24/2018

Evidence of Completion

Data showing student achievement/growth

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.B2.S1.MA1 M411160	Ongoing classroom walk-throughs by administrative staff and support personnel	Fisher, Julianna	No Start Date	Student attendance, discipline, and academic data	No End Date one-time
G1.B2.S1.MA1 M411161	Review of lesson planning and instruction		No Start Date	lesson plans and classroom walkthrough data	No End Date one-time
G1.B3.S1.MA1 M411162	Classroom walkthroughs		No Start Date	classroom walkthrough data	No End Date one-time
G2.B1.S1.MA1 M411168	Progress monitoring data		No Start Date	analysis of student data outcomes	No End Date one-time
G2.B1.S1.MA1 M411169	classroom walkthroughs		No Start Date	walkthrough data	No End Date one-time
G2.B1.S1.A1 A379186	Coaches will plan using Florida Standards and provide support within areas with substitute		No Start Date	Lesson plans	No End Date one-time
G3.B1.S1.MA1 M411175	Progress Monitoring data will be analyzed for student growth/ achievement.		9/11/2017	Performance Matters and Star Data will be used to evaluate student achievement.	No End Date monthly
G3.B1.S1.MA1 M411176	Teacher will maintain attendance, grades, and lesson plans during instructional class time.	Drisdorn, Donna	8/21/2017	Lesson plans, attendance, and grades will be housed within Pinnacle and Share Point during their duration within the various content classes.	No End Date one-time
G3.B1.S1.A1 A379190	Interventionists are providing instruction within various content areas.	Drisdorn, Donna	8/21/2017	Interventionist will be placed as teacher of record until a teacher is hired for school.	No End Date one-time
G1.B2.S1.A1 A379183	Arts Integration Book Study and Prof Development for school staff	Drisdorn, Donna	9/25/2017		1/18/2018 monthly
G3.B1.S4.A1 A379193	Tutoring will occur throughout the school year to increase student growth/ achievement.	Ford, Christopher	9/25/2017	Tutoring attendance	4/27/2018 weekly
G3.B1.S4.MA1 M411182	Progress monitoring of student progress	Ford, Christopher	9/25/2017	Student work samples and/or progress monitoring data	4/30/2018 monthly
G2.B2.S2.MA1 M411172	Student outcome/achievement data		9/21/2017	Student data	5/8/2018 monthly
G2.B2.S2.MA1 M411173	Collaborative planning agenda and coaching support		9/21/2017	Agenda and lesson plans	5/8/2018 one-time
G2.B2.S2.A1 A379189	Analysis of student work samples during collaborative planning	Flores, Meghan	9/18/2017		5/8/2018 weekly
G3.B1.S4.MA1 M411181	Data analysis		10/30/2017	student data	5/14/2018 monthly
G1.B3.S1.MA1 M411163	Support within collaborative planning	Cruz, Nidia	8/15/2017	Preplanning form and sign-in sheet	5/15/2018 biweekly
G1.B3.S1.A1 A379184	Professional Development and support for unpacking standards and test item specs	Cruz, Nidia	8/15/2017	Pre-planning document and lesson plans	5/15/2018 weekly
G1.MA1 M411166	Student achievement data will be continuously analyzed to determine the effectiveness of Growth...		8/14/2017	Student progress monitoring and achievement data	5/24/2018 monthly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.MA1 M411185	Performance Matters and Star Assessment data	Fisher, Julianna	9/5/2017	Student Achievement/growth based on data analysis	5/24/2018 weekly
G1.B1.S1.MA1 M411156	Change in growth mindset of staff and students	Drisdorn, Donna	9/18/2017	Student Achievement (progress monitoring data)	5/24/2018 monthly
G1.B1.S1.MA1 M411157	Data Chats with teachers	Drisdorn, Donna	9/18/2017	Performance Matters data analysis	5/24/2018 monthly
G1.B1.S1.A1 A379181	Professional Development on Performance Matters	Fisher, Julianna	8/10/2017		5/24/2018 monthly
G3.B2.S1.MA1 M411183	Documentation of meetings and data showing growth and attendance	Drisdorn, Donna	9/5/2017	Data showing student achievement/growth	5/24/2018 one-time
G3.B2.S1.MA1 M411184	Weekly chats and daily walkthroughs and Academic Leadership meetings	Drisdorn, Donna	9/5/2017	Data, agenda, meeting notes	5/24/2018 weekly
G3.B2.S1.A1 A379194	Identify those students who have attendance issues and overage/retention	Ford, Christopher	8/21/2017	Data pulled from Performance Matters and Star Testing and Attendance/ Discipline Records Assessments generated through Performance Matters and Student Work Samples	5/24/2018 weekly
G1.B1.S2.MA1 M411158	Classroom observations	Drisdorn, Donna	9/1/2017	Increased student engagement and achievement.	5/24/2018 biweekly
G1.B1.S2.MA1 M411159	Classroom observations	Drisdorn, Donna	9/1/2017	Classroom evaluation evidence and lesson plans.	5/24/2018 biweekly
G1.B1.S2.A1 A379182	Purchase of iPads, iPad cases, iPad carts, and Apple TVs for a total of \$48,500.	Drisdorn, Donna	9/1/2017	Delivery and use of technology to increase student achievement.	5/24/2018 one-time
G3.B1.S2.MA1 M411177	Saturday Learning Lab attendance and student outcomes.	Drisdorn, Donna	9/25/2017	Student outcome data and work samples showing areas of growth.	5/24/2018 biweekly
G3.B1.S2.MA1 M411178	Student portfolio to include student work samples and outcome data	Drisdorn, Donna	9/25/2017	Student outcomes on work samples and data	5/24/2018 biweekly
G3.B1.S2.A1 A379191	Saturday Learning Lab opportunity to increase student achievement/growth, which will be based on...	Cruz, Nidia	9/11/2017	Student work samples from Saturday Learning Lab	5/24/2018 weekly
G1.MA2 M411167	Monitor staff vacancies on RHS	Drisdorn, Donna	10/1/2017	RHS System	8/31/2018 monthly
G2.MA1 M411174	Journey data and weekly walk-through data will be collected and reviewed	Drisdorn, Donna	10/1/2017	Walk-throughs documented in Journey, Non-evaluative walk-throughs, student engagement activities documented in lesson plans	8/31/2018 daily
G3.MA2 M411186	Journey data, walk-through data	Drisdorn, Donna	10/1/2017	Journey walk-through information, student engagement activities documented in lesson plans	8/31/2018 weekly
G1.B4.S1.MA1 M411164	Teacher retention rate	Drisdorn, Donna	10/1/2017	Number of vacancies at the school	8/31/2018 monthly
G1.B4.S1.MA1 M411165	Review of Funds Management Report	Drisdorn, Donna	10/1/2017	Expenditure posted in SAP	8/31/2018 monthly
G1.B4.S1.A1 A379185	Recognize instructional staff and paraprofessionals that come and remain at school	Drisdorn, Donna	10/1/2017	Payroll records	8/31/2018 monthly
G2.B2.S1.MA1 M411170	Walk-throughs conducted by administration to monitor fidelity and alignment of lesson plans with...	Drisdorn, Donna	10/1/2017	Journey data, lesson plans	8/31/2018 daily
G2.B2.S1.MA1 M411171	Unpacking of standards will be completed weekly and used to develop lessons that encompass the full...	Drisdorn, Donna	10/1/2017	Lesson plans, sign in sheets, student work samples	8/31/2018 weekly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B2.S1.A1  A379187	Daily common planning sessions	Drisdorn, Donna	10/1/2017	Lesson Plans	8/31/2018 weekly
G2.B2.S1.A2  A379188	Coaching cycles will be implemented as needed	Drisdorn, Donna	10/1/2017	Coaching Logs	8/31/2018 weekly
G3.B1.S3.MA1  M411179	Goals will be monitored and adjusted based on student progress	Drisdorn, Donna	10/1/2017	Data Check points, FSA testing	8/31/2018 weekly
G3.B1.S3.MA1  M411180	Schedules will be submitted to administration with support identified. Walk-throughs and...	Drisdorn, Donna	10/1/2017	Walk-through data, Journey	8/31/2018 daily
G3.B1.S3.A1  A379192	Interventionists will meet with teachers biweekly to discuss student goals and progress to create...	Drisdorn, Donna	10/1/2017	Lesson Plans	8/31/2018 daily

V. Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. Implement Arts Integration to increase student achievement and improve school culture.

G1.B1 Growth mindset by teachers and students

G1.B1.S1 Professional development using performance matters to show and analyze trend data

PD Opportunity 1

Professional Development on Performance Matters

Facilitator

Julie Fisher and Brandy Polly

Participants

Instructional Personnel

Schedule

Monthly, from 8/10/2017 to 5/24/2018

G1.B2 Attendance and Discipline

G1.B2.S1 Professional development for Arts Integration

PD Opportunity 1

Arts Integration Book Study and Prof Development for school staff

Facilitator

Book Study

Participants

Instructional Staff

Schedule

Monthly, from 9/25/2017 to 1/18/2018

G1.B3 Teachers not making the instructional shift to meet the Florida Standards

G1.B3.S1 Unpacking the standards, understanding the item specs and increasing rigor based on the taxonomy

PD Opportunity 1

Professional Development and support for unpacking standards and test item specs

Facilitator

School and District Coaches

Participants

Instructional Staff

Schedule

Weekly, from 8/15/2017 to 5/15/2018

G2. Reading and Math coaches will observe teachers within their assigned academic areas that may be systematic or individual and implement PD through coaching/modeling.

G2.B2 Lack of understanding levels of complexity within standards

G2.B2.S1 Weekly common planning meetings facilitated by administration and coaches

PD Opportunity 1

Daily common planning sessions

Facilitator

Nidia Cruz, Meghan Flores, Sandra Sackett

Participants

Instructional Staff

Schedule

Weekly, from 10/1/2017 to 8/31/2018

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

VII. Budget

1	G1.B1.S1.A1	Professional Development on Performance Matters				\$0.00
2	G1.B1.S2.A1	Purchase of iPads, iPad cases, iPad carts, and Apple TVs for a total of \$48,500.				\$48,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	644-Computer Hardware Non-Capitalized	1341 - Mclaughlin Academy Of Excellence	Title, I Part A		\$39,900.00
<i>Notes: iPads</i>						
	5100	510-Supplies	1341 - Mclaughlin Academy Of Excellence	Title, I Part A		\$4,000.00
<i>Notes: iPad Cases</i>						
	5100	643-Capitalized Hardware and Technology-Related Infrastructure	1341 - Mclaughlin Academy Of Excellence	Title, I Part A		\$3,800.00
<i>Notes: iPad Carts</i>						
	5100	644-Computer Hardware Non-Capitalized	1341 - Mclaughlin Academy Of Excellence	Title, I Part A		\$800.00
<i>Notes: Apple TVs</i>						
3	G1.B2.S1.A1	Arts Integration Book Study and Prof Development for school staff				\$3,483.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	510-Supplies	1341 - Mclaughlin Academy Of Excellence	Title, I Part A		\$3,483.00
<i>Notes: Arts Integration books</i>						
4	G1.B3.S1.A1	Professional Development and support for unpacking standards and test item specs				\$0.00
5	G1.B4.S1.A1	Recognize instructional staff and paraprofessionals that come and remain at school				\$70,477.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	510-Supplies	1341 - Mclaughlin Academy Of Excellence	Title, I Part A		\$0.00
<i>Notes: Arts Integration Supplies</i>						
	5100	120-Classroom Teachers	1341 - Mclaughlin Academy Of Excellence	UniSIG	59.0	\$59,000.00
<i>Notes: Recruitment and Retention Bonuses for Teachers</i>						
	5100	150-Aides	1341 - Mclaughlin Academy Of Excellence	UniSIG	8.0	\$2,000.00

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			<i>Notes: Recruitment and Retention Bonuses for Paras</i>			
	5100	210-Retirement	1341 - Mclaughlin Academy Of Excellence	UniSIG	67.0	\$4,668.00
			<i>Notes: Recruitment and Retention Bonuses for Teachers and Paras</i>			
	5100	220-Social Security	1341 - Mclaughlin Academy Of Excellence	UniSIG	67.0	\$4,467.00
			<i>Notes: Recruitment and Retention Bonuses for Teachers and Paras</i>			
	5100	240-Workers Compensation	1341 - Mclaughlin Academy Of Excellence	UniSIG	67.0	\$342.00
			<i>Notes: Recruitment and Retention Bonuses for Teachers and Paras</i>			
6	G2.B1.S1.A1	Coaches will plan using Florida Standards and provide support within areas with substitute				\$0.00
7	G2.B2.S1.A1	Daily common planning sessions				\$0.00
8	G2.B2.S1.A2	Coaching cycles will be implemented as needed				\$200,497.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	130-Other Certified Instructional Personnel	1341 - Mclaughlin Academy Of Excellence	Title, I Part A		\$17,916.00
			<i>Notes: Math Coach</i>			
	6400	130-Other Certified Instructional Personnel	1341 - Mclaughlin Academy Of Excellence	UniSIG	3.0	\$141,310.00
			<i>Notes: School based Coaches, Reading, Math & Science</i>			
	6400	220-Social Security	1341 - Mclaughlin Academy Of Excellence	UniSIG	3.0	\$10,810.00
			<i>Notes: School based Coaches, Reading, Math & Science</i>			
	6400	210-Retirement	1341 - Mclaughlin Academy Of Excellence	UniSIG	3.0	\$11,192.00
			<i>Notes: School based Coaches, Reading, Math & Science</i>			
	6400	231-Health and Hospitalization	1341 - Mclaughlin Academy Of Excellence	UniSIG	3.0	\$18,420.00
			<i>Notes: School based Coaches, Reading, Math & Science</i>			
	6400	232-Life Insurance	1341 - Mclaughlin Academy Of Excellence	UniSIG	3.0	\$58.00
			<i>Notes: School based Coaches, Reading, Math & Science</i>			
	6400	240-Workers Compensation	1341 - Mclaughlin Academy Of Excellence	UniSIG	3.0	\$791.00
			<i>Notes: School based Coaches, Reading, Math & Science</i>			
9	G2.B2.S2.A1	Analysis of student work samples during collaborative planning				\$0.00
10	G3.B1.S1.A1	Interventionists are providing instruction within various content areas.				\$140,272.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18

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	5100	130-Other Certified Instructional Personnel	1341 - Mclaughlin Academy Of Excellence	Title, I Part A		\$72,832.00
			<i>Notes: Reading Interventionist Math Interventionist</i>			
	5100	130-Other Certified Instructional Personnel	1341 - Mclaughlin Academy Of Excellence	UniSIG	1.0	\$45,008.00
			<i>Notes: Teacher, Interventionist - Reading</i>			
	5100	220-Social Security	1341 - Mclaughlin Academy Of Excellence	UniSIG	1.0	\$3,443.00
			<i>Notes: Teacher, Interventionist - Reading</i>			
	5100	210-Retirement	1341 - Mclaughlin Academy Of Excellence	UniSIG	1.0	\$3,565.00
			<i>Notes: Teacher, Interventionist - Reading</i>			
	5100	231-Health and Hospitalization	1341 - Mclaughlin Academy Of Excellence	UniSIG	1.0	\$6,140.00
			<i>Notes: Teacher, Interventionist - Reading</i>			
	5100	232-Life Insurance	1341 - Mclaughlin Academy Of Excellence	UniSIG	1.0	\$19.00
			<i>Notes: Teacher, Interventionist - Reading</i>			
	5100	240-Workers Compensation	1341 - Mclaughlin Academy Of Excellence	UniSIG	1.0	\$252.00
			<i>Notes: Teacher, Interventionist - Reading</i>			
	5100	510-Supplies	1341 - Mclaughlin Academy Of Excellence	UniSIG		\$9,013.00
			<i>Notes: Classroom Libraries</i>			
11	G3.B1.S2.A1	Saturday Learning Lab opportunity to increase student achievement/growth, which will be based on student data.				\$0.00
12	G3.B1.S3.A1	Interventionists will meet with teachers biweekly to discuss student goals and progress to create and implement differentiated lessons to meet the needs of all students				\$0.00
13	G3.B1.S4.A1	Tutoring will occur throughout the school year to increase student growth/achievement.				\$11,277.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5900	120-Classroom Teachers	1341 - Mclaughlin Academy Of Excellence	Title, I Part A		\$11,277.00
			<i>Notes: Extended Learning</i>			
14	G3.B2.S1.A1	Identify those students who have attendance issues and overage/retention				\$36,359.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	150-Aides	1341 - Mclaughlin Academy Of Excellence	Title, I Part A		\$36,359.00
			<i>Notes: Outreach Facilitator</i>			

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	Total: \$510,865.00
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