Mclaughlin Academy Of Excellence

2018-19 Schoolwide Improvement Plan

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Mclaughlin Academy Of Excellence

800 4TH ST S, Lake Wales, FL 33853

http://mclaughlin@polk-fl.net

School Demographics

School Type and Grades Served (per MSID File)	**2017-18 Title I School**	**2017-18 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	69%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	D	F	F	C*

School Board Approval

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

SIP Authority

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.

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 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: School Information

School Mission and Vision

Provide the school's mission statement.

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

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.

School Leadership Team

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

Name	Title
Drisdom, Donna	Principal
Fisher, Julianna	Assistant Principal
Washington, Billy D.	Assistant Principal
Jackson, Jennifer	Assistant Principal
Ford, Christopher	Dean
Cruz, Nidia	Instructional Coach
Palmer, Heather	Instructional Coach
west, tamika	Instructional Coach
McKinney, Sandra	Other
Polizzi, Lauren	Other
Sherman, Timothy	Other

Duties

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

The Leadership Team works collaboratively to analyze various forms of data, of which the analysis, the trends, and the patterns are used to make instructional and school-based decisions. This collective data is used within the SIP, shared with staff and community support personnel.

Early Warning Systems

Year 2017-18

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	117	113	118	0	0	0	0	348
One or more suspensions	0	0	0	0	0	0	133	119	118	0	0	0	0	370
Course failure in ELA or Math	0	0	0	0	0	0	1	11	9	0	0	0	0	21
Level 1 on statewide assessment	0	0	0	0	0	0	94	107	113	0	0	0	0	314

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	90	81	75	0	0	0	0	246

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	1	7	0	0	0	0	8
Retained Students: Previous Year(s)	0	0	0	0	0	0	68	70	85	0	0	0	0	223

Date this data was collected
Thursday 7/19/2018

Year 2016-17 - As Reported

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

Year 2016-17 - Updated

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

Part II: Needs Assessment/Analysis

Assessment & Analysis
Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

Math Achievement (21%Prof overall)--6th (18% Prof) 7th--(15% Prof) 8th--(13% Prof)
ELA Achievement (23% Prof overall)--6th (19% Prof) 7th--(20% Prof) 8th-- (29% Prof)
Student data within the achievement component trends below 30%.

Which data component showed the greatest decline from prior year?

7th and 8th grade Math proficiency shows the greatest decline.
7th Math 2018 (15% Prof) 2017 (24% Prof)
8th Math 2018 (13% Prof) 2017 (20% Prof)
Science 2018 (23% Prof) 2017 (29% Prof)

Which data component had the biggest gap when compared to the state average?

7th grade Math proficiency shows the greatest gap with the state at 39% difference.
McL Math Prof (15% Prof) State Math Prof (54% Prof)

Which data component showed the most improvement? Is this a trend?

The learning gains of our B25% in ELA and Math showed the most improvement.
ELA B25% 2018--46% from 2017 (31%) learning gain
Math B25% 2018--50% from 2017 (31%) learning gain
Civics 2018--54% from 2017 (33%) proficient

Describe the actions or changes that led to the improvement in this area.

1. Provided Lunch/Learn, After-School, and during school tutoring based on needs of targeted students
2. Used progress monitoring data to add targeted needs through bellwork and small group instruction along with the use of Imagine Math to target needs of students (incorporating aligned mini assessments throughout year)

3. Used 3 Act Task as a teaching strategy to bring focus to Math courses
4. Math Interventionist targeted students and their needs
5. Data chats with students and teachers throughout the year (including District, State and Individual assessment data)
6. Systemic change in the way of work using "SRE"(statement,response,elaborate)within ELA, Math, and electives. Incorporated "CER" (claim,evidence,reasoning) within Science as a form of checking for understanding.
7. Used Cornell notes with "SRE" within Social Science courses

School Data
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	23%	54%	60%	22%	56%	55%
ELA Learning Gains	38%	52%	57%	38%	57%	54%
ELA Lowest 25th Percentile	46%	46%	52%	33%	50%	49%
Math Achievement	21%	55%	61%	22%	54%	56%
Math Learning Gains	36%	54%	58%	30%	52%	54%
Math Lowest 25th Percentile	50%	51%	52%	29%	48%	48%
Science Achievement	23%	48%	57%	26%	52%	52%
Social Studies Achievement	54%	85%	77%	36%	72%	72%

EWS Indicators as Input Earlier in the Survey						
Indicator	**Grade Level (prior year reported)**					**Total**
	6	**7**	**8**	**9**	**10**	
Attendance below 90 percent	117 (81)	113 (91)	118 (114)	0 (0)	0 (0)	348 (286)
One or more suspensions	133 (58)	119 (51)	118 (73)	0 (0)	0 (0)	370 (182)
Course failure in ELA or Math	1 (2)	11 (10)	9 (20)	0 (0)	0 (0)	21 (32)
Level 1 on statewide assessment	94 (243)	107 (243)	113 (196)	0 (0)	0 (0)	314 (682)

Grade Level Data
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2018	19%	41%	-22%	52%	-33%
	2017	24%	45%	-21%	52%	-28%
Same Grade Comparison		-5%				
Cohort Comparison						
07	2018	20%	42%	-22%	51%	-31%
	2017	25%	45%	-20%	52%	-27%
Same Grade Comparison		-5%				

ELA						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
Cohort Comparison		-4%				
08	2018	29%	49%	-20%	58%	-29%
	2017	32%	46%	-14%	55%	-23%
Same Grade Comparison		-3%				
Cohort Comparison		4%				
09	2018					
	2017					
Cohort Comparison		-32%				
10	2018					
	2017					
Cohort Comparison		0%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
06	2018	18%	40%	-22%	52%	-34%
	2017	17%	39%	-22%	51%	-34%
Same Grade Comparison		1%				
Cohort Comparison						
07	2018	15%	40%	-25%	54%	-39%
	2017	24%	40%	-16%	53%	-29%
Same Grade Comparison		-9%				
Cohort Comparison		-2%				
08	2018	13%	34%	-21%	45%	-32%
	2017	20%	36%	-16%	46%	-26%
Same Grade Comparison		-7%				
Cohort Comparison		-11%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
08	2018	21%	42%	-21%	50%	-29%
	2017					
Cohort Comparison						

BIOLOGY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2018					
2017					

CIVICS EOC

Year	School	District	School Minus District	State	School Minus State
2018	63%	84%	-21%	71%	-8%
2017	33%	62%	-29%	69%	-36%
Compare		30%			

HISTORY EOC

Year	School	District	School Minus District	State	School Minus State
2018					
2017					

ALGEBRA EOC

Year	School	District	School Minus District	State	School Minus State
2018	49%	60%	-11%	62%	-13%
2017	56%	43%	13%	60%	-4%
Compare		-7%			

GEOMETRY EOC

Year	School	District	School Minus District	State	School Minus State
2018	92%	41%	51%	56%	36%
2017	52%	34%	18%	53%	-1%
Compare		40%			

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	17	40	45	15	41	46	20				
ELL	14	36	37	14	31	36	19				
BLK	15	33	39	13	33	58	12	43	27		
HSP	22	41	49	20	34	47	19	70	47		
MUL	20	28		16	47						
WHT	30	41	51	30	38	45	37	50	63		
FRL	21	38	47	20	35	50	19	54	51		

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	6	27	26	8	28	27	14	16			
ELL	12	29	22	24	34	32	4	30			
BLK	19	32	26	14	27	27	13	26	23		
HSP	26	40	23	21	33	37	25	32	20		
MUL	24	47		12	24						
WHT	32	41	44	33	38	30	44	40	50		

	2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
FRL	23	36	31	20	32	31	24	30	26		

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	Increase student learning gains in ELA
Rationale	Student learning gain data maintained at 38% in ELA for 2018 and 2017.
Intended Outcome	Increase student ELA learning gains by 5%.
Point Person	Julianna Fisher (julianna.fisher@polk-fl.net)

Action Step	
Description	*LSI (Learning Science International) PD--Monitor and support instructional personnel throughout the implementation. *Coaching Cycles and Mentoring new and returning teachers *Meet the rigor and cognitive complexity based on the Florida Standard within the teaching and learning processes. *Vocabulary--frontload and quick "Minute to Learn It" prior to and throughout the instructional processes *Build student endurance for grappling with complex text *Instructional supplies (paper, ink, binders) - Curriculum Planning, PD, and small group instruction *iReady Florida materials will be used for extended learning *Expectations and Procedures, Way of Work for Teachers and Students, and Meaningful Learning Reading Interventionist will push in to classrooms, progress monitor and pull small group according to student needs.
Person Responsible	Julianna Fisher (julianna.fisher@polk-fl.net)

Plan to Monitor Effectiveness	
Description	1. LSI--review lesson planning, instructional implementation, and student work (initial meetings held with LSI representative with monthly follow-ups--school based administrators will monitor during walk through and discussions during collaborative planning) based on responses, PD blast will be held as a beginning coaching tool, followed-up with additional progress monitoring during walk-throughs to determine as needed face-to-face coaching. 2. Monitor Implementation, collect data during walkthroughs/analysis of student work, and provide supports 3. Using Progress Monitoring data (Star Read/Math, Writing, and Mini assessments), administrators, teachers, interventionists, and coaches will analyze data and compare with district benchmarks during collaborative planning, which is held on Tuesday and Thursday's of each week. Data analysis information will be used to drive targeted instruction, which could include small groups, change of instructional strategies, and pull out interventionist groups. Specific students may be targeted for remediation course. 4. Leadership meetings to analyze implementation and fidelity of program along with creating calendar for coaching cycles/side-by-side coaching supports. Leadership meetings are held each week on Monday.
Person Responsible	Donna Drisdom (donna.drisdom@polk-fl.net)

Activity #2	
Title	Increase student learning gains in Math and in Science
Rationale	Student Math learning gain data increased from 33%(2017) to 36%(2018). Student Science assessment data decreased from 29%(2017) to 23% (2018) with multiple substitues in 2017 7th grade, we will need to have an increased focus within this area.
Intended Outcome	Maintain and increase Math learning gain data by 5%. Increase learning gain outcome by 5%.
Point Person	Billy D. Washington (billy.washington@polk-fl.net)

Action Step	
Description	*LSI (Learning Science International) PD--Monitor and support instructional personnel throughout the implementation. *3 ACT Task--Use of instructional strategy throughout teaching/learning processes *Coaching Cycles and Mentoring new and returning teachers *Meet the rigor and cognitive complexity based on the Florida Standard within the teaching and learning processes. *Vocabulary--frontload and quick "Minute to Learn It" prior to and throughout the instructional processes *Increase the use of maniuplatives and small group instruction *Instructional Supplies (paper, ink, binders) will be used for Curriculum Planning, PD, and small group instruction *Ready Florida materials will be used for extended learning **Expectations and Procedures, Way of Work for Teachers and Students, and Meaningful Learning Reading Interventionist will push in to classrooms, progress monitor and pull small group according to student needs.
Person Responsible	Jennifer Jackson (jennifer.jackson@polk-fl.net)

Plan to Monitor Effectiveness	
Description	1. LSI--review lesson planning, instructional implementation, and student work (initial meetings held with LSI representative with monthly followups--school based administrators will monitor during walk through and discussions during collaborative planning) based on responses, PD blast will be held as a beginning coaching tool, followed-up with additional progress monitoring during walk-throughs to determine as needed face-to-face coaching. 2. Monitor Implementation, collect data during walkthroughs/analysis of student work, and provide supports 3. Using Progress Monitoring data (Star Read/Math, Writing, and Mini assessments), administrators, teachers, interventionists, and coaches will analyze data and compare with district benchmarks during collaborative planning, which is held on Tuesday and Thursday's of each week. Data analysis information will be used to drive targeted instruction, which could include small groups, change of instructional strategies, and pull out interventionist groups. Specific students may be targeted for remediation course. 4. Leadership meetings to analyze implementation and fidelity of program along with creating calendar for coaching cycles/side-by-side coaching supports. Leadership meetings are held each week on Monday.
Person Responsible	Donna Drisdom (donna.drisdom@polk-fl.net)

Activity #3	
Title	Increase Student Attendance
Rationale	Data states that we have 42% of our students below the 90% in school attendance.
Intended Outcome	Increase attendance by decreasing student absences by 15% (47 students).
Point Person	Billy D. Washington (billy.washington@polk-fl.net)
Action Step	
Description	*Check In and Check Out Progress Checks with Mentor/Adult *Celebrate timeline milestones *Recognizing staff who come to or remain at the school
Person Responsible	Billy D. Washington (billy.washington@polk-fl.net)
Plan to Monitor Effectiveness	
Description	*Proactive letter sent to those students with attendance issues (10% or more) from the past year--Principal pulled data and provided the information to Attendance Manager to send out the letters. *Administrative Team will hold attendance/data chats with students (10% or more attendance issues) from past year--within week 2 of the current 2018-19 school year (Data will be pulled from Performance Matters) *Administrative Team will do data analysis of weekly and/or monthly attendance reports (2018-19 school year data from the Early Warning System) to determine target students for attendance letters, hearings, and/or Social Worker contact/checkups *Communication with Parents/Guardians through letter and/or phone calls home
Person Responsible	Donna Drisdom (donna.drisdom@polk-fl.net)

Part IV: Title I Requirements

Additional Title I Requirements
This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

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

See Parent Involvement Plan

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

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.

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/high schools visit the school to familiarize student to their curriculum and extra activity offerings
4. High school counselors visit and discuss the options available at the local high schools
5. School is making a conscious effort with an intentional focus to collaborate with the high school throughout the year to build and facilitate a smoothe transition from 8th to 9th grade

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 to discuss and increase teaching/learning effectiveness
*Review school-wide, grade level, and teacher data, problem solve, and provide interventions on a systemic level
*Design strategies and interventions for struggling students through regular collaboration
*Facilitate/monitor school-wide process of building consensus, increasing infrastructure, and decision making

Title I, Part A, funds:
Provide supplemental instructional resources and interventions for students with academic achievement needs. Support before/after-school and summer instructional programs, supplemental instructional materials, resource teachers, technology for students, PD for the staff, and resources for parents.
District coordinates with Title II & Title III to ensure that PD meets various needs

Title I, Part C- Migrant
Migrant students are assisted by the school and the District Migrant Education Program (MEP).
Supplemental services based on need/migrant status
Advocates are assigned to schools to provide/coordinate supplemental academic support.

Title I, Part D,
Transition Facilitators assist with transition into their zoned school. Guidance Counselors work with facilitator to transfer records.

Title II
PD resources are available through Title II funds.
School Technology Services provide technical support, 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 ESOL students and PD for their teachers in Title I schools.

Title IX- Homeless
The Hearth program provides support for homeless students.
Title I provides supports and activities. (MEP) funded through Title I, Part C.

Violence Prevention Programs
Prevention programs: Anti-bullying, gang awareness, gun awareness, etc.

Nutrition Programs
Summer feeding program

Housing Programs
Needs are referred to the Homeless Student Advocate

Head Start
Resources used to assist in the transition of students.
Teachers may participate in PD and PLC activities with kindergarten teachers.
Parent workshops/activities are provided throughout the year

Career and Technical Education
Foundation of Agriculture and Graphic Arts.

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.

Part V: Budget	
Total:	$370,927.00