

Polk County Public Schools

Mclaughlin Academy Of Excellence



2019-20 Schoolwide Improvement Plan

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Mclaughlin Academy Of Excellence

800 4TH ST S, Lake Wales, FL 33853

<http://mclaughlin@polk-fl.net>

Demographics

Principal: Linda Ray

Start Date for this Principal: 7/10/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School 6-10
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students* White Students* Economically Disadvantaged Students*
School Grades History	2018-19: D (39%) 2017-18: D (38%) 2016-17: F (31%) 2015-16: F (30%) 2014-15: C (43%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	CS&I

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

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 Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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.

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School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 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	2018-19	2017-18	2016-17	2015-16
Grade	D	D	F	F

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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. 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	Job Duties and Responsibilities
Chipman, Sharon	Principal	Mrs. Chipman will work with the Leadership Team to collaboratively 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.
Washington, Billy D.	Assistant Principal	
Ford, Christopher	Dean	
west, tamika	Instructional Coach	
Medeiros, Jennifer	Assistant Principal	
Walton, Tya	Instructional Coach	
Florence, Uvanni	Other	Literacy Interventionist
Wright, Debra	Principal	Acting Principal Mrs. Wright will work closely with Mrs. Chipman and the Leadership Team to collaboratively 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

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	131	167	224	0	0	0	0	522
Attendance below 90 percent	0	0	0	0	0	0	39	58	60	0	0	0	0	157
One or more suspensions	0	0	0	0	0	0	46	62	65	0	0	0	0	173
Course failure in ELA or Math	0	0	0	0	0	0	2	6	9	0	0	0	0	17
Level 1 on statewide assessment	0	0	0	0	0	0	71	135	119	0	0	0	0	325
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	42	77	82	0	0	0	0	201

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	2	7	0	0	0	0	9
Students retained two or more times	0	0	0	0	0	0	5	8	12	0	0	0	0	25

FTE units allocated to school (total number of teacher units)

43

Date this data was collected or last updated

Wednesday 7/10/2019

Prior Year - 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	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 with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	90	81	75	0	0	0	0	246

Prior Year - 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	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 with two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	0	0	0	0	90	81	75	0	0	0	0	246

Part II: Needs Assessment/Analysis

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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	23%	61%	61%	26%	56%	57%
ELA Learning Gains	41%	58%	59%	38%	53%	57%
ELA Lowest 25th Percentile	49%	49%	54%	31%	44%	51%
Math Achievement	23%	61%	62%	23%	52%	58%
Math Learning Gains	41%	56%	59%	33%	50%	56%
Math Lowest 25th Percentile	51%	52%	52%	31%	44%	50%
Science Achievement	23%	52%	56%	29%	49%	53%
Social Studies Achievement	45%	79%	78%	33%	68%	75%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)					Total
	6	7	8	9	10	
Number of students enrolled	131 (0)	167 (0)	224 (0)	0 (0)	0 (0)	522 (0)
Attendance below 90 percent	39 (117)	58 (113)	60 (118)	0 (0)	0 (0)	157 (348)
One or more suspensions	46 (133)	62 (119)	65 (118)	0 (0)	0 (0)	173 (370)
Course failure in ELA or Math	2 (1)	6 (11)	9 (9)	0 (0)	0 (0)	17 (21)
Level 1 on statewide assessment	71 (94)	135 (107)	119 (113)	0 (0)	0 (0)	325 (314)
	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)

Grade Level Data

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

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	28%	48%	-20%	54%	-26%
	2018	19%	41%	-22%	52%	-33%
Same Grade Comparison		9%				
Cohort Comparison						
07	2019	15%	42%	-27%	52%	-37%
	2018	20%	42%	-22%	51%	-31%
Same Grade Comparison		-5%				
Cohort Comparison		-4%				
08	2019	26%	48%	-22%	56%	-30%
	2018	29%	49%	-20%	58%	-29%
Same Grade Comparison		-3%				
Cohort Comparison		6%				
09	2019					
	2018					
Cohort Comparison		-29%				
10	2019					
	2018					
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	23%	47%	-24%	55%	-32%
	2018	18%	40%	-22%	52%	-34%
Same Grade Comparison		5%				
Cohort Comparison						
07	2019	18%	39%	-21%	54%	-36%
	2018	15%	40%	-25%	54%	-39%
Same Grade Comparison		3%				
Cohort Comparison		0%				
08	2019	13%	35%	-22%	46%	-33%
	2018	13%	34%	-21%	45%	-32%
Same Grade Comparison		0%				
Cohort Comparison		-2%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019	24%	41%	-17%	48%	-24%
	2018	21%	42%	-21%	50%	-29%
Same Grade Comparison		3%				
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	43%	70%	-27%	71%	-28%
2018	63%	84%	-21%	71%	-8%
Compare		-20%			

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	77%	50%	27%	61%	16%
2018	49%	60%	-11%	62%	-13%
Compare		28%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	67%	53%	14%	57%	10%
2018	92%	41%	51%	56%	36%
Compare		-25%			

Subgroup Data

2019 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 2017-18	C & C Accel 2017-18
SWD	17	40	40	19	42	44	15	36			

2019 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 2017-18	C & C Accel 2017-18
ELL	14	42	38	13	34	45	18	30			
BLK	17	38	51	16	41	50	17	37	45		
HSP	20	37	39	22	40	50	28	43	55		
MUL		60		20	30						
WHT	34	48	56	32	44	54	24	53	64		
FRL	22	40	46	22	40	49	25	42	50		
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		
FRL	23	36	31	20	32	31	24	30	26		

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CS&I
OVERALL Federal Index – All Students	41
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	6
Progress of English Language Learners in Achieving English Language Proficiency	56
Total Points Earned for the Federal Index	407
Total Components for the Federal Index	10
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	33
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	32
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	35
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	39
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	28
Multiracial Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	

Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	45
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	39
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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

Math and ELA Achievement showed the lowest performance. ELA - 1 long-term sub in 8th grade and 1 half-year sub in 7th grade. Math - Math Interventionist pulled into the classroom for the year in place of a sub for the 8th grade, provisional sub in 7th grade all year and a first year teacher in the 6th grade. Due to staffing challenges we were unable to meet the district's proposed scheduling for intensive math and intensive reading for our students below proficiency.

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

Geometry show the greatest decline from the prior year. Level 2 students were enrolled into Geometry classes even though they were not successful in Algebra.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The greatest gap when compared to the state average is Math which is 35%. Due to losing a math teacher and the Math interventionist became the full time replacement which eliminated the opportunity to provide small group instruction in the classroom.

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

Acceleration category showed the most improvement. This goal was achieved by effectively scheduling and preparing 6th and 7th grade students for the Algebra course.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

62% of our students scored a level 1 on a statewide assessment and 30% of student attendance is below 90%. This indicates that 63% of our students are missing instruction either absent or suspended. If we were able to increase student attendance and decrease discipline this would eliminate this area of concern.

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

1. Standards-based instruction with aligned targets and task
2. Activating collaborative structures (Teams) to enhance student learning of the standard
3. Differentiated instruction to support all students, but especially students with disabilities, English Language learners and the bottom 30%.
4. Purposeful planning and probing with higher order thinking questions to empower student knowledge utilization (DOK 4) and formative/informative checks for understanding.
5. Staff accountability for academics, approach and attendance (both students and teachers)

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Increase student learning gains in ELA
Rationale	Student learning gain data increased by 3% to 41% in ELA for 2018 and 2019.
State the measurable outcome the school plans to achieve	The school will Increase student ELA learning gains from 24% to 65% for 2019 - 2020.
Person responsible for monitoring outcome	Debra Wright (debra.hudson@polk-fl.net)
Evidence-based Strategy	<ul style="list-style-type: none"> *Implement standards-based lesson planning, focusing on unpacking the standard into Learning Targets, monitoring students through Success Criteria. *Implement coaching cycles while mentoring new and returning teachers *Determine instructional trends in the classroom using a Classroom Walk-through Tool (CWT) and provide professional development where applicable. *Meet the rigor and cognitive complexity based on Florida standards within the teaching and learning processes. *Focus on Tier 2 & Tier 3 vocabulary - integrating vocabulary instruction into all lessons cross-curricula *Utilize “Words Their Way” to increase fluency *Develop and support student perseverance in meeting the demands of reading and synthesizing complex text. *Utilize iReady Florida materials to increase student achievement * Implement collaborative planning structures, expectations and procedures, Way of Work for Teachers and Students, Small group instruction, and Meaningful Learning Reading. *Reading Interventionist will push in to classrooms, progress monitor and pull small group according to student needs. *Extended learning for teachers (Professional Development) in June 2020 *LSI training for all staff *Summer training on best instructional practices *Early return of teachers to discuss school improvement goals, way of work, teacher handbook and curriculum guide *Morning/Afternoon Tutoring Program (Extended Learning) to meet the needs of students in bottom 30% quartile for ELA/Reading - transportation provided for students in need. Students will be tutored by their teachers. (breakfast/snacks to be provided) *ESOL paraeducator assists English Language Learners in Math and English classrooms. *ESE paraeducators assist ESE students in Math and English classrooms. *Gifted educator shared with elementary assists gifted students.
Rationale for Evidence-based Strategy	By planning standards based instruction, implementing coaching cycles, determining instructional trends, ensuring teaching and learning is rigorous and meets the cognitive complexity and demand of text and providing the appropriate support students need to fluently read and comprehend grade level text our school will increase student ELA learning gains.
Action Step	
Description	1. Implement school-wide instructional model to include unpacking the standards, universal lesson plan template and rigorous classroom walk-through schedule.

2. Monitor instructional effectiveness by collecting and analyzing classroom walk-through and student data. Data collected will be used to drive targeted instruction. Weekly data chats with teachers and students will be held to monitor achievement and set achievement goals.
3. Instructional leaders will meet weekly and be held accountable for student learning gains and teacher professional development.
4. Instructional materials and technology to include but not limited to classroom library and timers, laptops, copy machine, student agendas, instructional supplies, ink, toner, iPads (carts, cases), Apple televisions, projects and smart boards will enhance classroom instruction and make curriculum more engaging and accessible to students.
5. Extended learning opportunities will be provided to all students. Transportation will be provided for students who participate in extended learning.
6. Small group instruction will be provided for all SWD, ELL, Black, and Economically Disadvantaged students.
 - Support teachers push into the classroom and provide targeted interventions based on STAR data that indicates skills deficit.
 - ESOL self-contained unit is utilized with a bilingual teacher and bilingual aid to provide instruction in English using Rosetta Stone, Word Their Way and scaffolding text with close reading strategies for aid in comprehension.
 - We are employing culturally relevant curriculum to provide a multicultural education whereby literature incorporates the histories, values, beliefs, and perspectives reflecting our students' different cultural backgrounds.
 - A homeless program is implemented which provides a backpack with food and other necessities. Free lunch is offered to every child. Support teachers push into the classroom to teach small groups of children struggling with reading and math.

**Person
Responsible**

Jennifer Medeiros (jennifer.medeiros@polk-fl.net)

#2	
Title	Increase student learning gains in Math
Rationale	Student Math learning gain data increased from 36%(2018) to 41%(2019).

State the measurable outcome the school plans to achieve	The school will increase Math learning gain data from 24% to 41%.
Person responsible for monitoring outcome	Debra Wright (debra.hudson@polk-fl.net)
Evidence-based Strategy	<ul style="list-style-type: none"> *Math Coach to Implement coaching cycles while mentoring new and returning teachers *Determine instructional trends in the classroom using a Classroom Walk-through Tool (CWT) and provide professional development where applicable. *Meet the rigor and cognitive complexity based on Florida standards within the teaching and learning processes. *Focus on Tier 2 & Tier 3 vocabulary - integrating vocabulary instruction into all lessons cross-curricula *Implement standards-based lesson planning, focusing on unpacking the standard into Learning Targets, monitoring students through Success Criteria. *Coaching and mentoring new and returning teachers. *Progress monitoring with teachers, coaches and admin. to analyze and compare school results with district benchmarks. *Utilize research-based vocabulary building strategies to teach both Tier 2 and Tier 3 vocabulary. *Identify standards and curriculum for targeted instruction based on students academic needs *Examine student academic data (student evidence of learning) *Use data (formative and summative assessments) to target cohorts of students needing intensive and remedial support *Extended learning for teachers (Professional Development) in June 2020 *LSI training for all staff *Summer training on best instructional practices *Early return of teachers to discuss school improvement goals, way of work, teacher handbook and curriculum guide *Morning/Afternoon Tutoring Program (Extended Learning) to meet the needs of students in bottom 30% quartile for Math - - transportation provided for students in need. Students will be tutored by their teachers. (breakfast/snacks to be provided) *ESOL paraeducator assists English Language Learners in Math and English classrooms. *ESE paraeducators assist ESE students in Math and English classrooms. *Gifted educator shared with elementary assists gifted students.
Rationale for Evidence-based Strategy	*By using data to target the bottom quartile, implementing best instructional practices and ensuring instruction is to the rigor of the standard the Math proficiencies will increase.

Action Step	
Description	1. Implement school-wide instructional model to include unpacking the standards, universal lesson plan template and rigorous classroom walk-through schedule.

2. Monitor instructional effectiveness by collecting and analyzing classroom walk-through and student data. Data collected will be used to drive targeted instruction. Weekly data chats with teachers and students will be held to monitor achievement and set achievement goals.
3. Instructional leaders will meet weekly and be held accountable for student learning gains and teacher professional development.
4. Instructional materials and technology to include but not limited to timers, laptops, student agendas, instructional supplies, FSA approved calculators, protractors, compasses, rulers, manipulatives which stimulates kinesthetic learners. These instructional materials will enhance classroom instruction and make curriculum more engaging and accessible to students.
5. Extended learning opportunities will be provided to all students. Transportation will be provided for students who participate in extended learning.
6. Implement purposeful scheduling to include an intensive course for students who need additional math support.
7. Small group instruction will be provided for all SWD, ELL, Black, and Economically Disadvantaged students.
 - Support teachers push into the classroom and provide targeted interventions based on STAR data that indicates skills deficit.
 - ESOL self-contained unit is utilized with a bilingual teacher and bilingual aid to provide instruction in English using Rosetta Stone, Word Their Way and scaffolding text with close reading strategies for aid in comprehension.
 - We are employing culturally relevant curriculum to provide a multicultural education whereby literature incorporates the histories, values, beliefs, and perspectives reflecting our students' different cultural backgrounds.
 - A homeless program is implemented which provides a backpack with food and other necessities. Free lunch is offered to every child. Support teachers push into the classroom to teach small groups of children struggling with reading and math.

**Person
Responsible**

Tya Walton (tya.walton@polk-fl.net)

#3	
Title	Increase student learning gains in Science
Rationale	Student Science assessment data maintained at 23%.
State the measurable outcome the school plans to achieve	The school will increase the Science learning gain data from 17% to 40%.
Person responsible for monitoring outcome	Debra Wright (debra.hudson@polk-fl.net)
Evidence-based Strategy	<ul style="list-style-type: none"> *Science coach to implement coaching cycles and mentor new and returning teachers. *Progress monitoring with teachers, coaches and admin. to analyze and compare school results with district benchmarks. *Utilize the 5E process to allow for inquiry process *Utilize research-based vocabulary building strategies to teach both Tier 2 and Tier 3 vocabulary. *Utilize interactive science journals or folders. *Claim-Evidence-Reasoning (CER) will be used as the writing template for explaining science learning. *Identify standards and curriculum for targeted instruction based on students academic needs *Examine student academic data (student evidence of learning) *Use data (formative and summative assessments) to target cohorts of students needing intensive and remedial support *Extended learning for teachers (Professional Development) in June 2020 *LSI training for all staff *Summer training on best instructional practices *Early return of teachers to discuss school improvement goals, way of work, teacher handbook and curriculum guide *Morning/Afternoon Tutoring Program (Extended Learning) to meet the needs of students in bottom 30% quartile for Science - transportation provided for students in need. Students will be tutored by their teachers.(breakfast/snacks to be provided)
Rationale for Evidence-based Strategy	*By using data to target the bottom quartile, implementing best instructional practices and ensuring instruction is to the rigor of the standard then Science proficiencies will increase.
Action Step	
Description	<ol style="list-style-type: none"> 1. Implement school-wide instructional model to include unpacking the standards, universal lesson plan template and rigorous classroom walk-through schedule. 2. Monitor instructional effectiveness by collecting and analyzing classroom walk-through and student data. Data collected will be used to drive targeted instruction. Weekly data chats with teachers and students will be held to monitor achievement and set achievement goals. 3. Instructional leaders will meet weekly and be held accountable for student learning gains and teacher professional development. 4. Instructional materials and technology to include but not limited to timers, laptops, student agendas, instructional supplies, lab equipment and supplies that will enhance classroom instruction and make curriculum more engaging and accessible to

students.

5. Extended learning opportunities will be provided to all students. Transportation will be provided for students who participate in extended learning.

6. Small group instruction will be provided for all SWD, ELL, Black, and Economically Disadvantaged students.

- Support teachers push into the classroom and provide targeted interventions based on STAR data that indicates skills deficit.

- ESOL self-contained unit is utilized with a bilingual teacher and bilingual aid to provide instruction in English using Rosetta Stone, Word Their Way and scaffolding text with close reading strategies for aid in comprehension.

- We are employing culturally relevant curriculum to provide a multicultural education whereby literature incorporates the histories, values, beliefs, and perspectives reflecting our students' different cultural backgrounds.

- A homeless program is implemented which provides a backpack with food and other necessities. Free lunch is offered to every child. Support teachers push into the classroom to teach small groups of children struggling with reading, math and science.

**Person
Responsible**

tamika west (tamika.west@polk-fl.net)

#4	
Title	Increase attendance
Rationale	Data shows we have 30% of student attendance below 90% in school attendance.
State the measurable outcome the school plans to achieve	Increase attendance by decreasing student absences by 20% (30 students).
Person responsible for monitoring outcome	Debra Wright (debra.hudson@polk-fl.net)
Evidence-based Strategy	<ul style="list-style-type: none"> *Attendance Contract *Check In and Check Out Progress Checks with Mentor/Adult *Celebrate timeline milestones *Attendance Awards *Hire an Academic Success Coach to monitor student academic progress and attendance, provide support to new and seasoned teachers, and build parent partnerships to increase attendance for teachers and students *Purchase Second Step curriculum for students *Hire a Behavior Specialist assists with attendance, academics and behavioral goals targeting the bottom quartile *Summer training on best instructional practices
Rationale for Evidence-based Strategy	When attendance is increased, proficiencies in core subjects will increase.
Action Step	
Description	<ol style="list-style-type: none"> 1. Timely communication to parents of students with early warning signs to include attendance. 2. Success Coach will hold attendance/data chats with students exhibiting early warning signs to ensure students are receiving the support needed to be academically successful. 3. Administrative Team will do data analysis of weekly and/or monthly attendance reports (2019-20 school year data from the Early Warning System) to determine target students for attendance letters, hearings, and/or Social Worker contact/ checkups 4. The Behavior Interventionist will ensure the school meets the social-emotional needs of students as well as building a network of resources and people to provide counseling, mentoring and other pupil services. 5. The Success Coach will identify and monitor students with early warning signs by setting goals and communicating with parents and teachers.
Person Responsible	Christopher Ford (christopher.ford@polk-fl.net)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

We will ensure to plan for continuous improvement in instruction, curriculum and assessment by utilizing collaborative structures, targeting and planning for purposeful professional development and implementing problem-solving sessions around school improvement goals. By holding each other accountable for specific goals and supporting one another to successfully meet these goals we will create sustainable change. Focusing our efforts on the priorities of the school and communicating these priorities to all stakeholders will ensure our success. Leadership is taking a transformational approach in which everyone is encouraged, inspired and motivated to grow in their practice. One example is looking at teachers as leaders in their practice and having them help coach other seasoned and new teachers with particular models or strategies for instruction. The first step is to address the culture of the school and bring about a positive work environment where everyone is valued for their strengths and encouraged and challenged to take on new roles and responsibilities. Scheduling will be looked at to ensure we are meeting the needs of all learners as well as providing students with opportunities to experience subjects of interest within our fine arts programs. These scheduling options are also a tool to motivate reluctant learners as well as struggling learners who may be taking an additional math or reading course to increase their proficiency levels. In addition, scheduling options help us to better target the needs of learners who are falling behind and accelerate their learning. By adding before and after school tutoring which adds more time on learning for struggling students, we are ensuring we are providing measures to close the learning gap in reading and mathematics. Attendance contracts and awards along with mentoring students struggling to get to school every day will help increase student attendance and increase their time in learning. We will continue to be culturally responsive to the needs of diverse learners on our campus by developing family partnerships and creating opportunities for families to engage in decisions impacting their child's learning experience. Our focus is to create a culture of academic excellence, social responsibility and civic pride.

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 Schoolwide Improvement Plan 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.

The school completes a Parental Involvement Plan (PFEP), which is available at the school site. The school will also provide a monthly parent and community news blog called "The Phoenix", an Annual Parent FSA Informational, Parent/Teacher/Student Conferences, Curriculum parent nights, and provide a parent survey of talents to invite parents to come and share their talents or be a guest speaker to share their career. Please see attached Parent and Family Engagement Plan for full details on how we plan to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

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.

Students identified as having social-emotional needs are given the opportunity to meet with the guidance counselor individually or in small groups or if applicable can be met through the classroom staff on a one-to-one basis. Severe cases may be handled with a contracted mental health counselor. The IEP

also identifies and addresses social emotional goals for all of our students. Our school also utilizes the following resources:

- CHAMPS- The overall goal of the CHAMPS classroom management system is to develop an instructional structure in which students are responsible, motivated, and highly engaged in the specific task at hand.
- PBIS - The broad purpose of PBIS is to improve the effectiveness, efficiency and equity of our school. By recognizing and rewarding academic excellence and good citizenship we are improving the morale and motivating students to excel.
- Mentoring Programs - Teacher/Student and Teacher/New Teacher support through homeroom and morning/after school extended learning
- Action Based Learning - Through our Science Department and CTE courses, we offer students hands-on experiential learning that provides cross-curricular opportunities and promotes a dynamic and creative approach to learning.
- PACE - a team of health care professionals working with students and their family to make sure you get the coordinated care they need.
- Girl Scouts - this organization provides leadership experience for girls, setting them up for a lifetime of success.

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

- The Leadership Team will hold focus meetings to discuss and increase teaching/learning effectiveness
- Review school-wide, grade level, and teacher data to 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
- Pre-K - Offer a Pre-K program here on campus
- 5th graders in surrounding school will visit and take tours of our middle school
- Provide a middle school parent event for incoming 6th graders
- 8th graders will visit/tour high schools
- WE3 Expo - innovative programs are showcased and offered to Pre-K through Adult.

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.

- Title I, Part A project funds school-wide services at our eligible and participating Title I schools. The funds provide supplemental instructional resources and interventions so that all students achieve academic success.
- Title I, Part C project funds assist students that are prioritized by the MEP for supplemental services based on need and migrant status, as defined by federal and state regulations.
- Title I, Part D project funds provide Transition Facilitators at select Neglected and Delinquent school sites to assist students who transition from Department of Juvenile Justice (DJJ) facilities back into their zoned school.
- Title II funds provide professional development resources to build the capacity of teachers by funding consultants, district professional development personnel, including district/regional coaches, and curriculum specialists. It may also offer certification reimbursement.
- Title III provides supplemental resources for English Language Learners (ELL) and their teachers in Title I schools, professional learning opportunities for school staff, as well as parent family engagement opportunities.

- Title IX – Homeless OR HEARTH Program funded through Title IX and Title I, provides support for students identified as being in a homeless situation. Title I provides support for this program, through funding of HEARTH staff, professional development, and contracted extended learning services for students.
- Head Start provides resources to assist students in the transition from pre-k to kindergarten.
- Title I, UniSIG (schools with a school grade of D or F) provides additional funds to help support strategies and actions steps identified in the school’s SIP.
- Business partners, members of our various school committees -SAC Members
- Business Partners and College representatives speak with 8th grade students.
- 8th grade field trips at the end of the year to local college and university campuses.
- Accelerated learning for students: Algebra, Geometry, and Foundation of Agriculture.

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

- Through our Career and Technical Education (CTE) programs; these learning opportunities are being implemented within the experiential learning domains and standards of practice. Partnerships continue being developed assuring those opportunities for students and the bridges to post-secondary educational institutions remain a priority. Articulation agreements are continually being developed with technical colleges and state colleges in response to higher attainment levels of high school industry certifications. Dual enrollment courses within the CTE field are consistently evaluated and provided to students as often as possible.
- Accelerated programs, such as Dual enrollment and Advanced Placement, in addition to high school courses being offered at middle schools, will be available to students to provide academic rigor and to earn college credit while in high school.
- Every middle and high school will have a designated College and Career Contact.
- Student Success Coaches will work with targeted students to ensure that high school graduation and post-secondary education is achieved in a timely manner.
- AVID will be implemented in sixteen secondary schools to support targeted students in participating in accelerated programs and enrolling in college.
- Students will create academic plans for high school and graduation, and will also track planning for post-secondary education and training. FloridaShines and Overgrad will be used to track this information.
- Career inventories will be used at all grade levels to help students identify skills and interests for college and career planning.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Increase student learning gains in ELA				\$264,731.11
Function	Object	Budget Focus	Funding Source	FTE	2019-20	
5100	120-Classroom Teachers	1341 - Mclaughlin Academy Of Excellence	UniSIG		\$83,360.00	
<i>Notes: Recruitment/Retention Stipends</i>						
5100	130-Other Certified Instructional Personnel	1341 - Mclaughlin Academy Of Excellence	UniSIG		\$12,000.00	
<i>Notes: Recruitment/Retention Stipends</i>						

	5100	150-Aides	1341 - Mclaughlin Academy Of Excellence	UniSIG		\$3,000.00
			<i>Notes: Recruitment/Retention Stipends</i>			
	5100	220-Social Security	1341 - Mclaughlin Academy Of Excellence	UniSIG		\$7,524.54
			<i>Notes: Recruitment/Retention Stipends</i>			
	5100	240-Workers Compensation	1341 - Mclaughlin Academy Of Excellence	UniSIG		\$186.88
			<i>Notes: Recruitment/Retention Stipends</i>			
	5200	120-Classroom Teachers	1341 - Mclaughlin Academy Of Excellence	UniSIG		\$36,000.00
			<i>Notes: Recruitment/Retention Stipends</i>			
	5200	150-Aides	1341 - Mclaughlin Academy Of Excellence	UniSIG		\$7,000.00
			<i>Notes: Recruitment/Retention Stipends</i>			
	5200	220-Social Security	1341 - Mclaughlin Academy Of Excellence	UniSIG		\$3,289.50
			<i>Notes: Recruitment/Retention Stipends</i>			
	5200	240-Workers Compensation	1341 - Mclaughlin Academy Of Excellence	UniSIG		\$81.70
			<i>Notes: Recruitment/Retention Stipends</i>			
	6120	130-Other Certified Instructional Personnel	1341 - Mclaughlin Academy Of Excellence	UniSIG		\$8,000.00
			<i>Notes: Recruitment/Retention Stipends</i>			
	6120	220-Social Security	1341 - Mclaughlin Academy Of Excellence	UniSIG		\$612.00
			<i>Notes: Recruitment/Retention Stipends</i>			
	6120	240-Workers Compensation	1341 - Mclaughlin Academy Of Excellence	UniSIG		\$15.20
			<i>Notes: Recruitment/Retention Stipends</i>			
	6200	130-Other Certified Instructional Personnel	1341 - Mclaughlin Academy Of Excellence	UniSIG		\$4,368.18
			<i>Notes: Recruitment/Retention Stipends</i>			
	6200	220-Social Security	1341 - Mclaughlin Academy Of Excellence	UniSIG		\$306.00
			<i>Notes: Recruitment/Retention Stipends</i>			
	6200	240-Workers Compensation	1341 - Mclaughlin Academy Of Excellence	UniSIG		\$7.60
			<i>Notes: Recruitment/Retention Stipends</i>			
	6400	130-Other Certified Instructional Personnel	1341 - Mclaughlin Academy Of Excellence	UniSIG		\$12,000.00
			<i>Notes: Recruitment/Retention Stipends</i>			

	6400	220-Social Security	1341 - Mclaughlin Academy Of Excellence	UniSIG		\$918.00
			<i>Notes: Recruitment/Retention Stipends</i>			
	6400	240-Workers Compensation	1341 - Mclaughlin Academy Of Excellence	UniSIG		\$22.80
			<i>Notes: Recruitment/Retention Stipends</i>			
	7300	110-Administrators	1341 - Mclaughlin Academy Of Excellence	UniSIG		\$16,000.00
			<i>Notes: Recruitment/Retention Stipends</i>			
	7300	160-Other Support Personnel	1341 - Mclaughlin Academy Of Excellence	UniSIG		\$4,000.00
			<i>Notes: Recruitment/Retention Stipends</i>			
	7300	220-Social Security	1341 - Mclaughlin Academy Of Excellence	UniSIG		\$1,530.00
			<i>Notes: Recruitment/Retention Stipends</i>			
	7300	240-Workers Compensation	1341 - Mclaughlin Academy Of Excellence	UniSIG		\$38.00
			<i>Notes: Recruitment/Retention Stipends</i>			
	5900	120-Classroom Teachers	1341 - Mclaughlin Academy Of Excellence	UniSIG		\$4,000.00
			<i>Notes: Extended Learning - Classroom Teachers- Provide stipends to Teachers to provide supplemental after school, before school or Saturday tutoring</i>			
	5900	130-Other Certified Instructional Personnel	1341 - Mclaughlin Academy Of Excellence	UniSIG		\$1,800.00
			<i>Notes: Extended Learning - Stipends to coaches, interventionists, network manager, media specialist and or guidance counselor to provide supplementary after school, before school or Saturday tutoring</i>			
	5900	140-Substitute Teachers	1341 - Mclaughlin Academy Of Excellence	UniSIG		\$900.00
			<i>Notes: Extended Learning Substitute Teachers - Stipend - sub-teachers to provide supplemental after school, before school or Saturday tutoring</i>			
	5900	150-Aides	1341 - Mclaughlin Academy Of Excellence	UniSIG		\$500.00
			<i>Notes: Extended Learning -Stipends for paraprofessionals to provide supplementary after school, before school or Saturday tutoring</i>			
	5900	210-Retirement	1341 - Mclaughlin Academy Of Excellence	UniSIG		\$609.84
			<i>Notes: Extended Learning</i>			
	5900	220-Social Security	1341 - Mclaughlin Academy Of Excellence	UniSIG		\$550.80
			<i>Notes: Extended Learning</i>			
	5900	240-Workers Compensation	1341 - Mclaughlin Academy Of Excellence	UniSIG		\$13.68
			<i>Notes: Extended Learning</i>			

	6200	610-Library Books	1341 - Mclaughlin Academy Of Excellence	UniSIG		\$2,497.39
			<i>Notes: Library Books</i>			
	5100	510-Supplies	1341 - Mclaughlin Academy Of Excellence	UniSIG		\$6,000.00
			<i>Notes: Instructional Supplies -60 Kagan Timers</i>			
	6400	330-Travel	1341 - Mclaughlin Academy Of Excellence	UniSIG		\$5,000.00
			<i>Notes: LSI Conference Teachers (5)</i>			
	7730	330-Travel	1341 - Mclaughlin Academy Of Excellence	UniSIG		\$5,000.00
			<i>Notes: LSI Conference Admin (5)</i>			
	5100	644-Computer Hardware Non-Capitalized	1341 - Mclaughlin Academy Of Excellence	UniSIG		\$24,960.00
			<i>Notes: Laptops (30)</i>			
	5100	648-Technology-Related Capitalized Furniture, Fixtures and Equipment	1341 - Mclaughlin Academy Of Excellence	UniSIG		\$1,264.00
			<i>Notes: Laptop Cart</i>			
	5100	649-Technology-Related Noncapitalized Furniture, Fixtures and Equipment	1341 - Mclaughlin Academy Of Excellence	UniSIG		\$2,500.00
			<i>Notes: Projectors (5)</i>			
	5100	648-Technology-Related Capitalized Furniture, Fixtures and Equipment	1341 - Mclaughlin Academy Of Excellence	UniSIG		\$5,000.00
			<i>Notes: Smartboards (5)</i>			
	5100	649-Technology-Related Noncapitalized Furniture, Fixtures and Equipment	1341 - Mclaughlin Academy Of Excellence	UniSIG		\$2,000.00
			<i>Notes: Lightspeed microphones (10)</i>			
	6400	649-Technology-Related Noncapitalized Furniture, Fixtures and Equipment	1341 - Mclaughlin Academy Of Excellence	UniSIG		\$1,875.00
			<i>Notes: Printers for Coaches (3) to be able to print materials for co-teaching, data chats, and coaching sessions</i>			
2	III.A.	Areas of Focus: Increase student learning gains in Math				\$0.00
3	III.A.	Areas of Focus: Increase student learning gains in Science				\$0.00
4	III.A.	Areas of Focus: Increase attendance				\$67,596.87
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	130-Other Certified Instructional Personnel	1341 - Mclaughlin Academy Of Excellence	UniSIG	1.0	\$48,925.00
			<i>Notes: Student Success Coach</i>			

5100	210-Retirement	1341 - Mclaughlin Academy Of Excellence	UniSIG		\$4,143.95
<i>Notes: Student Success Coach</i>					
5100	220-Social Security	1341 - Mclaughlin Academy Of Excellence	UniSIG		\$3,742.76
<i>Notes: Student Success Coach</i>					
5100	231-Health and Hospitalization	1341 - Mclaughlin Academy Of Excellence	UniSIG		\$9,048.00
<i>Notes: Student Success Coach</i>					
5100	232-Life Insurance	1341 - Mclaughlin Academy Of Excellence	UniSIG		\$19.20
<i>Notes: Student Success Coach</i>					
5100	240-Workers Compensation	1341 - Mclaughlin Academy Of Excellence	UniSIG		\$92.96
<i>Notes: Student Success Coach</i>					
6150	649-Technology-Related Noncapitalized Furniture, Fixtures and Equipment	1341 - Mclaughlin Academy Of Excellence	UniSIG		\$625.00
<i>Notes: Printer</i>					
5100	510-Supplies	1341 - Mclaughlin Academy Of Excellence	UniSIG		\$1,000.00
<i>Notes: Second Step Behavior Supplies</i>					
Total:					\$342,995.13