Mclaughlin Academy Of Excellence

2020-21 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: 7/15/2019

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
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 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%)
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)	**2019-20 Title I School**	**2019-20 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	2019-20	2018-19	2017-18	2016-17
Grade	D	D	D	F

School Board Approval

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Purpose and Outline of the SIP

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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, position title, and job duties/responsibilities 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 and Learning Science International (External Operator) 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	Mr. Washington will will work with the Leadership Team and Learning Science International (External Operator) 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.
Ford, Christopher	Assistant Principal	Mr. Ford will will work with the Leadership Team and Learning Science International (External Operator) 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.
Wright, Debra	Principal	Mrs. Hudson will work with the Leadership Team and Learning Science International (External Operator) 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.

Demographic Information

Principal start date
Monday 7/15/2019, Linda Ray

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
1

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
19

Total number of teacher positions allocated to the school
49

Demographic Data

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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](#).

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	124	165	242	0	0	0	0	531
Attendance below 90 percent	0	0	0	0	0	0	22	23	46	0	0	0	0	91
One or more suspensions	0	0	0	0	0	0	124	165	39	0	0	0	0	328
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0		
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	47	73	102	0	0	0	0	222
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	42	60	105	0	0	0	0	207

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	66	88	128	0	0	0	0	282

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	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	2	6	10	0	0	0	0	18

Date this data was collected or last updated

Saturday 6/20/2020

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	
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

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

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	
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

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

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	
	(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.

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					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
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					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
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			
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		

			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
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%	0
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%	0
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%	0
Asian Students	
Federal Index - Asian Students	

Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
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%	0
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%	0
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%	2
Pacific Islander Students	
Federal Index - 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%	0
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%	0
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%	0

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.

Both ELA and Math showed low performance on the state test due to teacher turnover and the need for professional development for on-boarded instructors. Some instructional personnel lacked effective classroom management techniques. Many classrooms in core content areas had substitute teachers. Both of these trends throughout the school year impacted student behavioral and academic performance.

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

The ELA component showed the greatest decline due to brand new teachers without an education degree that needed a lot of training and assistance in the classroom.

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 gaps were evidenced in student proficiency in the core content areas. Although students showed growth in the bottom quarter and in the learning gains categories, the percent of students on grade level remains an area of growth. Misaligned target-tasks and level of rigor (meeting the depth and breadth of what the standard requires with student tasks that match) were two factors that contributed to a low proficiency percentage.

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

The Math component showed the most improvement, because we had more veteran teachers in this area. Scheduling also played a big part in students gains because students had the same teacher for remediation and their core class.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

We will work with to reduce the number of students that have more than 2 Early Warning System indicators, by placing them in groups and providing them with support and additional resources to be successful.

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

1. Improve ELA student achievement
2. Improve student attendance
3. Improve Math student achievement
4. Incorporate small group instruction with lowest 25% of students in ELA and Math
5.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Standards-aligned Instruction	
Area of Focus Description and Rationale:	Teachers will instruct and engage students in authentic standards based lessons, focusing on the intent of the standard to increase student achievement and proficiency as measured by student assessment data. Teaching to the full intent of the standard will narrow the achievement deficit of the students especially when they are engaged in authentic lessons. This was identified as a critical need when we reviewed the data from our Rigor Walks throughout the school on a consistent basis. In an effort to establish model classroom, all teachers will participate in instructional walks throughout the school year. Based on 2019-2020 Rigor Walks, less than 50% consistency was observed in standards-based student evidence in core class.
Measurable Outcome:	Progress monitoring data (STAR) will increase from the Fall to Spring by 10 percent per core area (Reading and Math). Quarterly Assessments will increase from the Fall to Spring by 10 percent per core area (Science, Algebra, Geometry, and Civics), District designed modules will show increase by 10% and 2020-2021 Florida State Assessment (FSA). Each core content area will increase by 6% on the FSA achievement. The school will increase student ELA learning gains from 24% (2018) to 47% (2021). In Math, the school will increase Math learning gain data from 24% (2018) to 47% (2021). The school will increase the Science proficiency from 17% (2018) to 25% (2021). The goal for the 2020-2021 Rigor Walks is to observe 85% consistency of standards-based student evidence achieved across all core classes.
Person responsible for monitoring outcome:	Sharon Chipman (sharon.chipman@polk-fl.net)
Evidence-based Strategy:	Professional Learning Communities will be conducted on an ongoing basis to support teachers in the implementation of authentic standard based lessons, focusing on the intent of the standards to increase student achievement and proficiency as measured by students assessment data.
Rationale for Evidence-based Strategy:	When teacher attend and collaborate during PLC's students will be more engaged in authentic standard based lessons focusing on the intent of the standards. As a result of teacher engaging lessons, students will show an increase in achievement and proficiency as measured by our progress monitoring tools

Action Steps to Implement

Teachers will receive ongoing professional development on standards-based instruction. This will be implemented in the lesson plans per content area. Common assessments will also be administered bi-weekly. Academic Teaming will be lead by the Instructional and LSI Coaches with resources (per content area) and supplies for teachers and students. Teaming sessions will be held quarterly, lesson plans will be written weekly, teachers will administer, review and revise common assessments. Instructional Coaches will observe instruction weekly to monitor the implementation of the SIP.

Person Responsible	Sharon Chipman (sharon.chipman@polk-fl.net)

Administration, Instructional Coaches, LSI Coaches and External Operator Lead Coach will all provide professional development for unpacking content standards that meet the intent of the standards. Instructional Coaches will guide teachers with the use of Item Specifications each week. Teachers and Instructional Coaches will meet collaboratively no less than three times per week.

Person Responsible	Debra Wright (debra.hudson@polk-fl.net)

Administration, Instructional Coaches, LSI Coaches, and External Operator Lead Coach will all provide teachers with professional development with implementing target-task alignment to engage students. Academic teaming sessions will offer the modeling of various learning strategies that teachers will be expected to adapt into practice for all content areas. Evidence of teacher transference of professional development into practice will be in (daily/weekly) classroom student learning tasks and weekly homework by subject. Teachers will receive timely and thorough feedback to support school-wide goals.

Person Responsible   Christopher Ford (christopher.ford@polk-fl.net)

Teachers will administer standard-based formative and summative assessments in core subject areas to drive standards-based instruction. Teachers will participate in data analysis once a week to review student evidences with content coaches. After reviewing the data, teachers will use the data for planning whole group lessons, remediation, enrichment strategies, small group instruction with varied learning tasks for students. Teachers will conduct quarterly data chats to review Florida Standards Assessment (FSA) goals and plot their progression on (quarterly, weekly, unit) assessments in core subjects. To assist instructors with test administration and monitoring of data, tools and resources to support instructors and coaches with remediation of core content areas will be provided.

Person Responsible   Sharon Chipman (sharon.chipman@polk-fl.net)

Building leaders will monitor instructional effectiveness by collecting and analyzing classroom walk-through and student data each week. Administrators and Lead External Operator Coach will collect weekly classroom data (calibration per department) to address instructional trends. During collaborative planning, building leaders will communicate the trends observed per area and how coaching support will be adapted to build capacity (to address areas of growth). Administrators and all coaches will monitor student evidence via weekly assessments, quarterly assessment data, and FSA summative data for trends among subgroups. Administrators and Lead External Operator Coach will review data progression with staff quarterly and offer incentives for learning gains per area in order to assist teachers with supporting high needs ESSA subgroups by providing teachers/paraprofessionals/intervention substitutes for small group instruction. Use of technology for basic skills building and school-wide display of student data goals per core area will be utilized.

Person Responsible   Sharon Chipman (sharon.chipman@polk-fl.net)

The External Operator will oversee the scope of work as outlined in the contract and evidenced by implementation of Professional Development, Administrative and School Based Coaching support, the compilation of data using Metrics to include but, not limited to student mastery of standards, progress monitoring of Weekly Look Fors, and Conditions for Learning.

Person Responsible   Kimberly Harris (kharris@learningsciences.com)

#2. Culture & Environment specifically relating to Student Attendance	
Area of Focus Description and Rationale:	Our goal is to decrease student absences by 10% during the 2020-2021 school year. We Identified this need due to the District Early Warning System (EWS) truancy attendance reports that is generated on a quarterly basis. The reports revealed that many of our students were missing a significant amount of time out of school. McLaughlin's attendance absence were higher than the District, which affected our school grade in the past. Students who are absent and miss a large amount of instruction time perform significantly lower than students who are in school for direct instruction. Therefore, we have hired a Success Coach to work directly with these students to mentor and track their attendance and academic grades. Students will be tiered into 3 different groups according to their needs. Incentives have been put in place to support the students to work hard and make sure they improve their attendance. Meeting with the students will be conducted on a weekly basis and incentives will be given at the end of each week. These students will have access to resources (ie. clothing, food, mentors, etc.) to help eliminate all barriers that have kept them from attending school and being successful.
Measurable Outcome:	Progress monitoring data from the truancy report, Early Warning System report, Tier 1 and 2 tracking, and FOCUS daily attendance for students 16 and younger. Increase student attendance by decreasing student absences by 17%.
Person responsible for monitoring outcome:	Christopher Ford (christopher.ford@polk-fl.net)
Evidence-based Strategy:	The Success Coach will monitor students with excessive absences (more than 5 per quarter) utilizing attendance contracts, check-in/check-out with students,provide mentors to these students and celebrate timeline milestones, and provide the students with attendance awards bi-weekly.
Rationale for Evidence-based Strategy:	Having the Success Coach meet with the students on a weekly basis to monitor their attendance and academic progress with support will show our concern for their well being and success at school. Support will be provided to new and seasoned teachers to help them understand the whole child and how to build relationships with the students. Parent Workshops will be held to build partnerships between the home and school to increase student attendance. Purchase Second Step curriculum for students on building self-esteem. When attendance is increased, proficiency in core subjects will increase as well.

Action Steps to Implement

Provide incentives for students to improve student morale using PBIS. Students will earn incentive rewards based on attendance and visit the school's store bi-weekly, monthly, and quarterly. The Success Coach will collaborate with the PBIS committee to track and monitor HOUSE/ SQUAD points for monthly, quarterly, and end of the year incentives for staff. The PBISRewards.com program and or HEROK12.com system will be utilized for tracking HOUSE points for staff attendance.

Person Responsible	Billy D. Washington (billy.washington@polk-fl.net)

In efforts to eliminate barriers for students attending school, the Student Success Coach in collaboration with social services will provide items for students such as food, clothing, hygiene items, and other identified needs each week.

Person Responsible	Christopher Ford (christopher.ford@polk-fl.net)

The Success Coach will identify and monitor students with early warning signs by setting goals and communicating with parents and teachers. Conduct Parent Workshops to build parent partnerships to

increase attendance for students. Timely communication to parents of students with early warning signs to include attendance.

Person Responsible   Christopher Ford (christopher.ford@polk-fl.net)

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.

Person Responsible   Billy D. Washington (billy.washington@polk-fl.net)

The Administrative Team will do data analysis of weekly and/or monthly attendance reports (2020-21 school year data from the Early Warning System) to determine target students for attendance letters, hearings, and/or Social Worker contact/checkups

Person Responsible   Debra Wright (debra.hudson@polk-fl.net)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

We will hire three school based substitute teachers to provide additional help with small group instructions within the core content classrooms for all ESSA subgroups.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

We will host the following community/parent meetings virtually via ZOOM until the Pandemic is over. Once the Pandemic is over all meeting will then be face-to-face.
* Five Parent Engagement Night to inform family of what students will be learning and with what curriculum.
* Expose families to the different Fine Arts programs and after-school clubs that are available to both them and their child.
* We will engage in at least two community activities and parades held during the school year.
* Host two parent meeting at the community center within the Lake Wales area.
*Meetings with our School Advisory Council may be held in the community to get more parent participation. We would be hosting at least one meeting at one of the Community Centers.
* Staff will mentor students and attend activities that our students are involved in outside of the regular school day.

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

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

1	III.A.	**Areas of Focus: Instructional Practice: Standards-aligned Instruction**				**$233,887.77**
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	130-Other Certified Instructional Personnel	1341 - Mclaughlin Academy Of Excellence	UniSIG	1.0	$55,178.13
		Notes: Other Certified Instructional - School based/District paid Interventionist who work with small groups of students in need of remediation - 1 Student Success Coach				
	5100	210-Retirement	1341 - Mclaughlin Academy Of Excellence	UniSIG		$5,517.81
		Notes: Retirement - 8.47% - Instructional Personnel				
	5100	220-Social Security	1341 - Mclaughlin Academy Of Excellence	UniSIG		$4,221.13
		Notes: Social Security -7.65% -Instructional personnel				
	5100	231-Health and Hospitalization	1341 - Mclaughlin Academy Of Excellence	UniSIG		$9,288.00
		Notes: Health and Hospitalization - Instructional Personnel				
	5100	232-Life Insurance	1341 - Mclaughlin Academy Of Excellence	UniSIG		$21.60
		Notes: Life Insurance - Instructional personnel				
	5100	240-Workers Compensation	1341 - Mclaughlin Academy Of Excellence	UniSIG		$104.84
		Notes: Workers Compensation - .19% - Instructional Personnel				
	5100	510-Supplies	1341 - Mclaughlin Academy Of Excellence	UniSIG		$11,808.30
		Notes: Supplies - Instructional - General Classroom Supplies - Paper, pencils, folders, binders, post it notes, chart paper, etc...				
	5100	644-Computer Hardware Non-Capitalized	1341 - Mclaughlin Academy Of Excellence	UniSIG		$19,700.00
		Notes: Computer Hardware Non-Capitalized - $250.00 to $999.99 - 50 ipads/$394 each				
	5900	120-Classroom Teachers	1341 - Mclaughlin Academy Of Excellence	UniSIG		$9,600.00
		Notes: Classroom Teachers- Provide stipends to Teachers to provide supplemental after school, before school or Saturday tutoring 5 teachers - 60 hours each				
	5900	130-Other Certified Instructional Personnel	1341 - Mclaughlin Academy Of Excellence	UniSIG		$9,323.01
		Notes: Other Certified Instructional Personnel - Stipends to coaches, interventionists, network manager, media specialist and or guidance counselor to provide supplementary after school, before school or Saturday tutoring 5 coaches/interventionists - 60 hours each				

	5900	210-Retirement	1341 - Mclaughlin Academy Of Excellence	UniSIG		$1,892.30
		Notes: Retirement - 10% - Instructional personnel for extended learning				
	5900	220-Social Security	1341 - Mclaughlin Academy Of Excellence	UniSIG		$1,447.61
		Notes: Social Security - 7.65% - Instructional personnel for extended learning				
	5900	240-Workers Compensation	1341 - Mclaughlin Academy Of Excellence	UniSIG		$35.95
		Notes: Workers Compensation -.19% - Instructional personnel for extended learning				
	5100	130-Other Certified Instructional Personnel	1341 - Mclaughlin Academy Of Excellence	UniSIG	1.0	$51,500.00
		Notes: Other Certified Instructional - School based/District paid Interventionist who work with small groups of students in need of remediation; Math Interventionist				
	5100	210-Retirement	1341 - Mclaughlin Academy Of Excellence	UniSIG		$5,150.00
		Notes: Retirement - 10% - Instructional Personnel -				
	5100	220-Social Security	1341 - Mclaughlin Academy Of Excellence	UniSIG		$3,939.75
		Notes: Social Security -7.65% -Instructional personnel				
	5100	231-Health and Hospitalization	1341 - Mclaughlin Academy Of Excellence	UniSIG		$9,288.00
		Notes: Health and Hospitalization - Instructional Personnel				
	5100	232-Life Insurance	1341 - Mclaughlin Academy Of Excellence	UniSIG		$21.60
		Notes: Life Insurance - Instructional personnel				
	5100	240-Workers Compensation	1341 - Mclaughlin Academy Of Excellence	UniSIG		$97.85
		Notes: Workers Compensation - .19% - Instructional Personnel				
	5100	150-Aides	1341 - Mclaughlin Academy Of Excellence	UniSIG	1.0	$15,450.00
		Notes: Aides Paraprofessionals - Salaries - Classroom Paraprofessionals - who work under the direct supervision of a teacher to work with small groups of students in need of remediation; 1 Classroom Para				
	5100	210-Retirement	1341 - Mclaughlin Academy Of Excellence	UniSIG		$1,545.00
		Notes: Retirement - 10% - Instructional Personnel -				
	5100	220-Social Security	1341 - Mclaughlin Academy Of Excellence	UniSIG		$1,181.93
		Notes: Social Security -7.65% -Instructional personnel				
	5100	231-Health and Hospitalization	1341 - Mclaughlin Academy Of Excellence	UniSIG		$9,288.00
		Notes: Health and Hospitalization - Instructional Personnel				
	5100	232-Life Insurance	1341 - Mclaughlin Academy Of Excellence	UniSIG		$21.60

			Notes: Life Insurance - Instructional personnel			
	5100	240-Workers Compensation	1341 - Mclaughlin Academy Of Excellence	UniSIG		$29.36
			Notes: Workers Compensation - .19% - Instructional Personnel			
	5100	648-Technology-Related Capitalized Furniture, Fixtures and Equipment	1341 - Mclaughlin Academy Of Excellence	UniSIG		$3,236.00
			Notes: Technology-Related Capitalized Furniture, Fixtures and Equipment -greater than or equal to $1,000; 2 iPad carts/$1,618 each			
	5100	519-Technology-Related Supplies	1341 - Mclaughlin Academy Of Excellence	UniSIG		$5,000.00
			Notes: Technology-Related Supplies Technology-Related Supplies; 50 iPad Keyboard cases/$100 each			
2	III.A.	Areas of Focus: Culture & Environment: Student Attendance				$0.00
					Total:	$241,418.75