Lawton Chiles Middle Academy

2020-21 Schoolwide Improvement Plan

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Lawton Chiles Middle Academy

400 FLORIDA AVE N, Lakeland, FL 33801

http://www.lcmaknightsonline.com/

Demographics

Principal: Angela Price

Start Date for this Principal: 8/17/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	No
2019-20 Economically **Disadvantaged (FRL) Rate** (as reported on Survey 3)	62%
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 Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (67%) 2017-18: A (76%) 2016-17: A (75%) 2015-16: A (74%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A

* 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)
Middle School 6-8	No	45%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	51%

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	A	A	A	A

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.

We are an internationally-minded community committed to fostering curious minds in an educational environment that produces resilient, respectful and empathetic students, empowering them to exemplify academic integrity and exhibit responsiveness to our ever-changing global community.

Provide the school's vision statement.

The Lawton Chiles Middle Academy family, consisting of students, faculty, staff, parents, and the community are partners in guiding our students' education by:

- Developing a high interest in all academic areas with an emphasis on math, science, and technology;
- Enabling students to maximize the development of their talents in music and the arts;
- Providing a safe and orderly environment that is student-centered;
- Promoting high expectations academically, socially and technologically;
- Equipping students to work at their highest capability;
- Stressing verbal and written communication;
- Focusing on the development of critical thinking and problem-solving skills;
- Integrating real world situation into the classrooms;
- Encouraging an acceptance of cultural differences, ideas, feelings and talents through cooperative learning and social skills development;
- Linking technology to learning in the classroom and developing proficiency in computer usage; and
- Demonstrating strong parent support and commitment for the education of their child.

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
Kendrick, Telay	Principal	Provides leadership for and management of programs and processes related to instruction, school operations, personnel management, business management, student support services, student activities and community involvement. This includes but is not limited to the following: • achieving results on the school's student learning goals and directing energy, influence, and resources toward data analysis for instructional improvement, development and implementation of quality standards based curricula; • demonstrating that student learning is their top priority through effective leadership actions that build and support a learning organization focused on student success; • working collaboratively to develop and implement an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs, and assessments; • recruiting, retaining, and developing an effective and diverse faculty and staff; focusing on evidence, research, and classroom realities faced by teachers; • linking professional practice with student achievement to demonstrate the cause and effect relationship; • facilitating effective professional development; • monitoring implementation of critical initiatives; • securing and providing timely feedback to teachers so that feedback can be used to increase teacher professional practice; • providing structure for and monitoring of a school learning environment that improves learning for all of the school's diverse student population; • employing and monitoring a decision-making process that is based on vision, mission, and improvement priorities using facts and data; • managing the decision making process, but not all decisions, using the process to empower others and distribute leadership when appropriate; • establishing personal deadlines for self and the entire school; • using a transparent process for making decisions and articulating who makes which decisions; • actively cultivating, supporting, and developing other leaders within the school, modeling trust, competency, and integrity in ways that positively impact and inspire growth in other potential leaders; • managing the organization, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment; • effectively managing and delegating tasks and consistently demonstrating fiscal efficiency; • understanding the benefits of going deeper with fewer initiatives as opposed to superficial coverage of everything; • using appropriate oral, written, and electronic communication and collaboration skills to accomplish school and system goals by practicing two-way communications, seeking to listen and learn from and building and maintaining relationships with students, faculty, parents, and community; • managing a process of regular communications to staff and community keeping all stakeholders engaged in the work of the school; • recognizing individuals for good work; • maintaining high visibility at school and in the community; • demonstrating personal and professional behaviors consistent with quality practices in education and as a community leader by staying informed on current research in education and demonstrating their understanding of the research; • engaging in professional development opportunities that improve personal professional practice and align with the needs of the school system; • and, generating a professional development

Name	Title	Job Duties and Responsibilities
		focus in their school that is clearly linked to the system-wide strategic objectives.
Price, Angela	Assistant Principal	Assists the school principal by providing leadership for and management of programs and processes related to instruction, school operations, personnel management, business management, student support services, student activities and community involvement. This includes, but is not limited to, responsibilities assigned by the principal which relate to the following: • achieving results on the school's student learning goals and directing energy, influence, and resources toward data analysis for instructional improvement, development and implementation of quality standards based curricula; • demonstrating that student learning is their top priority through effective leadership actions that build and support a learning organization focused on student success; • working collaboratively to develop and implement an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs, and assessments; • recruiting, retaining, and developing an effective and diverse faculty and staff; • focusing on evidence, research, and classroom realities faced by teachers; • linking professional practice with student achievement to demonstrate the cause and effect relationship; • facilitating effective professional development; • monitoring implementation of critical initiatives; • securing and providing timely feedback to teachers so that feedback can be used to increase teacher professional practice; • providing structure for and monitoring of a school learning environment that improves learning for all of the school's diverse student population; • employing and monitoring a decision-making process that is based on vision, mission, and improvement priorities using facts and data; • managing the decision making process, but not all decisions, using the process to empower others and distribute leadership when appropriate; • establishing personal deadlines for self and the entire school; • using a transparent process for making decisions and articulating who makes which decisions; • actively cultivating, supporting, and developing other leaders within the school, modeling trust, competency, and integrity in ways that positively impact and inspire growth in other potential leaders; • managing the organization, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment; • effectively managing and delegating tasks and consistently demonstrating fiscal efficiency; • understanding the benefits of going deeper with fewer initiatives as opposed to superficial coverage of everything; • using appropriate oral, written, and electronic communication and collaboration skills to accomplish school and system goals by practicing two-way communications, seeking to listen and learn from and building and maintaining relationships with students, faculty, parents, and community; • managing a process of regular communications to staff and community keeping all stakeholders engaged in the work of the school; • recognizing individuals for good work; • maintaining high visibility at school and in the community; • demonstrating personal and professional behaviors consistent with quality

Name	Title	Job Duties and Responsibilities
		practices in education and as a community leader by staying informed on current research in education and demonstrating their understanding of the research; • engaging in professional development opportunities that improve personal professional practice and align with the needs of the school system; • and, generating a professional development focus in their school that is clearly linked to the system-wide strategic objectives.
DiGioia, Michelle	Teacher, K-12	Ensure that all students learn the basic and essential skills for each subject area and grade level taught. A. Instructional Process: Plans and implements a program of instruction that adheres to the district's philosophy, goals and objectives as outlined in the adopted courses of study. Makes purposeful and appropriate lesson plans which provide for effective teaching strategies and maximizes time on task. Plans and implements a program of study designed to meet individual needs of students. Creates a classroom environment conducive to learning by employing a variety of appropriate teaching strategies. Encourages student enthusiasm for the learning process and the development of good study habits. Provides progress and interim reports as required. Prepares substitute folder containing appropriate information as requested by the building principal. Plans and prescribes purposeful assignments for paraprofessionals, tutors, and volunteers as needed. Recognizes learning problems and make referrals as appropriate. Demonstrates a strong grasp of subject matter. Uses effective oral and written expression. B. Curriculum Development: Keeps current in subject matter knowledge and learning theory and is willing to share this knowledge for the continual improvement of the school's curriculum. Assists in the on-going curriculum revision process, including the revision of written courses of study. Assists in the selection of books, equipment, and other instructional materials. Become acquainted with supplemental services beneficial to students as an extension of regular classroom activities. C. Classroom Management: Develops, in accordance with district and building guidelines, reasonable rules of classroom behavior and appropriate discipline techniques which are consistently applied. Takes necessary and reasonable precautions to protect students, equipment, materials and facilities. Share responsibility during the school day for supervision of students in all areas of the school. Provides for the supervision of assigned students when circumstances require a brief absence from the assignment. D. Public Relations: Upholds and enforces board policy, administrative procedures, and school rules and regulations; and is supportive of them to the public. Maintains appropriate work habits, including regular and punctual attendance and appropriate use of conference and planning time. Strives to communicate the positive aspects of our school program to the public in word and deed. Works cooperatively with parents to strengthen the educational program for their children. Establishes and maintains cooperative relations with other staff. E. Professional Growth: Continues professional growth through attendance at workshops, seminars, conferences, and/or advanced coursework at institutions of higher learning. Maintains membership in appropriate professional organizations. Cooperates with the administration in planning

Name	Title	Job Duties and Responsibilities
		appropriate in-service training programs on a building or district level. Attends staff, department, and committee meetings as required. F. Student Evaluation: Evaluates accomplishments of students on a regular basis using multiple assessment methods such as teacher-made test, sample of students work, mastery skills check lists, criterion-referenced tests and norm-referenced tests. Make appropriate adjustments in the instructional program based on assessed results. Performs duties necessary to maintain the accountability required for the instructional program and as required by the building principal. Respects the confidentiality of records and information regarding students, parents, and teachers in accordance with accepted professional ethics, and state and federal laws.
Tregler, Debbie	Teacher, K-12	Ensure that all students learn the basic and essential skills for each subject area and grade level taught. A. Instructional Process: Plans and implements a program of instruction that adheres to the district's philosophy, goals and objectives as outlined in the adopted courses of study. Makes purposeful and appropriate lesson plans which provide for effective teaching strategies and maximizes time on task. Plans and implements a program of study designed to meet individual needs of students. Creates a classroom environment conducive to learning by employing a variety of appropriate teaching strategies. Encourages student enthusiasm for the learning process and the development of good study habits. Provides progress and interim reports as required. Prepares substitute folder containing appropriate information as requested by the building principal. Plans and prescribes purposeful assignments for paraprofessionals, tutors, and volunteers as needed. Recognizes learning problems and make referrals as appropriate. Demonstrates a strong grasp of subject matter. Uses effective oral and written expression. B. Curriculum Development: Keeps current in subject matter knowledge and learning theory and is willing to share this knowledge for the continual improvement of the school's curriculum. Assists in the on-going curriculum revision process, including the revision of written courses of study. Assists in the selection of books, equipment, and other instructional materials. Become acquainted with supplemental services beneficial to students as an extension of regular classroom activities. C. Classroom Management: Develops, in accordance with district and building guidelines, reasonable rules of classroom behavior and appropriate discipline techniques which are consistently applied. Takes necessary and reasonable precautions to protect students, equipment, materials and facilities. Share responsibility during the school day for supervision of students in all areas of the school. Provides for the supervision of assigned students when circumstances require a brief absence from the assignment. D. Public Relations: Upholds and enforces board policy, administrative procedures, and school rules and regulations; and is supportive of them to the public. Maintains appropriate work habits, including regular and punctual attendance and appropriate use of conference and planning time. Strives to communicate the positive aspects of our school program to the public in word and deed. Works cooperatively with parents to strengthen the educational program for their children. Establishes and maintains cooperative relations

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		with other staff. E. Professional Growth: Continues professional growth through attendance at workshops, seminars, conferences, and/or advanced coursework at institutions of higher learning. Maintains membership in appropriate professional organizations. Cooperates with the administration in planning appropriate in-service training programs on a building or district level. Attends staff, department, and committee meetings as required. F. Student Evaluation: Evaluates accomplishments of students on a regular basis using multiple assessment methods such as teacher-made test, sample of students work, mastery skills check lists, criterion-referenced tests and norm-referenced tests. Make appropriate adjustments in the instructional program based on assessed results. Performs duties necessary to maintain the accountability required for the instructional program and as required by the building principal. Respects the confidentiality of records and information regarding students, parents, and teachers in accordance with accepted professional ethics, and state and federal laws.
Lavelle, Erin	Teacher, K-12	Ensure that all students learn the basic and essential skills for each subject area and grade level taught. A. Instructional Process: Plans and implements a program of instruction that adheres to the district's philosophy, goals and objectives as outlined in the adopted courses of study. Makes purposeful and appropriate lesson plans which provide for effective teaching strategies and maximizes time on task. Plans and implements a program of study designed to meet individual needs of students. Creates a classroom environment conducive to learning by employing a variety of appropriate teaching strategies. Encourages student enthusiasm for the learning process and the development of good study habits. Provides progress and interim reports as required. Prepares substitute folder containing appropriate information as requested by the building principal. Plans and prescribes purposeful assignments for paraprofessionals, tutors, and volunteers as needed. Recognizes learning problems and make referrals as appropriate. Demonstrates a strong grasp of subject matter. Uses effective oral and written expression. B. Curriculum Development: Keeps current in subject matter knowledge and learning theory and is willing to share this knowledge for the continual improvement of the school's curriculum. Assists in the on-going curriculum revision process, including the revision of written courses of study. Assists in the selection of books, equipment, and other instructional materials. Become acquainted with supplemental services beneficial to students as an extension of regular classroom activities. C. Classroom Management: Develops, in accordance with district and building guidelines, reasonable rules of classroom behavior and appropriate discipline techniques which are consistently applied. Takes necessary and reasonable precautions to protect students, equipment, materials and facilities. Share responsibility during the school day for supervision of students in all areas of the school. Provides for the supervision of assigned students when circumstances require a brief absence from the assignment. D. Public Relations: Upholds and enforces board policy, administrative procedures, and school rules and regulations; and is supportive of them to the

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		public. Maintains appropriate work habits, including regular and punctual attendance and appropriate use of conference and planning time. Strives to communicate the positive aspects of our school program to the public in word and deed. Works cooperatively with parents to strengthen the educational program for their children. Establishes and maintains cooperative relations with other staff. E. Professional Growth: Continues professional growth through attendance at workshops, seminars, conferences, and/or advanced coursework at institutions of higher learning. Maintains membership in appropriate professional organizations. Cooperates with the administration in planning appropriate in-service training programs on a building or district level. Attends staff, department, and committee meetings as required. F. Student Evaluation: Evaluates accomplishments of students on a regular basis using multiple assessment methods such as teacher-made test, sample of students work, mastery skills check lists, criterion-referenced tests and norm-referenced tests. Make appropriate adjustments in the instructional program based on assessed results. Performs duties necessary to maintain the accountability required for the instructional program and as required by the building principal. Respects the confidentiality of records and information regarding students, parents, and teachers in accordance with accepted professional ethics, and state and federal laws.
Gibson, Theresa	Teacher, K-12	Ensure that all students learn the basic and essential skills for each subject area and grade level taught. A. Instructional Process: Plans and implements a program of instruction that adheres to the district's philosophy, goals and objectives as outlined in the adopted courses of study. Makes purposeful and appropriate lesson plans which provide for effective teaching strategies and maximizes time on task. Plans and implements a program of study designed to meet individual needs of students. Creates a classroom environment conducive to learning by employing a variety of appropriate teaching strategies. Encourages student enthusiasm for the learning process and the development of good study habits. Provides progress and interim reports as required. Prepares substitute folder containing appropriate information as requested by the building principal. Plans and prescribes purposeful assignments for paraprofessionals, tutors, and volunteers as needed. Recognizes learning problems and make referrals as appropriate. Demonstrates a strong grasp of subject matter. Uses effective oral and written expression. B. Curriculum Development: Keeps current in subject matter knowledge and learning theory and is willing to share this knowledge for the continual improvement of the school's curriculum. Assists in the on-going curriculum revision process, including the revision of written courses of study. Assists in the selection of books, equipment, and other instructional materials. Become acquainted with supplemental services beneficial to students as an extension of regular classroom activities. C. Classroom Management: Develops, in accordance with district and building guidelines, reasonable rules of classroom behavior and appropriate discipline techniques which are consistently applied. Takes necessary and reasonable precautions to protect students, equipment, materials and facilities. Share

Name	Title	Job Duties and Responsibilities
		responsibility during the school day for supervision of students in all areas of the school. Provides for the supervision of assigned students when circumstances require a brief absence from the assignment. D. Public Relations: Upholds and enforces board policy, administrative procedures, and school rules and regulations; and is supportive of them to the public. Maintains appropriate work habits, including regular and punctual attendance and appropriate use of conference and planning time. Strives to communicate the positive aspects of our school program to the public in word and deed. Works cooperatively with parents to strengthen the educational program for their children. Establishes and maintains cooperative relations with other staff. E. Professional Growth: Continues professional growth through attendance at workshops, seminars, conferences, and/or advanced coursework at institutions of higher learning. Maintains membership in appropriate professional organizations. Cooperates with the administration in planning appropriate in-service training programs on a building or district level. Attends staff, department, and committee meetings as required. F. Student Evaluation: Evaluates accomplishments of students on a regular basis using multiple assessment methods such as teacher-made test, sample of students work, mastery skills check lists, criterion-referenced tests and norm-referenced tests. Make appropriate adjustments in the instructional program based on assessed results. Performs duties necessary to maintain the accountability required for the instructional program and as required by the building principal. Respects the confidentiality of records and information regarding students, parents, and teachers in accordance with accepted professional ethics, and state and federal laws.
Simpson, Michael	Dean	Provides articulation between the Office of Discipline and school administration related to discipline. Interprets and applies School Board Code of Conduct and discipline policies related to student discipline within the school site. Remains current on the latest pedagogical studies relating to MTSS, PBIS, discipline, restorative justice, and alternative education. Works with administrators and school personnel in solving school-wide problems related to the Code of Student Conduct.
Castillo, Raquel	Teacher, K-12	Ensure that all students learn the basic and essential skills for each subject area and grade level taught. A. Instructional Process: Plans and implements a program of instruction that adheres to the district's philosophy, goals and objectives as outlined in the adopted courses of study. Makes purposeful and appropriate lesson plans which provide for effective teaching strategies and maximizes time on task. Plans and implements a program of study designed to meet individual needs of students. Creates a classroom environment conducive to learning by employing a variety of appropriate teaching strategies. Encourages student enthusiasm for the learning process and the development of good study habits. Provides progress and interim reports as required. Prepares substitute folder containing appropriate information as requested by the building principal. Plans and prescribes purposeful assignments for paraprofessionals,

Name	Title	Job Duties and Responsibilities
		tutors, and volunteers as needed. Recognizes learning problems and make referrals as appropriate. Demonstrates a strong grasp of subject matter. Uses effective oral and written expression. B. Curriculum Development: Keeps current in subject matter knowledge and learning theory and is willing to share this knowledge for the continual improvement of the school's curriculum. Assists in the on-going curriculum revision process, including the revision of written courses of study. Assists in the selection of books, equipment, and other instructional materials. Become acquainted with supplemental services beneficial to students as an extension of regular classroom activities. C. Classroom Management: Develops, in accordance with district and building guidelines, reasonable rules of classroom behavior and appropriate discipline techniques which are consistently applied. Takes necessary and reasonable precautions to protect students, equipment, materials and facilities. Share responsibility during the school day for supervision of students in all areas of the school. Provides for the supervision of assigned students when circumstances require a brief absence from the assignment. D. Public Relations: Upholds and enforces board policy, administrative procedures, and school rules and regulations; and is supportive of them to the public. Maintains appropriate work habits, including regular and punctual attendance and appropriate use of conference and planning time. Strives to communicate the positive aspects of our school program to the public in word and deed. Works cooperatively with parents to strengthen the educational program for their children. Establishes and maintains cooperative relations with other staff. E. Professional Growth: Continues professional growth through attendance at workshops, seminars, conferences, and/or advanced coursework at institutions of higher learning. Maintains membership in appropriate professional organizations. Cooperates with the administration in planning appropriate in-service training programs on a building or district level. Attends staff, department, and committee meetings as required. F. Student Evaluation: Evaluates accomplishments of students on a regular basis using multiple assessment methods such as teacher-made test, sample of students work, mastery skills check lists, criterion-referenced tests and norm-referenced tests. Make appropriate adjustments in the instructional program based on assessed results. Performs duties necessary to maintain the accountability required for the instructional program and as required by the building principal. Respects the confidentiality of records and information regarding students, parents, and teachers in accordance with accepted professional ethics, and state and federal laws.
Gregory, Katelyn	Instructional Coach	The School-based Coaches are responsible for teacher-to-teacher coaching, modeling, mentoring and collaborating to promote a better articulated instructional curriculum for students. They are also be responsible for coaching teachers about: data collection, analysis, interpretation and usage; research-based instructional strategies and programs; school improvement, and for building a shared knowledge base for teaching and learning throughout schools. Roles and responsibilities include, but are not limited to, the following: • Assist school-

Name	Title	Job Duties and Responsibilities
		based administrators and teachers in analyzing school, class, and individual student data to determine needs in the content area. • Conduct focus walks with state, district, and/or school-based personnel to collect and analyze data to plan for instruction and professional development. • Assist content area teachers in planning instruction and assessments based on the national and state standards and benchmarks, using pacing charts and instructional strategies and materials effectively, and using data from formative assessments and district assessments to improve instruction. • Support teachers in planning instruction to meet the needs of all students through differentiated instruction. • Provide classroom support by observing, modeling, co-teaching and providing specific feedback. • Help teachers understand state and district mandates and how these mandates support student achievement. • Provide support for school-based professional development to build the school's training capacity. • Develop and deliver school-based professional development in content area and instructional strategies for the assigned grades or content area based on targeted school needs and identified teacher needs. • Provide follow-up support at the school level for district professional development in assigned content area. • Support school leadership teams in the development and facilitation of professional learning communities for the purpose of professional study and collaborative work such as lesson study and examining student work. • Participate in professional development opportunities to deepen content knowledge and knowledge of professional learning communities, adult learning theory, and best practices in the appropriate content area, and to develop coaching and technology skills. • Participate in district, regional, and/or state meetings to facilitate the implementation of standards-based instruction. • Perform other responsibilities as assigned to support the implementation of standards based instruction and professional development in content area, such as: identify literature and resources for professional development; keep extensive and routine activity logs and submit monthly; assist with development of district learning schedules and assessments as needed.
Chilson, Elaine	Other	Testing Coordinator: Consults with school principal and assistant principals in the accountability and data issues. Uses specialized software to bank test items. In consultation with other staff, assists in organizing and coordinating pilot and field-test activities. Assists in processing and analyzing resulting data. Conducts training with school personnel on state testing requirements, environment, security, and procedures and the implementation and use of progress monitoring systems. selection, and administration, scoring and interpretation of locally developed tests. Assists with monitoring of state and district testing programs. Works with school-based leadership team as a resource for data analysis and interpretation of test results. Assists in generating profiles of testing information and acts as a resource in their use. Develops tables and charts, and uses a variety of software to generate reports. Presents test results to school staff in oral and written formats. Provides data and technical assistance to school as

Name	Title	Job Duties and Responsibilities
		necessary for the development of the school improvement plan. Responds to questions in relation to test administration and interpretation and utilization of results for school improvement. Complies with best practices and procedures and shares them with school staff as appropriate. Identifies and shares national and state reports with school staff. Assists in coordinating workshops and activities on school accountability and data issues. Uses specialized software to bank test items. In consultation with other staff, assists in organizing and coordinating pilot and field-test activities. Assists in processing and analyzing resulting data. Conducts training with school personnel on state testing requirements, environment, security, and procedures and the implementation and use of progress monitoring systems.

Demographic Information

Principal start date

Saturday 8/17/2019, Angela Price

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.*

8

Total number of teacher positions allocated to the school

41

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	62%
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 Asian Students Black/African American Students

	Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (67%) 2017-18: A (76%) 2016-17: A (75%) 2015-16: A (74%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* 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	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Number of students enrolled	0	0	0	0	0	0	216	221	203	0	0	0	0	640
Attendance below 90 percent	0	0	0	0	0	0	3	5	4	0	0	0	0	12
One or more suspensions	0	0	0	0	0	0	20	16	18	0	0	0	0	54
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	1	2	0	0	0	0	0	3
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	9	17	15	0	0	0	0	41
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	13	13	15	0	0	0	0	41
Dec. 2019 Star Reading Level 1	0	0	0	0	0	0	13	24	15	0	0	0	0	52
Dec. 2019 Star Mathematics Level 1	0	0	0	0	0	0	11	9	6	0	0	0	0	26

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	16	21	20	0	0	0	0	57

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	1	0	0	0	0	0	0	1

Date this data was collected or last updated

Monday 6/15/2020

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	223	222	206	0	0	0	0	651
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	1	1	0	0	0	0	2
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	25	32	32	0	0	0	0	89

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	0	0	0	0	0	0	0	

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	1	0	1	0	0	0	0	2

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	223	222	206	0	0	0	0	651
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	1	1	0	0	0	0	2
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	25	32	32	0	0	0	0	89

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	0	0	0	0	0	0	0	

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	1	0	1	0	0	0	0	2

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	75%	48%	54%	84%	48%	52%
ELA Learning Gains	63%	52%	54%	71%	51%	54%
ELA Lowest 25th Percentile	46%	48%	47%	64%	43%	44%
Math Achievement	79%	50%	58%	83%	47%	56%
Math Learning Gains	59%	50%	57%	67%	50%	57%
Math Lowest 25th Percentile	44%	48%	51%	59%	46%	50%
Science Achievement	73%	44%	51%	84%	44%	50%
Social Studies Achievement	90%	72%	72%	95%	64%	70%

EWS Indicators as Input Earlier in the Survey				
Indicator	Grade Level (prior year reported)			Total
	6	7	8	
	(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	71%	48%	23%	54%	17%
	2018	68%	41%	27%	52%	16%
Same Grade Comparison		3%				
Cohort Comparison						
07	2019	73%	42%	31%	52%	21%
	2018	78%	42%	36%	51%	27%
Same Grade Comparison		-5%				
Cohort Comparison		5%				
08	2019	82%	48%	34%	56%	26%
	2018	87%	49%	38%	58%	29%
Same Grade Comparison		-5%				
Cohort Comparison		4%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	77%	47%	30%	55%	22%
	2018	83%	40%	43%	52%	31%
Same Grade Comparison		-6%				
Cohort Comparison						
07	2019	74%	39%	35%	54%	20%
	2018	78%	40%	38%	54%	24%
Same Grade Comparison		-4%				
Cohort Comparison		-9%				
08	2019	53%	35%	18%	46%	7%
	2018	86%	34%	52%	45%	41%
Same Grade Comparison		-33%				
Cohort Comparison		-25%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019	72%	41%	31%	48%	24%
	2018	77%	42%	35%	50%	27%
Same Grade Comparison		-5%				
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	90%	70%	20%	71%	19%
2018	93%	84%	9%	71%	22%
Compare		-3%			

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	98%	50%	48%	61%	37%
2018	100%	60%	40%	62%	38%
Compare		-2%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	100%	53%	47%	57%	43%
2018	100%	41%	59%	56%	44%
Compare		0%			

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	45	48	31	45	57	53					
ELL	23	55	42	45	58	57	23	38			
ASN	87	80		98	77		89	100	97		
BLK	58	49	41	59	43	27	62	82	66		
HSP	68	64	46	67	55	40	57	80	63		
MUL	87	60		87	67						
WHT	83	66	49	88	65	65	81	95	77		
FRL	60	55	46	60	48	36	53	79	44		

| 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	32	33	29	44	71	73					
ELL	31	44	38	47	66	67		63			
ASN	86	61		98	91		91	94	100		
BLK	57	50	49	76	78	84	59	86	56		
HSP	68	55	54	75	73	71	56	86	71		
MUL	78	65		88	69						
WHT	87	61	51	94	76	80	84	99	87		
FRL	62	48	47	76	75	77	58	86	63		
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	47	80	83	33	33	40					
ELL	33	63	61	37	34	27					
ASN	89	78		90	74		87	100	97		
BLK	72	66	65	69	63	69	61	89	25		
HSP	71	63	58	71	54	45	78	92	41		
MUL	95	68		95	74						
WHT	90	74	67	91	72	68	91	97	69		
FRL	70	66	63	65	57	55	57	90	38		

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)	N/A
OVERALL Federal Index – All Students	67
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	65
Total Points Earned for the Federal Index	670
Total Components for the Federal Index	10
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	47
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

English Language Learners	
Federal Index - English Language Learners	45
English Language Learners Subgroup Below 41% in the Current Year?	NO
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	90
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	54
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	61
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	75
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
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	74
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	55
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
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.

Based on statewide assessments Spring 2019, learning gains for the lowest 25% in math performed the lowest. Learning gains for this sub group had previously been at 51%, but this year dropped to 44%. Contributing factors to this performance included change with multiple teachers the during the second quarter and absence of intensive math in the master schedule.

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

Based on the statewide assessments Spring 2019, students scoring at the proficient level in 8th grade math showed the greatest decline. The 8th grade math proficiency level declined 33% from 86% to 53%. Most students scoring a 3 or above on previous state assessment were placed into Algebra, leaving mostly students who scored a level 1 or 2 taking the 8th grade math assessment is one factor that contributed to this decline. Other factors included change with multiple teachers during the second quarter and absence of intensive math in the master schedule.

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.

LCMA outperformed the state in every area, except with the lowest 25%. ELA learning gains for the lowest 25% showed 46% compared to the state at 47% resulting in a 1%gap. Math learning gains for the lowest 25% showed 44% compared to the state at 51% resulting in the greatest gap of 7%.

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

Based on the statewide assessment Spring 2019, performance in ELA learning gains increased 5% from 58% to 63%. 6th grade ELA proficiency increased from 68% to 71% resulting in a 3% increase. New actions taken by the school in ELA included intentional and guided collaborative planning sessions focusing on breaking down standards and analyzing student work; data chats from admin to teachers and teachers to students; and targeted groups of students for small group intervention.

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

89 Level 1 scores on statewide assessments is a potential area of concern.

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

1. Subgroups: ELL, SWD, & Lowest 25% improvement in both ELA and Math in proficiency level and learning gains
2. Students maintaining level 4 and 5
3. Increased focus on the IB MYP School

Part III: Planning for Improvement

Areas of Focus:

#1. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups

Area of Focus Description and Rationale:	Learning gains in ELA and Mathematics for ESSA subgroups English Language Learners and Students with Disabilities within the Lowest 25% is one area of focus. Strategic planning for student identification, effective scheduling, student opportunities for small group/tutoring, and teacher opportunities in planning and professional development will positively impact student learning. While these identified subgroups were not below 41% on the federal index, they were our school's lowest percentage areas at 45% for ELL and 47% for SWD. Based on statewide assessments Spring 2019, learning gains for the lowest 25% in math performed the lowest. Learning gains for this sub group had previously been at 51%, but this year dropped to 44%. Identified students in the lowest 25% are SWD or ELL students. ELL students received 45% proficiency in Math and 23% in ELA; SWD received 45% proficiency in Math and 45% in ELA. African American students make up 50% (36 students) of the Lowest 25% population, compared to the following races: 19 White, 14 Hispanic, 1 Asian, and 1 Multiracial.
Measurable Outcome:	The targets below indicate the measurable outcomes for these subgroups on 2021 state assessments: Lowest 25% Learning Gains: ELA - 49% Math 47% ELA Learning Gains: 57% & ELA Learning Gains for ELL in Lowest 25%: 44% Math Learning Gains: 60% & Math Learning Gains for ELL in Lowest 25%: 59% ELA Learning Gains: 50% & ELA Learning Gains for SWD in Lowest 25%: 33% Math Learning Gains: 59% & Math Learning Gains for SWD in Lowest 25%: 55% Students learning will be monitored through classroom assessments and district progress monitoring tools.
Person responsible for monitoring outcome:	Angela Price (angela.price@polk-fl.net)
Evidence-based Strategy:	1. Intentional efforts to support subgroups a. Effective scheduling, tutoring opportunities, guided planning, and analyzing student work and assessments b.. Guided planning, data chats 2. Collective Teacher Efficacy and establishing a culture of instructional excellence
Rationale for Evidence-based Strategy:	1a. Planning and prediction: strategies emphasizing learning intentions is rated at a 0.76 of Hattie's effect size list (Dec. 2017) 1b. Feedback (data chats) is rated at 0.7 of Hattie's effect size list. (Dec. 2017) Marzano: Classroom Instruction that Works: Research-based Strategies for improving Student Achievement 2. Teachers understand that they way they do their work has a significant impact on student results - for better or worse. Involves stopping teachers from using other factors (i.e. home influence, poverty, lack of motivation) as an excuse. Making a difference despite hindrances. Collective Teacher Efficacy is rated at a 1.57 of Hattie's effect size. (Dec. 2017)

Action Steps to Implement

Identify students (SWD, ELL, and Lowest 25%) by digging into data to determine proficiency level, learning gains, cell count towards school grade, number of points for next proficiency level or number of points for a learning gain. Create spreadsheet with identified students (with pictures) to use with teachers during data chats. - August 7, 2020

Person Responsible	Elaine Chilson (elaine.chilson@polk-fl.net)

Effective scheduling of SWD and ELL students to streamline communication among teachers and stakeholders. - July 31, 2020

Person Responsible Angela Price (angela.price@polk-fl.net)

Weekly guided planning with teachers to set clear learning targets, determine interventions and progress monitoring for specified students, analyzing student work to determine instructional shifts. Supply resources as needed.

Person Responsible Katelyn Gregory (katelyn.gregory@polk-fl.net)

Weekly tutoring opportunities within and outside the school day. Prioritize tutoring seats with identified students and make contact at home when tutoring opportunities arise outside of school. Determine opportunities within school day for small group remediation, skill-building or practice. Schedule academic boot camps during Spring semester.

Person Responsible Katelyn Gregory (katelyn.gregory@polk-fl.net)

Monthly data chats with teachers from administration, testing coordinator, and instructional coach. Bi-monthly teacher to student data chats. Schedule three school wide data chats for students to review their data and determine strategies to meet their goals. Schedule Fall and Spring Parent Portfolio Nights with the focus of students sharing their progress monitoring with parents/guardians. Finalize scheduled data chats and Portfolio Nights by July 31, 2020.

Person Responsible Elaine Chilson (elaine.chilson@polk-fl.net)

Interdisciplinary strategies: reading strategies across content areas such as science and social studies; meaningful content within the reading classroom such as previewing science/social studies content and vocabulary. Weekly school-wide bell work will continue through KVTV where specific skills and/or test taking strategies will be reiterated.

Person Responsible Katelyn Gregory (katelyn.gregory@polk-fl.net)

Daily push in support from ELL paraprofessional, SWD staff, and other support staff as determined through data chats and in ELA, Reading, and Math classrooms.

Person Responsible Angela Price (angela.price@polk-fl.net)

Diversity training during pre-planning days and then revisited throughout the school year to close the learning gap for our African American students in the Lowest 25%.

Person Responsible Angela Price (angela.price@polk-fl.net)

#2. Instructional Practice specifically relating to Standards-aligned Instruction	
Area of Focus Description and Rationale:	All students will receive standards-aligned instruction to improve and maintain student achievement in core content areas, specifically ELA and Math. Intentional planning, implementing, and monitoring of students will impact student learning and assist them in maintaining high levels of proficiency. For the Spring of 2018 state assessment, 362 students earned a level 4 or 5 in Math; in Spring of 2019, there was a 17% decline with 299 students scoring a level 4 or 5 in Math. 162 of the 299 students (54.18%) maintained a level 4 or 5 from the previous year in Math. .For the Spring 2018 state assessment, 307 students earned a level 4 or 5 in ELA; in Spring of 2019, there was an increase of 3.76% with 319 students scoring a level 4 or 5 in ELA. 170 of the 319 students (54.29%) maintained a level 4 or 5 from the previous year in ELA.
Measurable Outcome:	57% of students who earned a Level 4 or 5 on Spring 2019 ELA state assessment will maintain a Level 4 or 5 on Spring 2021 ELA state assessment. 57% of students who earned a Level 4 or 5 on Spring 2019 Math state assessment will maintain a Level 4 or 5 on Spring 2021 Math state assessment.
Person responsible for monitoring outcome:	Angela Price (angela.price@polk-fl.net)
Evidence-based Strategy:	Intentional planning, implementing, analyzing, and monitoring of students, tasks, and differentiation will guide our work in assisting students in maintaining a level 4 or 5 on state assessments in ELA and Math.
Rationale for Evidence-based Strategy:	Robert Marzano, Science International (LSI) practices - district initiative and evidence-based strategies Learning Cognitive Task Analysis is rated at 0.87 of Hattie's high effect size strategies (Dec. 2017) Carol Ann Tomlinson's research on differentiation (content, product, process) with an understanding of students' readiness, interests, and learning profile. (2010)

Action Steps to Implement

Identify students who scored a Level 4 and/or 5 in ELA and/or Math. Create spreadsheet with identified students (with pictures) to use with teachers during administrative data chats. - August 7, 2020

Person Responsible	Elaine Chilson (elaine.chilson@polk-fl.net)

Cognitive complexity for task and target/task alignment to standard will be planned, implemented, analyzed, and monitored for rigor and student success through weekly guided planning sessions.

Person Responsible	Katelyn Gregory (katelyn.gregory@polk-fl.net)

Intentional differentiation (content, process, and product) for students will be planned, implemented, analyzed, and monitored for student success and enrichment. A plan for differentiation professional development for teachers will be scheduled by August 31, 2020.

Person Responsible	Angela Price (angela.price@polk-fl.net)

Gifted resource teachers will work on a regular basis with small groups of underachieving gifted students to develop plans and assist students with academic content; small groups of gifted students for enrichment
opportunities within the academic content.

| **Person Responsible** | Katelyn Gregory (katelyn.gregory@polk-fl.net) |

Data chats will occur between students and teachers that include goal setting, data tracking, feedback and reflection. Schedule three school wide data chats for students to review their data and determine strategies to meet their goals. Schedule Fall and Spring Parent Portfolio Nights with the focus of students sharing their progress monitoring with parents/guardians. Finalize scheduled data chats and Portfolio Nights by July 31, 2020.

| **Person Responsible** | Elaine Chilson (elaine.chilson@polk-fl.net) |

Enrichment opportunities for students within and outside the school day to enhance skills and strategies with ELA and Math content. Continue weekly Accelerated Reader Challenge and ensure students are aware of other academic competitions and opportunities.

| **Person Responsible** | Katelyn Gregory (katelyn.gregory@polk-fl.net) |

Additional Schoolwide Improvement Priorities

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

N/A

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.

Lawton Chiles Middle Academy (LCMA) is an International Baccalaureate World School. International Baccalaureate (IB) Middle Years Programme (MYP) is based on researched-based practices with the focus on the development of the global citizenship. All IB World Schools undergo an extensive programme evaluation process every five years. LCMA is preparing for a 2022 IB MYP evaluation. Stakeholders, including parents, students, and community members, will participate in comprehensive interviews with visiting evaluators. School staff will provide documentation and evidence of the efficacy of LCMA's IB Middle Years Programme.

LCMA address building a positive school culture and environment in an assortment of ways in regards to IB Middle Years Programme. The student agenda contains the Learner Profile, Approaches to Learning, the Academic Dishonesty Policy, and a variety of ways for students to track their data, including MYP data. There is an opportunity for parents/guardians to attend a Portfolio Night each semester with the focus of

students sharing their progress monitoring data. Teachers embed the Learner Profile and Approaches to Learning within their lessons.

In addition to an International Baccalaureate focus, LCMA also promotes a positive environment by showcasing students through participation in competitions, student displays around the school, and with the use of our ITV program, Knights Vision. LCMA also implements a Knights in Training/Chivalry (KIT card which promotes our school-wide discipline plan. The KIT card helps students monitor their behavior and is a communication tool for home. Positive reinforcement of chivalrous acts are indicated on the Chivalry card.

Both our School Advisory Council and Parent Teacher Student Organization are involved in our school and regular meetings are held to discuss school improvement opportunities and student needs.

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: ESSA Subgroup: Outcomes for Multiple Subgroups	$0.00
2	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction	$0.00
		Total:	$0.00