Lawton Chiles Middle Academy

2021-22 Schoolwide Improvement Plan

Table of Contents

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
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	62%
2020-21 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%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	

* 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.

Table of Contents

Lawton Chiles Middle Academy

400 FLORIDA AVE N, Lakeland, FL 33801

http://www.lcmaknightsonline.com/

School Demographics

School Type and Grades Served (per MSID File)	**2020-21 Title I School**	**2020-21 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	54%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		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	Position 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,

Name	Position Title	Job Duties and Responsibilities
		generating a professional development 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	Position 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 appropriate inservice

Name	Position Title	Job Duties and Responsibilities
		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.
Castillo, Raquel	Teacher, K-12	Same as Mrs. DiGioia (Teacher, K-12)
Gibson, Theresa	Teacher, K-12	Same as Mrs. DiGioia (Teacher, K-12)
Tregler, Debbie	Teacher, K-12	Same as Mrs. DiGioia (Teacher, K-12)
Lavelle, Erin	Reading 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-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

Name	Position Title	Job Duties and Responsibilities
		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.
Gregory, Katelyn	Other	Facilitates, documents, and promotes all things IB MYP at LCMA.

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.*
4

Total number of teacher positions allocated to the school
41

Total number of students enrolled at the school
669

Identify the number of instructional staff who left the school during the 2020-21 school year.
10

Identify the number of instructional staff who joined the school during the 2021-22 school year.
11

Demographic Data

Early Warning Systems

2021-22

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	220	201	212	0	0	0	0	633
Attendance below 90 percent	0	0	0	0	0	0	4	4	6	0	0	0	0	14
One or more suspensions	0	0	0	0	0	0	24	19	14	0	0	0	0	57
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	1	1	0	0	0	0	2
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	13	0	0	0	0	13
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	9	0	0	0	0	9
Number of students with a substantial reading deficiency	0	0	0	0	0	0	39	28	35	0	0	0	0	102

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	41	35	41	0	0	0	0	117

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	0	1	0	0	0	0	0	1

Date this data was collected or last updated

Wednesday 7/14/2021

2020-21 - 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	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

2020-21 - 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	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

Part II: Needs Assessment/Analysis

School Data Review
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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				75%	48%	54%	77%	46%	53%
ELA Learning Gains				63%	52%	54%	58%	47%	54%
ELA Lowest 25th Percentile				46%	48%	47%	52%	42%	47%
Math Achievement				79%	50%	58%	87%	49%	58%
Math Learning Gains				59%	50%	57%	77%	51%	57%
Math Lowest 25th Percentile				44%	48%	51%	77%	51%	51%
Science Achievement				73%	44%	51%	77%	47%	52%
Social Studies Achievement				90%	72%	72%	93%	86%	72%

Grade Level Data Review - State Assessments
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	2021					
	2019	71%	48%	23%	54%	17%
Cohort Comparison						
07	2021					
	2019	73%	42%	31%	52%	21%
Cohort Comparison		-71%				
08	2021					
	2019	82%	48%	34%	56%	26%
Cohort Comparison		-73%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
06	2021					
	2019	77%	47%	30%	55%	22%
Cohort Comparison						
07	2021					
	2019	74%	39%	35%	54%	20%
Cohort Comparison		-77%				
08	2021					
	2019	53%	35%	18%	46%	7%
Cohort Comparison		-74%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
08	2021					
	2019	72%	41%	31%	48%	24%
Cohort Comparison						

BIOLOGY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2021					
2019					
CIVICS EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2021					
2019	90%	70%	20%	71%	19%
HISTORY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2021					
2019					
ALGEBRA EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2021					
2019	98%	50%	48%	61%	37%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	100%	53%	47%	57%	43%

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

Grades 6-8 ELA & Mathematics STAR
Science Grade 7/8 - District Assessments
Civics Grade 7/8 - District Assessments

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	75	76	75
	Economically Disadvantaged	57	60	60
	Students With Disabilities	25	25	18
	English Language Learners	28	33	35
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	77	72	70
	Economically Disadvantaged	63	50	48
	Students With Disabilities	17	17	27
	English Language Learners	31	28	35

Grade 7				
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
English Language Arts	All Students	71	72	78
	Economically Disadvantaged	55	60	65
	Students With Disabilities	27	18	20
	English Language Learners	50	38	50
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
Mathematics	All Students	56	75	77
	Economically Disadvantaged	50	67	63
	Students With Disabilities	50	45	45
	English Language Learners	33	67	78
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
Civics	All Students	89	71	86
	Economically Disadvantaged	80	60	77
	Students With Disabilities	64	27	50
	English Language Learners	90	71	86

Grade 8				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	79	75	83
	Economically Disadvantaged	55	49	70
	Students With Disabilities	40	40	40
	English Language Learners	20	33	33
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	57	81	82
	Economically Disadvantaged	45	61	55
	Students With Disabilities	67	40	60
	English Language Learners	-	17	50
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	87	76	75
	Economically Disadvantaged	75	61	58
	Students With Disabilities	29	43	29
	English Language Learners	89	78	76

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	22	15	11	30	26	19		50			
ELL	45	50	48	45	31	35		100			
ASN	94	72		96	51		100	95	97		
BLK	56	45	29	48	31	25	37	67	77		
HSP	68	56	51	70	45	41	63	100	73		
WHT	79	60	45	80	45	40	76	93	81		
FRL	55	46	33	52	33	28	44	75	67		
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		

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
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		

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	60
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	42
Total Points Earned for the Federal Index	602
Total Components for the Federal Index	10
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	25
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	50

English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	86
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	46
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
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%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
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%	
White Students	
Federal Index - White Students	67
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	48
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Subgroups including Students with Disabilities, ELL students and African American students tend to have lower proficiency data as compared to their peers. While the identified subgroups were not below 41% on the federal index, they were our school's lowest percentage areas at 45% for ELL, 47% for SWD; and 54% for African American students. 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. Based on statewide assessments in Spring 2019, the students in the lowest 25% in performed the lowest in math learning gains. Learning gains for this subgroup had previously been at 51%, but dropped to 44%. ELL students received 45% proficiency in Math and 23% in ELA; SWD received 45% proficiency in Math and 45% in ELA; African American students received 41% in Math and 27% in ELA.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Based on statewide assessments in Spring 2019, the students in the lowest 25% in performed the lowest in math learning gains. For the Spring 2019 data, learning gains for this sub group had previously been at 51%, but this year dropped to 44%.
In addition, 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%.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Contributing factors that led to a need for improvement include multiple staff changes, absenteeism of students/staff and technology challenges.

A contributing factor to the deficiency in 8th grade math is that students scoring a level 3 or above on previous state assessment were placed into Algebra, leaving students who scored a level 1 or 2 taking the 8th grade math assessment. The absence of spring data from 2020 inhibited appropriate placement of students in many cases. Gaps in learning impeded the instructional pace.

Utilizing technology to differentiate instruction based upon student need and absences will help address this need for improvement.

The decline in 8th grade math proficiency can be addressed through earlier identification of deficiencies. Utilizing the Spring Data from 2021 will assist with proper placement of students.

Professional development and implementation of differentiated instruction will assist students in reaching proficiency or making gains in their learning.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

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.

Based upon STAR progress monitoring, economically disadvantaged 8th graders showed the most improvement.
Scores improved from 56% to 69% proficiency in Reading. In math, 8th grade ELL students showed the most improvement. Scores improved from 17% to 50% proficiency.

What were the contributing factors to this improvement? What new actions did your school take in this area?

New actions taken by the school included intentional and guided collaborative planning sessions focusing on standards and analyzing student work; data chats from administration to teachers and teachers to students; and targeted groups of students for small group intervention. Portfolio review and student-led data chats with parents contributed to students owning their data and being able to articulate their progress and growth areas.

What strategies will need to be implemented in order to accelerate learning?

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. Professional development opportunities will be provided at the school to support teachers and leaders. Teachers will provided extended learning activities to accelerate student thinking and learning.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Teacher support will include standards-based training, differentiation techniques and strategies for implementation. Teachers will receive subject-specific methodology training through the International Baccalaureate Organization. This will include strategies for designing assessments that provide the opportunity for all students to demonstrate depth of knowledge of standards. Additional support will be provided for strategies to assure that students from all subgroups have meaningful and equitable access to the curriculum.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Sustainability will be ensured through the implementation of recommendations from the International Baccalaureate Organization accreditation team and through ongoing professional development opportunities to support the fidelity of the practices.

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 and 54% for African American students. 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. Based on statewide assessments in Spring 2019, the students in the lowest 25% in performed the lowest in math learning gains. Learning gains for this subgroup had previously been at 51%, but dropped to 44%. ELL students received 45% proficiency in Math and 23% in ELA; SWD received 45% proficiency in Math and 45% in ELA; African American students received 41% in Math and 27% in ELA.
Measurable Outcome:	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%
Monitoring:	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 6, 2021

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

Effective scheduling of SWD and ELL students to streamline communication among teachers and stakeholders. - July 31, 2021

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, and determine instructional shifts. Supply resources as needed.

Person Responsible Erin Lavelle (erin.lavelle@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 and manage Maximize Your Learning student playlists for extended learning for students.

Person Responsible Erin Lavelle (erin.lavelle@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 the end of July 2021.

Person Responsible Erin Lavelle (erin.lavelle@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. Targeted 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)

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.
Monitoring:	The data will continued to be monitored through data chats, progress monitoring tools, and reports pulled to identify students' progress with classroom assessments.
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, environment, product, process) with an understanding of students' readiness, motivation, 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 6, 2021

Person Responsible Angela Price (angela.price@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 Erin Lavelle (erin.lavelle@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 27, 2021.

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

Increased use of academic vocabulary through accountable talk and discussions by students. Students will be given multiple opportunities to collaborate together and explain their thinking to each other.

Person Responsible   Erin Lavelle (erin.lavelle@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. A system will be put in place to identify underachieving gifted students by classroom teachers throughout the year for gifted resource teachers to provide appropriate supports.

Person Responsible   Angela Price (angela.price@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 30, 2021.

Person Responsible   Erin Lavelle (erin.lavelle@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   Erin Lavelle (erin.lavelle@polk-fl.net)

Introduction to ELA Expectations and Mathematical Thinking and Reasoning in preparation for the implementation of the B.E.S.T. standards.

Person Responsible   Erin Lavelle (erin.lavelle@polk-fl.net)

#3. Other specifically relating to International Baccalaureate Organization Middle Years Programme Re-evaluation	
Area of Focus Description and Rationale:	Lawton Chiles Middle Academy has had the distinction of establishing an IB MYP Programme, thereby, being an IB World School. Every five years the programme is re-evaluated to ensure IB policies, procedures, and practices are in place. An expectation from the IBO is that students that participate in the programme continue to make learning gains and make connections to different disciplines and the real world to create a broad and balanced education for all students.
Measurable Outcome:	Lawton Chiles Middle Academy will continue to maintain IB status and show documentation and evidences of the appropriate practices as expected by the IBO during the evaluation year.
Monitoring:	Continued monitoring of standardization process of analyzing student work as detailed by the IBO subject-area rubrics; MYP unit revisions will continue to meet the IBO terminology; parent policies will be reviewed and updated.
Person responsible for monitoring outcome:	Telay Kendrick (telay.kendrick@polk-fl.net)
Evidence-based Strategy:	Documenting and showing evidence of IB practices Ensuring that policies: academic honesty, assessment, inclusion, and language are valid and every stakeholder is aware of the policies. Teaching the Learner Profile and Approaches to Learning through the curriculum.
Rationale for Evidence-based Strategy:	A key finding of MYP as researched by the IBO: A study in a large school district in the United States investigated the impact of MYP participation on high school course enrollment and achievement. A statistical technique called propensity score matching was used to compare the high school outcomes of former MYP students with demographically similar non-MYP students. Former MYP students were 34% more likely than non-MYP students to take at least one Advanced Placement (AP) or Diploma Programme (DP) exam in high school. Additionally, MYP enrollment significantly increased the likelihood of earning at least one "college-ready" score 1 on a college preparatory exam (by 39%) (Wade and Wolanin 2015).

Action Steps to Implement

Collaborate with teachers to revise policies: language, assessment, and inclusion.
Communicated revised policies with all stakeholders.

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

Work with teachers to gather documentation and evidence to meet each of the IB MYP standards. Organize the evidence and documentation in a such a way that it clearly aligns to each standard.

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

Conduct PLCs with teachers regarding IB practices and policies with follow-up support.

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

Provide opportunities to attend IB Professional Development; target specific teachers and administrators for specific workshops in the way of subject area, design cycle, social-emotional learning, etc. Participate in FLIBs, which is the Florida chapter of IB.

Person Responsible   Telay Kendrick (telay.kendrick@polk-fl.net)

Ensure that there is an IB learning component on every agenda for PTSO/SAC/Parent/Stakeholder meetings.

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

Create a spot on KVTV for students to highlight an IB practice, expectation, Learner Profile, Approach to Learning, etc. on a regular basis so that students continue to use IB terminology.

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

Ensure visual displays detailing IB terminology, learner profile, learning boards as appropriate for student learning and re-evaluation purposes. Have all preparations for the IB re-evaluation visit completed.

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

Orient new staff to MYP through Campus Induction, preplanning week, small group, and individualized support. Use our IB MYP section of our handbook to provide documents and resources for implementing IB MYP into lessons and classroom culture.

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

Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Lawton Chiles Middle Academy ranks very low #27 out of 553 middle/junior high schools in school incidents statewide and #4 among middle schools in Polk County Public Schools.

Student minor discipline incidents are recorded and monitored daily by teachers through use of a student behavior management system, which is known as Knights in Training (KIT) Card. On this card teachers can mark minor infractions such as disruptive behavior, dress code, tardy, etc. This then allows for communication and redirection between the students, parents and teacher. These marks are then recorded weekly through a Google Survey and the data is sent to the dean.

Student major discipline incidents are monitored daily through the FOCUS referral system. In this system teachers write a referral and it is followed up by administration. This allows communication and discipline through an administrator, student and parent. Monthly discipline data is collected through School Discipline Reports and sent to the district. These reports look at the number of referrals and types of incidents that occurred during the month. The reports are analyzed by the school looking for behavior trends to then look for proactive ways to reduce the trend behavior and help students use a replacement behavior.

Students who show repeated discipline behaviors are discussed in the weekly Student Support Team meetings to determine causes and proper supports. Determinations may include strengthening the core for Tier 1 supports and providing individual professional development and teacher support. Tier 2 supports include partnering with parents/guardians, along with school counselors for student-specific interventions. Tier 3 supports include seeking potential outside resources and supports such as mental health services.

Students who show repeated discipline behaviors and are in our targeted ESSA subgroups will be provided student-specific interventions that may include check in/check out with counselors, positive behavior reinforcement with incentives, and frequent parent communication.

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.

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.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

School-based administration leads the charge in promoting a positive culture and environment for the school by creating a welcoming and safe academic environment for students, parents, teachers/staff, and community members; having an open-door policy where all voices are valued and heard; and modeling high expectations for self and others.

Teachers fairly and consistently support diverse learners, model expectations, teach engaging lessons, and collaborate together to ensure an optimal learning environment.

Support staff work together to create a welcoming environment and support the mission and vision of the school.

Parent and parent groups, such as PTSO and SAC, interact with school staff with like-minded goals and students' best interests at heart. Parent groups help guide policies and engage in a shared decision-making process.

Students are encouraged to put forth their best effort every day and help to hold each other accountable.

Community members are invited to the school to help prepare students for the world beyond the school walls.

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
3	III.A.	Areas of Focus: Other: International Baccalaureate Organization Middle Years Programme Re-evaluation	$0.00
		Total:	$0.00