Mclaughlin Academy Of Excellence

2021-22 Schoolwide Improvement Plan

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Mclaughlin Academy Of Excellence

800 4TH ST S, Lake Wales, FL 33853

http://mclaughlin@polk-fl.net

Demographics

Principal: Linda Ray

Start Date for this Principal: 6/23/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School 6-10
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
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* Black/African American Students* Hispanic Students* White Students* Economically Disadvantaged Students*
School Grades History	2018-19: D (39%) 2017-18: D (38%) 2016-17: F (31%)
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.

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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)
Combination School 6-10	Yes	100%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	68%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		D	D	D

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.

McLaughlin Middle and Fine Arts Academy inspires students to reach their highest potential and develop a respect for the arts through an innovative educational experience preparing them to meet the challenges of a global community.

Provide the school's vision statement.

Every student, every day will strive for academic excellence, social responsibility and civic pride.

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
Ford, Christopher	Assistant Principal	Assistant Principal of Curriculum Student Achievement Effective school leaders achieve results on the school's student learning goals and demonstrate that student learning is their top priority through leadership actions that build and support a learning organization focused on student success. The leader: a. Enables faculty and staff to work as a system focused on student learning and engages faculty and staff in efforts to close learning performance gaps among student subgroups within the school, b. Maintains a school climate that supports student engagement in learning, c. Generates high expectations for learning growth by all students, and d. Demonstrates understanding of present levels of student performance based on routine assessment processes that reflect the current reality of student proficiency on academic standards. Instructional Leadership Effective school leaders work collaboratively to develop and implement an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs and assessments. The leader recruits, retains and develops an effective and diverse faculty and staff. The leader structures and monitors a school learning environment that improves learning for all of Florida's diverse student population. The leader: a. Employs a faculty with the instructional proficiencies needed for the school population served, b. Monitors, evaluates proficiency, and secures and provides timely and actionable feedback to faculty on the effectiveness of instruction on priority instructional goals, and the cause-and-effect relationships between professional practice and student achievement on those goals, c. Provides recurring feedback on their proficiency on high effect size instructional strategies, d. Supports district-supported state initiatives focused on student growth are supported by the leader with specific and observable actions, including monitoring of implementation and measurement of progress toward initiative goals and professional learning to improve faculty capacity to implement the initiatives, e. Manages the organization, operations, and facilities to provide the faculty with quality resources and time for professional learning and promotes, participates in, and engages faculty in effective individual and collaborative learning on priority professional goals throughout the school year, f. Implements professional learning processes that enable faculty to deliver culturally relevant and differentiated instruction by generating a focus on student and professional learning in the school that is clearly linked to the system-wide objectives and the school improvement plan; identifying faculty instructional proficiency needs (including standards-based content, research-based pedagogy, data analysis for instructional planning and improvement);

Name	Position Title	Job Duties and Responsibilities

aligning faculty development practices with system objectives, improvement planning, faculty proficiency needs, and appropriate instructional goals; and using instructional technology as a learning tool for students and faculty, and
g. Improves the percentage of effective and highly effective teachers on the faculty.

Learning Environment
Effective school leaders help to structure and monitor a school learning environment that improves learning for all of Florida's diverse student population.

The leader:
a. Maintains a safe, respectful and inclusive student- centered learning environment that is focused on equitable opportunities for learning and building a foundation for a fulfilling life in a democratic society and global economy by providing recurring monitoring and feedback on the quality of the learning environment and aligning learning environment practices with system objectives, improvement planning, faculty proficiency needs, and appropriate instructional goals,
b. Initiates and supports continuous improvement processes and a multi-tiered system of supports focused on the students' opportunities for success and well-being,
c. Align diversity practices with system objectives, improvement planning, faculty proficiency needs, and appropriate instructional goals, the leader recognizes and uses diversity as an asset in the development and implementation of procedures and practices that motivate all students and improve student learning, and promotes school and classroom practices that validate and value similarities and differences among students, and
d. Engages faculty in recognizing and understanding cultural and developmental issues related to student learning by identifying and addressing strategies to minimize and/or eliminate achievement gaps associated with student subgroups within the school.

Decision-Making:
Effective school leaders use and monitor a decision- making process that is based on vision, mission, and improvement priorities using facts and data; manage the decision-making process, but not all decisions, using the process to empower others and distribute leadership when appropriate; establish personal deadlines for themselves and the entire organization; and use a transparent process for making decisions and articulating who makes which decisions.
The leader:
a. Gives priority attention to decisions that impact the quality of student learning and teacher proficiency, gathering and analyzing facts and data, and assessing alignment of decisions with school vision, mission, and improvement priorities,
b. Uses critical thinking and problem-solving techniques to define problems and identify solutions.
c. Maintains recurring processes for evaluating decisions for effectiveness,

Name	Position Title	Job Duties and Responsibilities
		equity, intended and actual outcome(s); implements follow-up actions revealed as appropriate by feedback and monitoring; and revises decisions or implements actions as needed, d. Empowers others and distributes leadership when appropriate, e. Employs effective technology integration to enhance decision making and efficiency throughout the school. f. Processes changes and captures opportunities available through social networking tools, accesses, and processes information through a variety of online resources, incorporates data-driven decision making with effective technology integration to analyze school results, and develops strategies for coaching staff as they integrate technology into teaching, learning, and assessment processes. Areas of Responsibility and Supervision Operations Instructional Support and Coaching Staff Supervision and Observation School Culture School Improvement Plan Development and Implementation Finance (Operating Budget, Internal, Unisigg, TSSSA and Title I Accounts) Master scheduling and student course placement Parent/Teacher/Student Concerns and Conferences Staff recruitment and retention Model and coach professionalism and ethical practices Common Planning-Mathematics (including ESE and Interventionist), Fine Arts (Kawalya and Wenck) and Electives (Potter) Lesson Plan Review and Feedback- Mathematics (including ESE and Interventionist), Fine Arts (Kawalya and Wenck) and Electives (Potter) Monitor all student data specifically L30s and students in our ESSA subgroups-Mathematics, Fine Arts and Electives aligned with Collaborative Planning Interventions Instructional Framework and Materials- Mathematics, Fine Arts and Electives aligned with Collaborative Planning School Counselor Testing Coordinator Terminal Operator Journey Evaluations/SAO-Mathematics (teachers and interventionist) Fine Arts, and Electives aligned with Collaborative Planning Inputting, monitoring, and training staff on netConnect Professional

Name	Position Title	Job Duties and Responsibilities
		Development and training points

Participate in focus walks with state, district and/or school-based personnel to collect and analyze data to plan for instruction and professional development Maintain a daily calendar with weekly office hours (calendar will include set meetings with specific staff member)

Serve as a member of the School-based Leadership Team (SBLT)

Staff-based Committees:

Student-led clubs and organizations:

Teacher Mentoring- 2Y-4Y
? Additional duties as assigned by Principal

Assistant Principal of Administration
Student Achievement
Effective school leaders achieve results on the school's student learning goals and demonstrate that student learning is their top priority through leadership actions that build and support a learning organization focused on student success.

The leader:
a. Enables faculty and staff to work as a system focused on student learning and engages faculty and staff in efforts to close learning performance gaps among student subgroups within the school.
b. Maintains a school climate that supports student engagement in learning.
c. Generates high expectations for learning growth by all students.
d. Demonstrates understanding of present levels of student performance based on routine assessment processes that reflect the current reality of student proficiency on academic standards.
Instructional Leadership
Effective school leaders work collaboratively to develop and implement an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs and assessments. The leader recruits, retains and develops an effective and diverse faculty and staff. The leader structures and monitors a school learning environment that improves learning for all of Florida's diverse student population.

The leader:
a. Employs a faculty with the instructional proficiencies needed for the school population served.
b. Monitors, evaluates proficiency, and secures and provides timely and actionable feedback to faculty on the effectiveness of instruction on priority instructional goals, and the cause-and-effect relationships between professional practice and student achievement on those goals.
c. Provides recurring feedback on their proficiency on high effect size instructional strategies.

Name	Position Title	Job Duties and Responsibilities
		d. Supports district-supported state initiatives focused on student growth are supported by the leader with specific and observable actions, including monitoring of implementation and measurement of progress toward initiative goals and professional learning to improve faculty capacity to implement the initiatives. e. Manages the organization, operations, and facilities to provide the faculty with quality resources and time for professional learning and promotes, participates in, and engages faculty in effective individual and collaborative learning on priority professional goals throughout the school year. f. Implements professional learning processes that enable faculty to deliver culturally relevant and differentiated instruction by generating a focus on student and professional learning in the school that is clearly linked to the system-wide objectives and the school improvement plan; identifying faculty instructional proficiency needs (including standards-based content, research-based pedagogy, data analysis for instructional planning and improvement); aligning faculty development practices with system objectives, improvement planning, faculty proficiency needs, and appropriate instructional goals; and using instructional technology as a learning tool for students and faculty. h. Improves the percentage of effective and highly effective teachers on the faculty. Learning Environment Effective school leaders help to structure and monitor a school learning environment that improves learning for all of Florida's diverse student population. The leader: a. Maintains a safe, respectful, and inclusive student- centered learning environment that is focused on equitable opportunities for learning and building a foundation for a fulfilling life in a democratic society and global economy by providing recurring monitoring and feedback on the quality of the learning environment and aligning learning environment practices with system objectives, improvement planning, faculty proficiency needs, and appropriate instructional goals. b. Initiates and supports continuous improvement processes and a multi-tiered system of supports focused on the students' opportunities for success and well-being. c. Align diversity practices with system objectives, improvement planning, faculty proficiency needs, and appropriate instructional goals, the leader recognizes and uses diversity as an asset in the development and implementation of procedures and practices that motivate all students and improve student learning and promotes school and classroom practices that validate and value similarities and differences among students. d. Engages faculty in recognizing and understanding cultural and developmental issues related to student learning by identifying and addressing strategies to minimize and/or eliminate achievement gaps associated with student subgroups within the school. Decision-Making: Effective school leaders use and monitor a decision- making process that is

Name	Position Title	Job Duties and Responsibilities

based on vision, mission, and improvement priorities using facts and data; manage the decision-making process, but not all decisions, using the process to empower others and distribute leadership when appropriate; establish personal deadlines for themselves and the entire organization; and use a transparent process for making decisions and articulating who makes which decisions.

The leader:
a. Gives priority attention to decisions that impact the quality of student learning and teacher proficiency, gathering and analyzing facts and data, and assessing alignment of decisions with school vision, mission, and improvement priorities.
b. Uses critical thinking and problem-solving techniques to define problems and identify solutions.
c. Maintains recurring processes for evaluating decisions for effectiveness, equity, intended and actual outcome(s); implements follow-up actions revealed as appropriate by feedback and monitoring; and revises decisions or implements actions as needed.
d. Empowers others and distributes leadership when appropriate.
e. Employs effective technology integration to enhance decision making and efficiency throughout the school.
f. Processes changes and captures opportunities available through social networking tools, accesses, and processes information through a variety of online resources, incorporates data-driven decision making with effective technology integration to analyze school results, and develops strategies for coaching staff as they integrate technology into teaching, learning, and assessment processes.

Areas of Responsibility and Supervision
Operations Instructional Support and Coaching Staff Supervision and Observation School Culture
School Improvement Plan Development and Implementation

Student Picture Day

Review all Fieldtrip Request

Accelerated Reader implementation and data

ESOL Programs

Facilities/Furnishings

Safety Inspections, reporting and alarms

Safety drills (including Transportation)

School Map and room assignments

Name	Position Title	Job Duties and Responsibilities
		School Evacuation Map and Staff Training
		Student Hearing and Vision Screenings
		Transportation Extended Learning Programs
		Extended Learning Programs
		Staff recruitment and retention Model and coach professionalism and ethical practices
		Common Planning-Social Studies, Fine Arts (Jones, Viet, and Lamb) and Electives (Williams and Riedel)
		Assist with the Lesson Plan Review and Feedback-Social Studies
		Monitor all student data specifically L30s and students in our ESSA subgroups-Social Studies, Fine Arts and Electives aligned with Collaborative Planning
		Interventions Instructional Framework and Materials- Social Studies, Fine Arts and Electives aligned with Collaborative Planning Media Specialist
		Network Manager
		Journey Evaluations/SAO-Social Studies, Literacy, Fine Arts, and Electives aligned with Collaborative Planning
		Participate focus walks with state, district and/or school-based personnel to collect and analyze data to plan for instruction and professional development
		Maintain a daily calendar with weekly office hours (calendar will include set meetings with specific staff member)
		Serve as a member of the School-based Leadership Team (SBLT)
		Staff-based Committees
		Student-led clubs and organizations
		Teacher Mentoring- Y5≥
		? Additional duties as assigned by Principal

Name	Position Title	Job Duties and Responsibilities
Wilson, Marte	Assistant Principal	Assistant Principal of Administration Student Achievement Effective school leaders achieve results on the school's student learning goals and demonstrate that student learning is their top priority through leadership actions that build and support a learning organization focused on student success. The leader: a. Enables faculty and staff to work as a system focused on student learning and engages faculty and staff in efforts to close learning performance gaps among student subgroups within the school. b. Maintains a school climate that supports student engagement in learning. c. Generates high expectations for learning growth by all students. d. Demonstrates understanding of present levels of student performance based on routine assessment processes that reflect the current reality of student proficiency on academic standards. Instructional Leadership Effective school leaders work collaboratively to develop and implement an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs and assessments. The leader recruits, retains and develops an effective and diverse faculty and staff. The leader structures and monitors a school learning environment that improves learning for all of Florida's diverse student population. The leader: a. Employs a faculty with the instructional proficiencies needed for the school population served. b. Monitors, evaluates proficiency, and secures and provides timely and actionable feedback to faculty on the effectiveness of instruction on priority instructional goals, and the cause-and-effect relationships between professional practice and student achievement on those goals. c. Provides recurring feedback on their proficiency on high effect size instructional strategies. d. Supports district-supported state initiatives focused on student growth are supported by the leader with specific and observable actions, including monitoring of implementation and measurement of progress toward initiative goals and professional learning to improve faculty capacity to implement the initiatives. e. Manages the organization, operations, and facilities to provide the faculty with quality resources and time for professional learning and promotes, participates in, and engages faculty in effective individual and collaborative learning on priority professional goals throughout the school year. f. Implements professional learning processes that enable faculty to deliver culturally relevant and differentiated instruction by generating a focus on student and professional learning in the school that is clearly linked to the system-wide objectives and the school improvement plan; identifying faculty instructional proficiency needs (including standards-based content, research-based pedagogy, data analysis for instructional planning and improvement);

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		aligning faculty development practices with system objectives, improvement planning, faculty proficiency needs, and appropriate instructional goals; and using instructional technology as a learning tool for students and faculty. h. Improves the percentage of effective and highly effective teachers on the faculty. Learning Environment Effective school leaders help to structure and monitor a school learning environment that improves learning for all of Florida's diverse student population. The leader: a. Maintains a safe, respectful, and inclusive student- centered learning environment that is focused on equitable opportunities for learning and building a foundation for a fulfilling life in a democratic society and global economy by providing recurring monitoring and feedback on the quality of the learning environment and aligning learning environment practices with system objectives, improvement planning, faculty proficiency needs, and appropriate instructional goals. b. Initiates and supports continuous improvement processes and a multi-tiered system of supports focused on the students' opportunities for success and well-being. c. Align diversity practices with system objectives, improvement planning, faculty proficiency needs, and appropriate instructional goals, the leader recognizes and uses diversity as an asset in the development and implementation of procedures and practices that motivate all students and improve student learning and promotes school and classroom practices that validate and value similarities and differences among students. d. Engages faculty in recognizing and understanding cultural and developmental issues related to student learning by identifying and addressing strategies to minimize and/or eliminate achievement gaps associated with student subgroups within the school. Decision-Making: Effective school leaders use and monitor a decision- making process that is based on vision, mission, and improvement priorities using facts and data; manage the decision-making process, but not all decisions, using the process to empower others and distribute leadership when appropriate; establish personal deadlines for themselves and the entire organization; and use a transparent process for making decisions and articulating who makes which decisions. The leader: a. Gives priority attention to decisions that impact the quality of student learning and teacher proficiency, gathering and analyzing facts and data, and assessing alignment of decisions with school vision, mission, and improvement priorities. b. Uses critical thinking and problem-solving techniques to define problems and identify solutions. c. Maintains recurring processes for evaluating decisions for effectiveness,

Name	Position Title	Job Duties and Responsibilities
		equity, intended and actual outcome(s); implements follow-up actions revealed as appropriate by feedback and monitoring; and revises decisions or implements actions as needed. d. Empowers others and distributes leadership when appropriate. e. Employs effective technology integration to enhance decision making and efficiency throughout the school. f. Processes changes and captures opportunities available through social networking tools, accesses, and processes information through a variety of online resources, incorporates data-driven decision making with effective technology integration to analyze school results, and develops strategies for coaching staff as they integrate technology into teaching, learning, and assessment processes. Areas of Responsibility and Supervision Operations Instructional Support and Coaching Staff Supervision and Observation School Culture School Improvement Plan Development and Implementation Student Picture Day Review all Fieldtrip Request Accelerated Reader implementation and data ESOL Programs Facilities/Furnishings Safety Inspections, reporting and alarms Safety drills (including Transportation) School Map and room assignments School Evacuation Map and Staff Training Student Hearing and Vision Screenings Transportation Extended Learning Programs Extended Learning Programs Staff recruitment and retention Model and coach professionalism and ethical practices Common Planning-Social Studies, Fine Arts (Jones, Viet, and Lamb) and Electives (Williams and Riedel)

Name	Position Title	Job Duties and Responsibilities
		Assist with the Lesson Plan Review and Feedback-Social Studies
		Monitor all student data specifically L30s and students in our ESSA subgroups-Social Studies, Fine Arts and Electives aligned with Collaborative Planning
		Interventions Instructional Framework and Materials- Social Studies, Fine Arts and Electives aligned with Collaborative Planning Media Specialist
		Network Manager
		Journey Evaluations/SAO-Social Studies, Literacy, Fine Arts, and Electives aligned with Collaborative Planning
		Participate focus walks with state, district and/or school-based personnel to collect and analyze data to plan for instruction and professional development
		Maintain a daily calendar with weekly office hours (calendar will include set meetings with specific staff member)
		Serve as a member of the School-based Leadership Team (SBLT)
		Staff-based Committees
		Student-led clubs and organizations
		Teacher Mentoring- Y5≥
		? Additional duties as assigned by Principal
Wright, Debra	Principal	Principal Student Achievement Effective school leaders achieve results on the school's student learning goals and demonstrate that student learning is their top priority through leadership actions that build and support a learning organization focused on student success. The leader: a. Enables faculty and staff to work as a system focused on student learning. b. Maintains a school climate that supports student engagement in learning. c. Generates high expectations for learning growth by all students; and d. Engages faculty and staff in efforts to close learning performance gaps among student subgroups within the school. Instructional Leadership Effective school leaders work collaboratively to develop and implement an

Name	Position Title	Job Duties and Responsibilities
		instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs and assessments. The leader recruits, retains and develops an effective and diverse faculty and staff. The leader structures and monitors a school learning environment that improves learning for all of Florida's diverse student population. The leader: a. Implements the Florida Educator Accomplished Practices as described in Rule 6A-5.065, F.A.C., through a common language of instruction. b. Engages in data analysis for instructional planning and improvement. c. Communicates the relationships among academic standards, effective instruction, and student performance. d. Implements the district's adopted curricula and state's adopted academic standards in a manner that is rigorous and culturally relevant to the students and school; and e. Ensures the appropriate use of high-quality formative and interim assessments aligned with the adopted standards and curricula. f. Generates a focus on student and professional learning in the school that is clearly linked to the system-wide strategic objectives and the school improvement plan. g. Evaluates, monitors, and provides timely feedback to faculty on the effectiveness of instruction. h. Employs a faculty with the instructional proficiencies needed for the school population served. i. Identifies faculty instructional proficiency needs, including standards-based content, research-based pedagogy, data analysis for instructional planning and improvement, and the use of instructional technology. j. Implements professional learning that enables faculty to deliver culturally relevant and differentiated instruction. k. Provides resources and time and engages faculty in effective individual and collaborative professional learning throughout the school year. l. Maintains a safe, respectful and inclusive student-centered learning environment that is focused on equitable opportunities for learning and building a foundation for a fulfilling life in a democratic society and global economy. m. Recognizes and uses diversity as an asset in the development and implementation of procedures and practices that motivate all students and improve student learning. n. Promotes school and classroom practices that validate and value similarities and differences among students. o. Provides recurring monitoring and feedback on the quality of the learning environment. p. Initiates and supports continuous improvement processes focused on the students' opportunities for success and well-being; and q. Engages faculty in recognizing and understanding cultural and developmental issues related to student learning by identifying and addressing strategies to minimize and/or eliminate achievement gaps, Organizational Leadership Effective school leaders employ and monitor a decision-making process that is based on vision, mission and improvement priorities using facts and data. The leader:

Name	Position Title	Job Duties and Responsibilities
		a. Gives priority attention to decisions that impact the quality of student learning and teacher proficiency.

a. Gives priority attention to decisions that impact the quality of student learning and teacher proficiency.
b. Uses critical thinking and problem-solving techniques to define problems and identify solutions.
c. Evaluates decisions for effectiveness, equity, intended and actual outcome; implements follow-up actions; and revises as needed.
d. Empowers others and distributes leadership when appropriate; and
e. Uses effective technology integration to enhance decision making and efficiency throughout the school,
f. Identifies and cultivates potential and emerging leaders.
g. Provides evidence of delegation and trust in subordinate leaders.
h. Plans for succession management in key positions.
i. Promotes teacher-leadership functions focused on instructional proficiency and student learning.
j. Develops sustainable and supportive relationships between school leaders, parents, community, higher education and business leaders.
k. Organizes time, tasks and projects effectively with clear objectives and coherent plans.
l. Establishes appropriate deadlines for him/herself and the entire organization.
m. Manages schedules, delegates, and allocates resources to promote collegial efforts in school improvement and faculty development.
n. Actively listens to and learns from students, staff, parents, and community stakeholders.
o. Recognizes individuals for effective performance.
p. Communicates student expectations and performance information to students, parents, and community.
q. Maintains high visibility at school and in the community and regularly engages stakeholders in the work of the school.
r. Creates opportunities within the school to engage students, faculty, parents, and community stakeholders in constructive conversations about important school issues.
s. Utilizes appropriate technologies for communication and collaboration.
t. Ensures faculty receives timely information about student learning requirements, academic standards, and all other local state and federal administrative requirements and decisions.
Professional and Ethical Behavior
Effective school leaders demonstrate personal and professional behaviors consistent with quality practices in education and as a community leader.

The leader:
a. Adheres to the Code of Ethics and the Principles of Professional Conduct for the Education Profession in Florida, pursuant to Rules 6B-1.001 and 6B-1.006, F.A.C.
b. Demonstrates resiliency by staying focused on the school vision and reacting constructively to the barriers to success that include disagreement and dissent with leadership.
c. Demonstrates a commitment to the success of all students, identifying barriers and their impact on the well-being of the school, families, and local community.

Name	Position Title	Job Duties and Responsibilities
		d. Engages in professional learning that improves professional practice in alignment with the needs of the school system. e. Demonstrates willingness to admit error and learn from it. f. Demonstrates explicit improvement in specific performance areas based on previous evaluations and formative feedback. Areas of Responsibility and Supervision Academics and Accountability Instructional Support and Coaching Community Relations and Outreach Operations Staff Supervision and Observation School Culture Monitor all school data with emphasis on L30s and students in our ESSA subgroups Curriculum and Instructional Materials & Framework Interventions Instructional Framework and Materials Facilitate focus walks with state, district and/or school-based personnel to collect and analyze data to plan for instruction and professional development Model and coach professionalism and ethical practices Phoenix Leadership Academy Common Planning-Science and Literacy (including ESE and Interventionist), Fine Arts (Battles, Meridionale, and Lamb) and Electives (Kramer, Kirkland, and Lattimore) Lesson Plan Review and Feedback-Science and Literacy (including ESE and Interventionist), Fine Arts (Battles, Meridionale, and Lamb) and Electives (Kramer, Kirkland, and Lattimore) Faculty Meetings School Advisory Committee (SAC) School-based Leadership Team (SBLT) Fine Arts Booster Club (FABC) Parent Teacher Association (PTA) Marketing and Branding

Name	Position Title	Job Duties and Responsibilities
		School Improvement Plan Development and Implementation
		Finance (Operating Budget, Internal, Unisigg, TSSSA and Title I Accounts)
		Staff recruitment and retention
		Grant Funding
		Fundraising
		Approve all applications for Alternative Education
		Pre-K Program
		Review and approve systems of operation Assistant Principal of Curriculum
		Assistant Principal of Administration
		Dean of Students
		Instructional Coaches
		LEA
		PBIS Interventionist
		Principal Secretary
		Journey Evaluations/SAO-Science, Literacy (teachers and interventionist), Fine Arts, and Electives aligned with Collaborative Planning Maintain a daily calendar with weekly office hours (calendar will include set meetings with specific staff member)
		Administrator and Teacher-leader mentorship and development
		Foster positive and authentic relationships that are a result oriented among staff and students
		Teacher Mentoring-New Educators
		Routinely survey students, staff, and stakeholders to make data-driven adaptations to systems
		Squads
		Staff Committees:
		Student-led Clubs/Organizations:

Name	Position Title	Job Duties and Responsibilities
Perez, Emelia	Dean	Dean of Students Student Achievement Effective school leaders achieve results on the school's student learning goals and demonstrate that student learning is their top priority through leadership actions that build and support a learning organization focused on student success. The leader: a. Enables faculty and staff to work as a system focused on student learning and engages faculty and staff in efforts to close learning performance gaps among student subgroups within the school. b. Maintains a school climate that supports student engagement in learning. c. Generates high expectations for learning growth by all students. d. Demonstrates understanding of present levels of student performance based on routine assessment processes that reflect the current reality of student proficiency on academic standards. Instructional Leadership Effective school leaders work collaboratively to develop and implement an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs and assessments. The leader recruits, retains and develops an effective and diverse faculty and staff. The leader structures and monitors a school learning environment that improves learning for all of Florida's diverse student population. The leader: a. Employs a faculty with the instructional proficiencies needed for the school population served. b. Monitors, evaluates proficiency, and secures and provides timely and actionable feedback to faculty on the effectiveness of instruction on priority instructional goals, and the cause and effect relationships between professional practice and student achievement on those goals. c. Provides recurring feedback on their proficiency on high effect size instructional strategies. d. Supports district-supported state initiatives focused on student growth are supported by the leader with specific and observable actions, including monitoring of implementation and measurement of progress toward initiative goals and professional learning to improve faculty capacity to implement the initiatives. e. Manages the organization, operations, and facilities to provide the faculty with quality resources and time for professional learning and promotes, participates in, and engages faculty in effective individual and collaborative learning on priority professional goals throughout the school year. f. Implements professional learning processes that enable faculty to deliver culturally relevant and differentiated instruction by generating a focus on student and professional learning in the school that is clearly linked to the system-wide objectives and the school improvement plan; identifying faculty instructional proficiency needs (including standards-based content, research-based pedagogy, data analysis for instructional planning and improvement); aligning faculty development practices with system objectives, improvement

Name	Position Title	Job Duties and Responsibilities
		planning, faculty proficiency needs, and appropriate instructional goals; and using instructional technology as a learning tool for students and faculty. g. Improves the percentage of effective and highly effective teachers on the faculty. Learning Environment Effective school leaders help to structure and monitor a school learning environment that improves learning for all of Florida's diverse student population. The leader: a. Maintains a safe, respectful and inclusive student- centered learning environment that is focused on equitable opportunities for learning and building a foundation for a fulfilling life in a democratic society and global economy by providing recurring monitoring and feedback on the quality of the learning environment and aligning learning environment practices with system objectives, improvement planning, faculty proficiency needs, and appropriate instructional goals. b. Initiates and supports continuous improvement processes and a multi-tiered system of supports focused on the students' opportunities for success and well-being. c. Align diversity practices with system objectives, improvement planning, faculty proficiency needs, and appropriate instructional goals, the leader recognizes and uses diversity as an asset in the development and implementation of procedures and practices that motivate all students and improve student learning and promotes school and classroom practices that validate and value similarities and differences among students. d. Engages faculty in recognizing and understanding cultural and developmental issues related to student learning by identifying and addressing strategies to minimize and/or eliminate achievement gaps associated with student subgroups within the school. Decision-Making: Effective school leaders use and monitor a decision- making process that is based on vision, mission, and improvement priorities using facts and data; manage the decision-making process, but not all decisions, using the process to empower others and distribute leadership when appropriate; establish personal deadlines for themselves and the entire organization; and use a transparent process for making decisions and articulating who makes which decisions. The leader: a. Gives priority attention to decisions that impact the quality of student learning and teacher proficiency, gathering and analyzing facts and data, and assessing alignment of decisions with school vision, mission, and improvement priorities. b. Uses critical thinking and problem-solving techniques to define problems and identify solutions. c. Maintains recurring processes for evaluating decisions for effectiveness, equity, intended and actual outcome(s); implements follow-up actions revealed as appropriate by feedback and monitoring; and revises decisions or

Name	Position Title	Job Duties and Responsibilities
		implements actions as needed. d. Empowers others and distributes leadership when appropriate. e. Employs effective technology integration to enhance decision making and efficiency throughout the school. f. Processes changes and captures opportunities available through social networking tools, accesses, and processes information through a variety of online resources, incorporates data-driven decision making with effective technology integration to analyze school results, and develops strategies for coaching staff as they integrate technology into teaching, learning, and assessment processes. Areas of Responsibility and Supervision Operations Coaching and Classroom Management Support Staff Supervision and Observation School Culture School Improvement Plan Development and Implementation Create School-wide Behavior Management Program and Rewards Program Track data and maintain School-wide Attendance Program and Intervention Plan BASE Program PBIS Rewards Program Student Identification Card System Complete recommendations for Alternate Education for the principal's approval Inventory, distribute and collect keys Monitor and support Student Work Detail Systems School Shutdown Procedures and Training Monitor student/teacher bathroom data and develop interventions/adjustments where needed Evaluate the facilities and create work orders and/or communicate with Custodial staff as needed Develop system for inputting and monitoring Work Orders Safety, security, and supervision of all areas (hallways, cafeteria, bathrooms, classrooms, etc.) Safety inspections, drills reporting and alarms Staff recruitment and retention Model and coach professionalism and ethical

Name	Position Title	Job Duties and Responsibilities
		practices
		Assist with the Lesson Plan Review and Feedback-Mathematics
		Facilitate Professional Development for Classroom Management and Procedures
		Monitor and support the Classroom Management and Procedures Coaching Cycle as described in this handbook Success Coaches
		School Resource Officer
		Student Advocacy Specialist (Para)
		Attendance and Behavior Secretary
		Foreman and Custodial Staff
		Cafeteria Manager and Staff
		Participate focus walks with state, district and/or school-based personnel to collect and analyze data to plan for instruction and professional development Maintain a daily calendar with weekly office hours (calendar will include set meetings with specific staff member)
		Serve as a member of the School-based Leadership Team (SBLT)
		Supervise and/or arrange all Extramural/Athletics
		Develop and implement Student Nest Ambassador Program
		Staff-based Committees: PBIS Committee, Chair
		Student-led clubs and organizations:
		? Additional duties as assigned by principal
Jean-Baptiste, Cathy	Other	Student Success Coach Student Achievement Effective school leaders achieve results on the school's student learning goals and demonstrate that student learning is their top priority through leadership actions that build and support a learning organization focused on student success. The leader: a. Engages the staff in efforts to close learning performance gaps among

Name	Position Title	Job Duties and Responsibilities

student subgroups within the school.
b. Maintains a school climate that supports student engagement in learning.
c. Generates high expectations for learning growth by all students.
d. Demonstrates understanding of present levels of student performance based on routine assessment processes that reflect the current reality of student proficiency on academic standards.

Instructional Leadership
Effective school leaders work collaboratively to develop and implement an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs and assessments. The leader retains and develops an effective and diverse faculty and staff. The leader structures and monitors a school learning environment that improves learning for all of Florida's diverse student population.

The leader:
a. Supports district-supported state initiatives focused on student growth are supported by the leader with specific and observable actions, including monitoring of implementation and measurement of progress toward initiative goals and professional learning to improve faculty capacity to implement the initiatives.
b. Manages the organization and operations to provide the faculty with quality resources and time for professional learning and promotes, participates in, and engages faculty in effective individual and collaborative learning on priority professional goals throughout the school year.

Learning Environment
Effective school leaders help to structure and monitor a school learning environment that improves learning for all of Florida's diverse student population.

The leader:
a. Maintains a safe, respectful and inclusive student- centered learning environment that is focused on equitable opportunities for learning and building a foundation for a fulfilling life in a democratic society and global economy by providing recurring monitoring and feedback on the quality of the learning environment and aligning learning environment practices with system objectives, improvement planning, faculty proficiency needs, and appropriate instructional goals.
b. Initiates and supports continuous improvement processes and a multi-tiered system of supports focused on the students' opportunities for success and well-being.
c. Engages faculty in recognizing and understanding cultural and developmental issues related to student learning by identifying and addressing strategies to minimize and/or eliminate achievement gaps associated with student subgroups within the school.
Decision-Making:
Effective school leaders use and monitor a decision- making process that is based on vision, mission, and improvement priorities using facts and data;

Name	Position Title	Job Duties and Responsibilities
		manage the decision-making process, but not all decisions, using the process to empower others and distribute leadership when appropriate; establish personal deadlines for themselves and the entire organization; and use a transparent process for making decisions and articulating who makes which decisions. The leader: a. Gives priority attention to decisions that impact the quality of student learning and teacher proficiency, gathering and analyzing facts and data, and assessing alignment of decisions with school vision, mission, and improvement priorities. b. Uses critical thinking and problem-solving techniques to define problems and identify solutions. c. Maintains recurring processes for evaluating decisions for effectiveness, equity, intended and actual outcome(s); implements follow-up actions revealed as appropriate by feedback and monitoring; and revises decisions or implements actions as needed. d. Employs effective technology integration to enhance decision making and efficiency throughout the school. e. Processes changes and captures opportunities available through social networking tools, accesses and processes information through a variety of online resources, incorporates data-driven decision making with effective technology integration to analyze school results, and develops strategies for coaching staff as they integrate technology into teaching, learning, and assessment processes. Areas of Responsibility Operations Coaching and Classroom Management Support Staff Supervision and Observation School Culture School Improvement Plan Development and Implementation School-wide Behavior Management Program and Rewards Program School-wide Attendance Program and Intervention Plan BASE Program PBIS Rewards Program Student Identification Card System Support the systems for Student Work Detail Safety, security, and supervision of all areas (hallways, cafeteria, bathrooms, classrooms, etc.) Staff recruitment and retention Model and coach professionalism and ethical practices

Name	Position Title	Job Duties and Responsibilities
		Assist with the Lesson Plan Review and Feedback-Social Studies and Electives Co-Facilitate Professional Development for Classroom Management and Procedures Support the Classroom Management and Procedures Coaching Cycle as described in this handbook Participate focus walks with state, district and/or school-based personnel to collect and analyze data to plan for instruction and professional development Maintain a daily calendar with weekly office hours (calendar will include set meetings with specific staff member) Serve as a member of the School-based Leadership Team (SBLT) Facilitate all Extramural/Athletics Facilitate the implementation of the Student Nest Ambassador Program Staff-based Committees: PBIS Committee Student-led clubs and organizations: ? Additional duties as assigned by Principal
Ortiz, Joshua	Other	Student Success Coach Student Achievement Effective school leaders achieve results on the school's student learning goals and demonstrate that student learning is their top priority through leadership actions that build and support a learning organization focused on student success. The leader: a. Engages the staff in efforts to close learning performance gaps among student subgroups within the school. b. Maintains a school climate that supports student engagement in learning. c. Generates high expectations for learning growth by all students. d. Demonstrates understanding of present levels of student performance based on routine assessment processes that reflect the current reality of student proficiency on academic standards. Instructional Leadership Effective school leaders work collaboratively to develop and implement an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs and assessments. The leader retains and develops an effective and diverse faculty and staff. The leader

Name	Position Title	Job Duties and Responsibilities
		structures and monitors a school learning environment that improves learning for all of Florida's diverse student population. The leader: a. Supports district-supported state initiatives focused on student growth are supported by the leader with specific and observable actions, including monitoring of implementation and measurement of progress toward initiative goals and professional learning to improve faculty capacity to implement the initiatives. b. Manages the organization and operations to provide the faculty with quality resources and time for professional learning and promotes, participates in, and engages faculty in effective individual and collaborative learning on priority professional goals throughout the school year. Learning Environment Effective school leaders help to structure and monitor a school learning environment that improves learning for all of Florida's diverse student population. The leader: a. Maintains a safe, respectful and inclusive student- centered learning environment that is focused on equitable opportunities for learning and building a foundation for a fulfilling life in a democratic society and global economy by providing recurring monitoring and feedback on the quality of the learning environment and aligning learning environment practices with system objectives, improvement planning, faculty proficiency needs, and appropriate instructional goals. b. Initiates and supports continuous improvement processes and a multi-tiered system of supports focused on the students' opportunities for success and well-being. c. Engages faculty in recognizing and understanding cultural and developmental issues related to student learning by identifying and addressing strategies to minimize and/or eliminate achievement gaps associated with student subgroups within the school. Decision-Making: Effective school leaders use and monitor a decision- making process that is based on vision, mission, and improvement priorities using facts and data; manage the decision-making process, but not all decisions, using the process to empower others and distribute leadership when appropriate; establish personal deadlines for themselves and the entire organization; and use a transparent process for making decisions and articulating who makes which decisions. The leader: a. Gives priority attention to decisions that impact the quality of student learning and teacher proficiency, gathering and analyzing facts and data, and assessing alignment of decisions with school vision, mission, and improvement priorities. b. Uses critical thinking and problem-solving techniques to define problems and

Name	Position Title	Job Duties and Responsibilities
		identify solutions. c. Maintains recurring processes for evaluating decisions for effectiveness, equity, intended and actual outcome(s); implements follow-up actions revealed as appropriate by feedback and monitoring; and revises decisions or implements actions as needed. d. Employs effective technology integration to enhance decision making and efficiency throughout the school. e. Processes changes and captures opportunities available through social networking tools, accesses and processes information through a variety of online resources, incorporates data-driven decision making with effective technology integration to analyze school results, and develops strategies for coaching staff as they integrate technology into teaching, learning, and assessment processes. Areas of Responsibility Operations Coaching and Classroom Management Support Staff Supervision and Observation School Culture School Improvement Plan Development and Implementation School-wide Behavior Management Program and Rewards Program School-wide Attendance Program and Intervention Plan BASE Program PBIS Rewards Program Student Identification Card System Support the systems for Student Work Detail Safety, security, and supervision of all areas (hallways, cafeteria, bathrooms, classrooms, etc.) Staff recruitment and retention Model and coach professionalism and ethical practices Assist with the Lesson Plan Review and Feedback-Social Studies and Electives Co-Facilitate Professional Development for Classroom Management and Procedures Support the Classroom Management and Procedures Coaching Cycle as described in this handbook Participate focus walks with state, district and/or school-based personnel to collect and analyze data to plan for instruction and professional development Maintain a daily calendar with weekly office hours (calendar will include set meetings with specific staff member)

Name	Position Title	Job Duties and Responsibilities
		Serve as a member of the School-based Leadership Team (SBLT)
		Facilitate all Extramural/Athletics
		Facilitate the implementation of the Student Nest Ambassador Program
		Staff-based Committees: PBIS Committee
		Student-led clubs and organizations:
		? Additional duties as assigned by Principal

Demographic Information

Principal start date
Wednesday 6/23/2021, Linda Ray

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
0

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.*
12

Total number of teacher positions allocated to the school
44

Total number of students enrolled at the school
447

Identify the number of instructional staff who left the school during the 2020-21 school year.
16

Identify the number of instructional staff who joined the school during the 2021-22 school year.
23

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	140	160	147	0	0	0	0	447
Attendance below 90 percent	0	0	0	0	0	0	0	47	33	0	0	0	0	80
One or more suspensions	0	0	0	0	0	0	7	19	30	0	0	0	0	56
Course failure in ELA	0	0	0	0	0	0	2	30	24	0	0	0	0	56
Course failure in Math	0	0	0	0	0	0	1	27	21	0	0	0	0	49
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	20	39	43	0	0	0	0	102
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	26	41	46	0	0	0	0	113
Number of students with a substantial reading deficiency	0	0	0	0	0	0	20	39	43	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	15	67	72	0	0	0	0	154

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	5	5	4	0	0	0	0	14

Date this data was collected or last updated

Wednesday 8/25/2021

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	66	88	128	0	0	0	0	282

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	2	6	10	0	0	0	0	18

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	66	88	128	0	0	0	0	282

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	2	6	10	0	0	0	0	18

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				23%	61%	61%	23%	54%	60%
ELA Learning Gains				41%	58%	59%	38%	52%	57%
ELA Lowest 25th Percentile				49%	49%	54%	46%	46%	52%
Math Achievement				23%	61%	62%	21%	55%	61%
Math Learning Gains				41%	56%	59%	36%	54%	58%
Math Lowest 25th Percentile				51%	52%	52%	50%	51%	52%
Science Achievement				23%	52%	56%	23%	48%	57%
Social Studies Achievement				45%	79%	78%	54%	85%	77%

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	28%	48%	-20%	54%	-26%
Cohort Comparison						
07	2021					
	2019	15%	42%	-27%	52%	-37%
Cohort Comparison		-28%				
08	2021					
	2019	26%	48%	-22%	56%	-30%
Cohort Comparison		-15%				
09	2021					
	2019					
Cohort Comparison		-26%				
10	2021					
	2019					
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	23%	47%	-24%	55%	-32%
Cohort Comparison						
07	2021					
	2019	18%	39%	-21%	54%	-36%
Cohort Comparison		-23%				
08	2021					
	2019	13%	35%	-22%	46%	-33%
Cohort Comparison		-18%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	24%	41%	-17%	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	43%	70%	-27%	71%	-28%
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	77%	50%	27%	61%	16%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	67%	53%	14%	57%	10%

Grade Level Data Review - Progress Monitoring Assessments

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

STAR data was used to compile the data below.

Grade 6				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	41	41	41
	Economically Disadvantaged	11	8.3	9.6
	Students With Disabilities	4	3.3	2.3
	English Language Learners	3.6	3	5
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	41	41	41
	Economically Disadvantaged	8	12.6	8.6
	Students With Disabilities	0	3.6	2
	English Language Learners	3.6	9.3	4.6

Grade 7				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	41	41	41
	Economically Disadvantaged	11	8.3	9.6
	Students With Disabilities	4	3.3	2.3
	English Language Learners	3.6	3	5
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	41	41	41
	Economically Disadvantaged	8	12.6	8.6
	Students With Disabilities	0	3.6	2
	English Language Learners	3.6	9.3	4.6
Civics	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0

Grade 8				
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
English Language Arts	All Students	41	41	41
	Economically Disadvantaged	11	8.3	9.6
	Students With Disabilities	4	3.3	2.3
	English Language Learners	3.6	3	5
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
Mathematics	All Students	41	41	14
	Economically Disadvantaged	8	12.6	8.6
	Students With Disabilities	0	3.6	2
	English Language Learners	3.6	9.3	4.6
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
Science	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0

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	19	29	25	20	48	47	14	30			
ELL	22	40	35	30	47	48	17	30			
BLK	27	36	35	20	27	28	6	38			
HSP	32	44	29	35	52	58	25	39	77		
WHT	37	48	55	43	51	50	41	61	65		
FRL	29	39	34	30	44	45	18	42	65		
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	**ELA Ach.**	**ELA LG**	**ELA LG L25%**	**Math Ach.**	**Math LG**	**Math LG L25%**	**Sci Ach.**	**SS Ach.**	**MS Accel.**	**Grad Rate 2017-18**	**C & C Accel 2017-18**
SWD	17	40	40	19	42	44	15	36			
ELL	14	42	38	13	34	45	18	30			
BLK	17	38	51	16	41	50	17	37	45		
HSP	20	37	39	22	40	50	28	43	55		

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
MUL		60		20	30						
WHT	34	48	56	32	44	54	24	53	64		
FRL	22	40	46	22	40	49	25	42	50		
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	17	40	45	15	41	46	20				
ELL	14	36	37	14	31	36	19				
BLK	15	33	39	13	33	58	12	43	27		
HSP	22	41	49	20	34	47	19	70	47		
MUL	20	28		16	47						
WHT	30	41	51	30	38	45	37	50	63		
FRL	21	38	47	20	35	50	19	54	51		

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	40
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	21
Total Points Earned for the Federal Index	397
Total Components for the Federal Index	10
Percent Tested	95%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	29
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	32
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	

Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	

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

Black/African American Students	
Federal Index - Black/African American Students	27
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

Hispanic Students	
Federal Index - Hispanic Students	41
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	50
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	36
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
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?

McLaughlin has improved with our FSA ELA and Mathematics student proficiency and learning gains, however, we must aggressively work towards the improvement of with our lower 25% in both content areas. Our 8th grade economically disadvantaged students outperformed the other grade levels in both ELA (36%) and Mathematics (31%) spring STAR data.

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

Based on the 2019 state assessment data, McLaughlin's greatest need for improvement was in ELA and Mathematics Proficiency, as well as Science.

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

The contributing factors were the lack of standard based instruction, intentional and productive planning and monitoring and tracking of student evidence. Systems and protocols for collaborative planning, monitoring with timely feedback, coaching (teachers and administrators) and positive school-culture are some of the actions that resulted in the improvement of our school's grade.

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

2019 FSA data indicates 55% in our acceleration cell. Our 2021 data reflects 67% in our acceleration cell.

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

Innovative scheduling, intentional collaborative planning and timely feedback were the contributing factors to this improvement. We intend to continue with these factors and increase the rigor of instruction and provide more manipulatives and conceptional learning opportunities.

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

Staff, student and administration awareness of current student data is essential to the acceleration of learning needed to sustain or increase our student achievement data. Continuing the systems in place with fidelity is essential to our continuous success. Having access to and using weekly progress monitoring tools for Science and Social Studies to guide instruction is also necessary.

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.

Professional Development is driven by the student evidence observed during instruction as well as the progress monitoring data. However, there are some basic Professional Learning opportunities that we intend to embed in our practices to include but not limited to Target-Task Alignment, Purpose and student use of Success Criteria, and Tracking and Monitoring of Student Evidence by teachers/ students.

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

We will incorporate Data Digs, Teachers-Teaching-Teachers, and daily stand ups with our Action Board to ensure the sustainability of McLaughlin.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Differentiation	
Area of Focus Description and Rationale:	2018-2019 ELA FSA data indicated 49% of our BQ made gains, however, our 2020-2021 data is reflective of only 37%. This same trend was present in Mathematics, 2018-2019 FSA data reflects 51% of our BQ made gains, however, our 2020-2021 data indicated only 47%.

Math was identified as a critical need based on the 2020-2021 4th quarter STAR Math data. This data showed an 11% decline in student proficiency (from 33% to 22%) in 6th graders and a 10% increase (from 18% to 28%) in 7th graders.

English was identified as a critical need based on 2020-2021 4th quarter STAR Reading data. This data indicated a 1% increase (from 33% to 34% proficiency) in 6th grade and an 11% decrease (from 32% to 21%) in 7th grade. |
| **Measurable Outcome:** | We aim to have 45% or more of our 7th and 8th grade student data indicate proficiency on the winter STAR Math and ELA Assessment. |
| **Monitoring:** | Students, teachers, administration, instructional coaches, and interventionists will work together to monitor individual, class, and whole school student progress on standards-based education and remediation.

After teachers have delivered standard-based instruction, students will be assessed on the standard. With the support of their teacher students will review their progress. Study Island, Imagine Math, formal/informal assessments will be used to assess, capture, monitor and remediate student learning for Mathematics, ELA, Science, and Social Studies. Data captured will be drive instruction and remediation in the enrichment classes and tutoring.

Professional development will be provided to staff on student FSA and STAR assessment. within individual subject area teams as well as as a whole school, ensuring that parent involvement, vocabulary walls, data-driven progress reviews, and computer programs are utilized for student success. |
| **Person responsible for monitoring outcome:** | Debra Wright (debra.hudson@polk-fl.net) |
| **Evidence-based Strategy:** | To increase scores in Literacy and Math, thereby increasing student success within these and other subject areas, a multifaceted strategy of instruction, remediation, and collaboration is being adopted.

This strategy includes incorporating virtual programs that individualize and customize student remediation and provide data for teachers, coaches, interventionists, and students to monitor progress. These programs are combined with cultural considerations, such as culturally relevant literature, translation dictionaries, and parent communication to ensure all students are represented and provided opportunities for success.

It also includes increasing professional development for teachers and staff to ensure that best practices are being used in classrooms and that staff support towards educational success is provided to all teachers, coaches, interventionists, and administration. |
| **Rationale for Evidence-** | Using a multifaceted approach opens up the avenues that guardians, teachers, administration, coaches, and interventionists have to provide students with opportunities for success. |

based Strategy:

By having students use virtual programs that adapt instruction and remediation while also monitoring student progress, teachers have access to individual student data on a regular (weekly) basis. While the programs can adapt remediation, they also allow the teacher to adapt instruction methods and timelines for student success. Pairing that with culturally relevant resources enables all students access to these resources.

Continuing professional development and collaborative planning periods give teachers support and guidance in creating the optimal learning environment in their classrooms and across the school. Teachers can receive feedback and guidance on pedagogy, content, and methodology throughout the lesson planning, remediation, and assessment stages of education.

Action Steps to Implement

PBIS Incentives - Using positive reinforcement to reward students as their scores on the PBIS tests increase helps give the tests meaning to the students.

Person Responsible Emelia Perez (emelia.perez@polk-fl.net)

Study Island Mini Assessment Data - As students work in the Study Island program, teachers can use the data from the program to identify and drive the instruction and remediation of the standards in a way that is individualized to their students. This data is tracked in Student Data Charts by the teachers, students, instructional coaches, and interventionists and reviewed every week to monitor progress.

Person Responsible Tina Ramsey (tina.ramsey@polk-fl.net)

Enrichment Classes - Extended learning opportunities provided to students to focus on standards of core subjects will allow them more practice time with individualized attention from instructors curated based on each student's needs. These classes are scheduled during the normal school hours to prevent timing from becoming a barrier to students.

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

After-school Tutoring with Transportation Provided - Extended learning opportunities provided to students to focus on standards of core subjects will allow them more practice time with individualized attention from instructors curated based on each student's needs. Transportation being provided ensures that it does not become a barrier to any student wanting to participate in this service.

Person Responsible Marte Wilson (marte.wilson@polk-fl.net)

Algebra Boot Camp - All algebra students are given an extra opportunity for remediation in preparation for their end of the year course exams.

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

Imagine Math - As students work in the Imagine Math program, teachers can use the data from the program to identify and drive the instruction and remediation of the standards in a way that is individualized to their students. This data is tracked in Student Data Charts by the teachers, students, instructional coaches, and interventionists and reviewed every week to monitor progress.

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

Increasing Parent Involvement - Using applications and communication systems such as Remind101, email, and phone calls to include guardians in their child's education allows teachers and parents to work together to create opportunities for student success.

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

Culturally Relevant Literature - Providing literature that is relevant and representative of the cultures of the students and families in the school community aids in connecting the standards taught in school to the students' own lives and creates by-in to the content.

Person Responsible   Tina Ramsey (tina.ramsey@polk-fl.net)

English/Spanish Dictionaries - Students will have access to English/Spanish Dictionaries during class to aid in communication and writing via translation, especially among ESOL and ESE students.

Person Responsible   Tina Ramsey (tina.ramsey@polk-fl.net)

Interactive Vocabulary Walls - Students will work collaboratively with fellow classmates and the teacher to create, update, and review vocabulary walls in their literacy classes.

Person Responsible   Tina Ramsey (tina.ramsey@polk-fl.net)

Professional Development - Teachers and staff will utilize weekly PLC and daily planning times collaboratively to enhance the learning experience of the students. Subject area teams will implement peer coaching, rigor walks, coaching cycles, modeling best practices, and immediate feedback within this action step.

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

Achieve 3000 - As students work in the Achieve 3000 program, teachers can use the data from the program to identify and drive the instruction and remediation of the standards in a way that is individualized to their students. This data is tracked in Student Data Charts by the teachers, students, instructional coaches, and interventionists and reviewed every week to monitor progress.

Person Responsible   Tina Ramsey (tina.ramsey@polk-fl.net)

#2. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups	
Area of Focus Description and Rationale:	39% of McLaughlin's Economically Disadvantaged students were proficient, 32% of the English Language Learners, 33% of our Students with Disabilities, 35% of our African-American Students, 39% of the Hispanic Students, 28% with Multi-racial Students and 45% of White Students based on STAR Data.
Measurable Outcome:	Our goal is to increase all of our ESSA subgroup profiency to 41% or higher.
Monitoring:	Students, teachers, administration, instructional coaches, and interventionists will work together to monitor individual, class, and whole school student progress on standards-based education and remediation in close collaboration with ESOL and ESE teachers. Teachers and students will review progress weekly, based on student data from Study Island, Imagine Math, and Achieve 3000. This data will then be used to drive instruction and remediation in the enrichment classes and tutoring. Professional development strategies will be monitored within individual subject area teams as well as as a whole school, ensuring that parent involvement, vocabulary walls, data-driven progress reviews, and computer programs are utilized for student success.
Person responsible for monitoring outcome:	Debra Wright (debra.hudson@polk-fl.net)
Evidence-based Strategy:	To increase scores from ESSA students, a multifaceted strategy of instruction, remediation, and collaboration is being adopted. This strategy includes incorporating virtual programs that individualize and customize student remediation and provide data for teachers, coaches, interventionists, and students to monitor progress. These programs are combined with cultural considerations, such as culturally relevant literature, translation dictionaries, and parent communication to ensure all students are represented and provided opportunities for success. It also includes increasing professional development for teachers and staff to ensure that best practices are being used in classrooms and that staff support towards educational success is provided to all teachers, coaches, interventionists, and administration. Using a multifaceted approach opens up the avenues that guardians, teachers, administration, coaches, and interventionists have to provide students with opportunities for success.
Rationale for Evidence-based Strategy:	By having students use virtual programs that adapt instruction and remediation while also monitoring student progress, teachers have access to individual student data on a regular (weekly) basis. While the programs can adapt remediation, they also allow the teacher to adapt instruction methods and timelines for student success. Pairing that with culturally relevant resources enables all students access to these resources. Continuing professional development and collaborative planning periods give teachers support and guidance in creating the optimal learning environment in their classrooms and across the school. Teachers can receive feedback and guidance on pedagogy, content,

and methodology throughout the lesson planning, remediation, and assessment stages of education.

Action Steps to Implement

Food and Clothing Bank - Students will have access to a supply of usable clothing and food at no cost.

Person Responsible Emelia Perez (emelia.perez@polk-fl.net)

PBIS Incentives - Using positive reinforcement to reward students as their scores on the PBIS tests increase helps give the tests meaning to the students.

Person Responsible Emelia Perez (emelia.perez@polk-fl.net)

Study Island Mini Assessment Data - As students work in the Study Island program, teachers can use the data from the program to identify and drive the instruction and remediation of the standards in a way that is individualized to their students. This data is tracked in Student Data Charts by the teachers, students, instructional coaches, and interventionists and reviewed every week to monitor progress.

Person Responsible Tina Ramsey (tina.ramsey@polk-fl.net)

Enrichment Classes - Extended learning opportunities provided to students to focus on standards of core subjects will allow them more practice time with individualized attention from instructors curated based on each student's needs. These classes are scheduled during the normal school hours to prevent timing from becoming a barrier to students.

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

After-school Tutoring with Transportation Provided - Extended learning opportunities provided to students to focus on standards of core subjects will allow them more practice time with individualized attention from instructors curated based on each student's needs. Transportation being provided ensures that it does not become a barrier to any student wanting to participate in this service.

Person Responsible Marte Wilson (marte.wilson@polk-fl.net)

Imagine Math - As students work in the Imagine Math program, teachers can use the data from the program to identify and drive the instruction and remediation of the standards in a way that is individualized to their students. This data is tracked in Student Data Charts by the teachers, students, instructional coaches, and interventionists and reviewed every week to monitor progress.

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

Increasing Parent Involvement - Using applications and communication systems such as Remind101, email, and phone calls to include guardians in their child's education allows teachers and parents to work together to create opportunities for student success.

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

Culturally Relevant Literature - Providing literature that is relevant and representative of the cultures of the students and families in the school community aids in connecting the standards taught in school to the students' own lives and creates by-in to the content.

Person Responsible Tina Ramsey (tina.ramsey@polk-fl.net)

English/Spanish Dictionaries - Students will have access to English/Spanish Dictionaries during class to aid in communication and writing via translation, especially among ESOL and ESE students.

Person Responsible Tina Ramsey (tina.ramsey@polk-fl.net)

Interactive Vocabulary Walls - Students will work collaboratively with fellow classmates and the teacher to create, update, and review vocabulary walls in their literacy classes.

Person Responsible Tina Ramsey (tina.ramsey@polk-fl.net)

Professional Development - Teachers and staff will utilize weekly PLC and daily planning times collaboratively to enhance the learning experience of the students. Subject area teams will implement peer coaching, rigor walks, coaching cycles, modeling best practices, and immediate feedback within this action step.

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

#3. Culture & Environment specifically relating to Student Attendance	
Area of Focus Description and Rationale:	For the 2020-2021 4th quarter, there were 548 absences in 6th grade, 347 absences in 7th grade, and 655 absences in 8th grade. When students are not present in school, it is especially hard to monitor their progress and success.
Measurable Outcome:	The student attendance goal for 2021-2022 is 80% of the students in attendance at least 90% of the year.
Monitoring:	Success coaches will work hand in hand with teachers and student councilors to establish routes of communication and monitor attendance data regularly. If students are absent more than once a week, teachers will reach out to parents, under the guidance of success coaches.
Person responsible for monitoring outcome:	Joshua Ortiz (joshua.ortiz@polk-fl.net)
Evidence-based Strategy:	The strategy behind increasing student attendance is focused on increasing parent communication and providing students with the resources they need to fill their most basic necessities. Increasing parent communication leads to increases in parent engagement in the student's education. Teachers, coaches, interventionists, and parents can then work together to create a successful plan for student attendance. Filling students' needs, such as food, grooming, and clothes, allows them to feel more confident in attending school in person, without fear of social implications of coming to school without them.
Rationale for Evidence-based Strategy:	Following a year consumed with uncertainty and forced flexibility, students and parents are returning to in-person school and all of the needs that it entails. By providing fluid and clear communication, teachers and parents can establish the most effective plan for increasing attendance in individual students, as well as provide the supplies and resources the students need, now that they are attending school in person and not virtually.

Action Steps to Implement

Teacher Professional Development on Data Entry - Teachers will have required training on entering attendance, as well as clear steps for monitoring and communicating with administrators and guardians about that data.

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

Remind101 - The school will purchase an application that teachers can use to communicate with students and their families. This application translates the message to the guardian's chosen language to ensure message clarity, if necessary.

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

PBIS Interventionist - This interventionist helps build systemic relationships and communication through the PTA and Fine Arts Booster Club as well as assisting in PBIS score monitoring and incentives.

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

Parent Communication - Success coaches will increase parent contact via phone, email, Remind101, letters, home wellness checks, and targeted school visits. Along side this, the school will host parent nights, where families can get involved with their student's educational community. Orientation will also be available in the families' native languages for transparency regarding procedures, policies, expectations, and programs.

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

Physical Necessities - Students will have access to food and uniform giveaways as well as laundry services to ensure that students are not absent due to lack of these resources. District hot spots will also be utilized for students with need in rural areas. A clothes closet, barber shop, and food closet will also be made available to students at no cost.

Person Responsible   Debra Wright (debra.hudson@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.

McLaughlin ranked 266 out of 553 middle/junior schools statewide. We ranked 11 of 23 middle/ junior schools in the county. We reported 3.1 incidents per 100 students. This is less than the Statewide middle/junior rating of 4.2 incidents per 100 students. McLaughlin's school culture and environment will be enhanced through the implementation of the PBIS Rewards Program. We will continuously monitor behavior data and make adjustments to our systems to provide teachers with supports to managed and prevent student behaviors.

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.

McLaughlin continuously monitors and builds a positive school culture through the implementation of our SQUADS. McLaughlin has six (6) squads embedded in one school. This highly engaging school culture system has fostered a dynamic and exciting process that builds character and a sense of belonging. Our SQUADS are a adaptation from Ron Clark Academy's House System. We have created micro-communities

within our school that functions as centers of hubs for leadership building. Each SQUAD is unique with its own color, symbols, and traditions.

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

McLaughlin's principal is responsible for modeling, monitoring and promoting a positive school culture. The administrative team, teachers, parents and students are encouraged to cultivate the characteristics necessary for student growth and learning. McLaughlin has embraced a Restorative Approach to discipline by continuously reiterating and applauding students for their positive behavior and by engaging community in mentoring opportunities.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Differentiation				$202,419.70
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	130-Other Certified Instructional Personnel	1341 - Mclaughlin Academy Of Excellence	UniSIG	1.0	$58,057.26
			Notes: Other Certified Instructional Personnel Other Certified Instructional - School based/ District paid Interventionist who work with small groups of students in need of remediation - 1 Student Success Coach			
	5100	210-Retirement	1341 - Mclaughlin Academy Of Excellence	UniSIG		$6,281.80
			Notes: Retirement - 10.82% - Instructional Personnel -			
	5100	220-Social Security	1341 - Mclaughlin Academy Of Excellence	UniSIG		$4,441.38
			Notes: Social Security -7.65% -Instructional personnel			
	5100	231-Health and Hospitalization	1341 - Mclaughlin Academy Of Excellence	UniSIG		$9,288.00
			Notes: Health and Hospitalization - Instructional Personnel			
	5100	232-Life Insurance	1341 - Mclaughlin Academy Of Excellence	UniSIG		$21.60
			Notes: Life Insurance - Instructional personnel			
	5100	240-Workers Compensation	1341 - Mclaughlin Academy Of Excellence	UniSIG		$110.31
			Notes: Workers Compensation - .19% - Instructional Personnel			
	5100	130-Other Certified Instructional Personnel	1341 - Mclaughlin Academy Of Excellence	UniSIG	1.0	$47,881.26
			Notes: Other Certified Instructional Personnel Other Certified Instructional - School based/ District paid Interventionist who work with small groups of students in need of remediation - 1 Math Interventionist			
	5100	210-Retirement	1341 - Mclaughlin Academy Of Excellence	UniSIG		$5,180.75
			Notes: Retirement - 10.82% - Instructional Personnel -			

	5100	220-Social Security	1341 - Mclaughlin Academy Of Excellence	UniSIG		$3,662.92
			Notes: Social Security -7.65% -Instructional personnel			
	5100	231-Health and Hospitalization	1341 - Mclaughlin Academy Of Excellence	UniSIG		$9,288.00
			Notes: Health and Hospitalization - Instructional Personnel			
	5100	232-Life Insurance	1341 - Mclaughlin Academy Of Excellence	UniSIG		$21.60
			Notes: Life Insurance - Instructional personnel			
	5100	240-Workers Compensation	1341 - Mclaughlin Academy Of Excellence	UniSIG		$90.97
			Notes: Workers Compensation - .19% - Instructional Personnel			
	6300	130-Other Certified Instructional Personnel	1341 - Mclaughlin Academy Of Excellence	UniSIG		$3,920.00
			Notes: Other Certified Instructional Personnel - Stipends- participating in curriculum planning after contact hours - Guidance Counselor, Network Mgr., and Interventionists - 4 Coaches, 28 hours each @ $35 per hour			
	6300	210-Retirement	1341 - Mclaughlin Academy Of Excellence	UniSIG		$424.14
			Notes: Retirement - 10.82%- Curriculum Planning			
	6300	220-Social Security	1341 - Mclaughlin Academy Of Excellence	UniSIG		$299.88
			Notes: Social Security - 7.65% - Curriculum Planning			
	6300	240-Workers Compensation	1341 - Mclaughlin Academy Of Excellence	UniSIG		$7.45
			Notes: Workers Compensation - .19% - Curriculum Planning			
	5100	510-Supplies	1341 - Mclaughlin Academy Of Excellence	UniSIG		$10,490.71
			Notes: Office Supplies - Paper, pencils, markers, notebooks, folders, post its, etc...			
	5100	644-Computer Hardware Non-Capitalized	1341 - Mclaughlin Academy Of Excellence	UniSIG		$15,411.00
			Notes: Computer Hardware Non-Capitalized - $250.00 to $999.99 - 39 iPads			
	5100	519-Technology-Related Supplies	1341 - Mclaughlin Academy Of Excellence	UniSIG		$3,899.00
			Notes: Technology-Related Supplies 39 iPad Cases			
	5100	648-Technology-Related Capitalized Furniture, Fixtures and Equipment	1341 - Mclaughlin Academy Of Excellence	UniSIG		$1,618.00
			Notes: Technology-Related Capitalized Furniture, Fixtures and Equipment -greater than or equal to $1,000- 1 iPad Cart			
	7800	330-Travel	1341 - Mclaughlin Academy Of Excellence	UniSIG		$15,000.00
			Notes: Extended Learning Transportation			

	6400	330-Travel	1341 - Mclaughlin Academy Of Excellence	UniSIG		$5,000.00
			Notes: Travel - 4 teachers and 1 instructional coach - AVID Conference - Summer 2022			
	7730	330-Travel	1341 - Mclaughlin Academy Of Excellence	UniSIG		$1,000.00
			Notes: Travel - 1 Administrator - AVID Conference - Summer 2022			
	5900	310-Professional and Technical Services	1341 - Mclaughlin Academy Of Excellence	UniSIG		$1,023.67
			Notes: LRC Tutoring Contract			
2	III.A.	Areas of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups				$0.00
3	III.A.	Areas of Focus: Culture & Environment: Student Attendance				$0.00
					Total:	$209,831.25