2013-2014 SCHOOL IMPROVEMENT PLAN

Mclaughlin Middle School And Fine Arts Academy

800 4TH ST S
Lake Wales, FL 33853
863-678-4233
http://schools.polk-fl.net/mclaughlin.

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Middle School	Yes	83%

Alternative/ESE Center	Charter School	Minority Rate
No	No	61%

School Grades History

2013-14	2012-13	2011-12	2010-11	2009-10
D	F	D	C	C

SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridacims.org. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school's Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
  - Year 1 – declined to D, or first-time graded schools receiving a D
  - Year 2 – second consecutive D, or F followed by a D
  - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
  - Year 1 – declined to F, or first-time graded schools receiving an F
  - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Focus Year 1	3	Ella Thompson

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School
Mclaughlin Middle School And Fine Arts Acad

Principal
Sharon Chipman

School Advisory Council chair
Helen Peterson

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Julie Fisher	Assistant Princlpal
Willie Saenz	Assistant Principal
Tina Chapman	Teacher Resource
Lakisha Scott	Teacher Resource
Nidia Cruz	Math Teacher
Jackie Thomas	ESE Facilitator
Fanny Paige	Title One Facilitator
Cheryl Malczyk	Language Arts Teacher
Sheri Scott	School Psychologist
Angela Marbutt	Literacy Coach

District-Level Information

District
Polk

Superintendent
Kathryn Leroy

Date of school board approval of SIP
10/22/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

Sharon Chipman (principal), Dr. Willie Saenz (Assistant Principal), Helen Peterson (SAC chair), Julie Fisher (secretary), Madalyn Hilliard (Fine Arts Chair), Fannie Paige (Title One Facilitator), Wanda Howard (Community Representative), Nidia Cruz (teacher) and Courtney Heyward (parent representative), Melinda Bond (parent Representative), Jarvis Meeks (Parent Representative)

Involvement of the SAC in the development of the SIP

The School Advisory Council will approve the advisory membership and this School Improvement Plan.

Activities of the SAC for the upcoming school year

Monthly meetings to discuss school data, issues/concerns, and improvements along with SIP updates based on data analysis

Projected use of school improvement funds, including the amount allocated to each project

School Improvement funds will be used to purchase materials and supplies to be used in the classroom to increase student achievement.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC
In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

# of administrators
3

 # receiving effective rating or higher
(not entered because basis is < 10)

Administrator Information:

Sharon Chipman		
Principal	Years as Administrator: 9	Years at Current School: 1

Credentials	B.S. Elementary Ed M.S. Reading Ed.S. Computer Applications Certification in Educational Leadership
Performance Record	School Grade 2013 is an "F" until further review by DOE Reading-39% at Level 3 or Higher, Math-29% at Level 3 or Higher, Science--30% at Level 3 or Higher, Writing--44% at Level 3.5 or higher, Reading Gains for Low 25%-61%, Math Gains for Low 25%-53% School Grade 2011-2012 is a "B" 2011-12 Reading-48% at Level 3 or Higher, Math-53% at Level 3 or Higher, 81% meeting the Writing Standard, Science-48% at Level 3 or Higher, 67% Bottom 25% making reading gains, 61% Bottom 25% making math gains As Principal: Maintained an "A" from 2009—2011 2010-11: Grade A, Reading—63% at Level 3 or Higher, Math--81% at Level 3 or Higher, Writing-92% meeting the Writing standard, Science-41% at Level 3 or Higher, 68% Making learning gains in Reading, 61% Making learning gains in Math, 65% of lowest 25% making learning gains in Reading, 66% of lowest 25% making learning gains in Math 2009-10: Grade A, Reading-- 70% at Level 3 or Higher, Math—80% at Level 3 or Higher, Writing-85% meeting the Writing standard, Science—42% at Level 3 or Higher, 64% Making learning gains in Reading, 68% Making learning gains in Math, 51% Making learning gains in Reading, 71% Making learning gains in Math As an Assistant Principal: Maintained a "B" from 2004-2006 Maintained an "A" from 2007-2009 Made AYP 2006-2007

Dr. Willie Saenz		
Asst Principal	Years as Administrator: 1	Years at Current School: 1

Credentials	B.S.Special Education M.S.Mathematics Eduation Ed.D. Educational Leadership
Performance Record	School Grade 2013 is an "F" until further review by DOE Reading-39% at Level 3 or Higher, Math-29% at Level 3 or Higher, Science--30% at Level 3 or Higher, Writing--44% at Level 3.5 or higher, Reading Gains for Low 25%-61%, Math Gains for Low 25%-53%

Julianna Fisher		
Asst Principal	Years as Administrator: 0	Years at Current School: 15

Credentials	BA-Elementary Ed. MED-Curriculum/Instruction Ed. Spec.-Educational Leadership Reading Endorsement
Performance Record	School Grade 2013 is an "F" until further review by DOE Reading-39% at Level 3 or Higher, Math-29% at Level 3 or Higher, Science--30% at Level 3 or Higher, Writing--44% at Level 3.5 or higher, Reading Gains for Low 25%-61%, Math Gains for Low 25%-53% 2011-12 McLaughlin Middle School & Fine Arts Academy School Grade D; Reading proficiency 6th--40% 7th—40% 7th –39% Math Proficiency 6th –37% 7th—30% 8th –33% 2010-11 McLaughlin Middle School & Fine Arts Academy School Grade C; Reading Mastery 50 %; Math Mastery 42%; Science Mastery 32%; Writing Mastery 77%; Learning Gains in Reading 55%; Learning Gains in Math 55%; Reading Progress of Lowest 25% at 65%; Math Progress of Lowest 25% at 66%; 2009-10 School Grade C; Reading Mastery 52%; Math Mastery 44%; Science Mastery 27%; Writing Mastery 88%;

Instructional Coaches

# of instructional coaches
1

 # receiving effective rating or higher
(not entered because basis is < 10)

Instructional Coach Information:

Angela Marbutt		
Full-time / District-based	Years as Coach: 8	Years at Current School: 0

Areas	Reading/Literacy
Credentials	BA-Elementary Ed. M.Ed.-Educational Leadership Elementary 1-6 Middle Grades 5-9 ESE K-12 Ed. Leadership K-12 Reading Endorsement ESOL Endorsement
Performance Record	Alturas Elementary School Grade "B" 2012-13 Boone Middle School 2011-2012: F, (LFS Coach) 33% Reading, 50 Gain points in reading, 44% Gains in bottom quartile; 26% Math, 51 Gain points in math, 59% Gains in bottom quartile, 17% Science, 67% Writing Boone Middle School 2010-2011: D (Reading AIF) 45% Reading, 58% Gains, 66% Gains in bottom quartile; 35% Math, 57% Gains, 67% Gains in bottom quartile; 24% Science, 72% Writing

Classroom Teachers

# of classroom teachers
46

 # receiving effective rating or higher
0%

 # Highly Qualified Teachers
100%

 # certified in-field
46, 100%

 # ESOL endorsed
25, 54%

 # reading endorsed
6, 13%

 # with advanced degrees
18, 39%

 # National Board Certified
0, 0%

 # first-year teachers
2, 4%

 # with 1-5 years of experience
16, 35%

 # with 6-14 years of experience
14, 30%

 # with 15 or more years of experience
12, 26%

Education Paraprofessionals

# of paraprofessionals
7

 # Highly Qualified
7, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above
2

 # receiving effective rating or higher
(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies
This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

1. Pair new teachers with veteran staff in their discipline. APC will be responsible.
2. All staff participate in Professional Learning Communities by grade level & discipline
Instructional Coaches to monitor
3. Follow District hiring practices Principal is responsible

Teacher Mentoring Program/Plan
This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

*Bi-monthly meeting with new teachers to discuss issues and concerns along with answering any questions.
(conducted by Principal or AP)
*New teachers partnered with seasoned teacher within same content area.
*Instructional Coaches to provide curricular support and coaching.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)
This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

*The Leadership Team will hold focus meetings on how to improve school/teacher effectiveness and student achievement using the Problem Solving Model.
*Monthly data chats will be held.
*The Leadership Team will meet at least once per month (or more frequently as needed) to engage in the following activities:
*Review school-wide, grade level, and teacher data to problem solve needed interventions on a systemic level and identify students meeting/exceeding benchmarks as well as those at moderate or high risk for not meeting benchmarks. This will be done at least three times per year or more frequently if new data is available.
* Help referring teachers design feasible strategies and interventions for struggling students by collaborating regularly, problem solving, sharing effective practices, evaluating implementation, assist in making decisions for school, teacher, student improvement.
*Facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.
*Focus on improving student achievement outcomes with evidence based interventions implemented with fidelity and frequent progress monitoring.
Intervention teams also foster a sense of collegiality and mutual support among educators, promote the use of evidence-based interventions, and support teachers in carrying out intervention plans.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

Various members of the Leadership team also serve on the SIP writing team. The SIP team in turn shares SIP with staff and SAC and assists in monitoring implementation of plan.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

Informal and formal administrative walk-throughs and observations

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Discovery Assessment data for progress monitoring purposes is processed through the Discovery Assessment data base system. Students will be progress monitored through Discovery Assessments for Math and Science. Progress Monitoring data is gathered three times per year and data reports are analyzed by administration, teachers, and resource personnel. Data chats are held with teachers and students for the purpose of data driven instructional decisions to increase student achievement.
FAIR Assessment occurs three times per year for Reading to monitor the progress of our FCAT AL 1, 2 and 3 students. The assessment data is gathered three times per year and data reports are analyzed by administration, teachers, and resource personnel. Data chats are held with teachers and students for the purpose of data driven instructional decisions to increase student achievement.
Writing prompts provided by the district will be given to all students three times per year, and the writing scores will be compiled and analyzed using an Excel spreadsheet, which is pulled from the District's IDEAS database.
Other Progress Monitoring data is collected as needed for classroom or student progress. This information may be obtained by mini assessments, STAR, Discovery Assessment probes, fluency probes, etc.
End of Year data is gathered through FCAT and EOC exams. This data can be accessed through the IDEAS database.
Data is discussed and analyzed at least monthly at the Leadership Team and Grade/Department level PLC Meetings.

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

Administrative Leadership Team will monitor data and administrative walk-through findings, and this information will be used to provide the necessary support and any targeted areas of needs on an on-going basis throughout the school year.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program

Minutes added to school year: 4,500

Before school tutoring to target math and reading using data to drive the instruction

Strategy Purpose(s)

- Instruction in core academic subjects

How is data collected and analyzed to determine the effectiveness of this strategy?

Progress monitoring data collected and analyzed to determine effectiveness of the instruction

Who is responsible for monitoring implementation of this strategy?

Leadership Team and PBS Committee

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Sharon Chipman	Principal
Angela Marbutt	Instructional Coach
Julie FIsher	Reading Resource
Tina Chapman	Writing Resource
Sarah Brimlow	Reading Teacher
Susan Aird-Baldwin	Media Specialist
Lakisha Scott	Reading Teacher
Mekeisha Brown	Reading Teacher

How the school-based LLT functions

The LLT meets on a regular basis for the purpose of promoting school-wide literacy. This team supports our school by providing literacy information about best practices to our teachers, SAC, and parents through various functions, like PLC meetings, SAC meetings, Parent Nights, and various other school

committees. This team also uses the problem-solving process to analyze student data, create a plan of action to address needs, monitor, and determine if students are making learning gains through the implementation process.

Major initiatives of the LLT

The team will provide support to various content/elective teachers as we continuously analyze our reading data throughout the year and make various data driven decisions to meet the needs of our students. The instructional coach and resource teachers will provide support to content and elective teachers with CIS and other reading strategies. Various team members on the LLT will be part of the PSRTI team.

This year the team will implement a school-wide Extreme McReader's initiate that will get the students and parents involved as we promote a love for reading. We are working with our business partners to donate monies, so we can purchase incentives for our students who meet targeted reading expectations.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

Comprehension Instructional Sequence (CIS)-All teachers have had this professional development that was given through our district's professional development department. New Teachers will receive the CIS professional development in January 2014.

Document Based Question (DBQ) professional development--Our Social Studies teachers have had this training through our district's professional development department

All FCAT AL 1, 2, and 3 students will have a reading class. The FCAT AL 1 students will have a 90 minute block of reading instruction that will include small group targeted instruction based on student needs. These classes will encourage and support the Extreme McReader's initiative along with encouraging these kids to read a targeted number of "AR" books each nine week period.

All classes will use Marzano's Six Step vocabulary instruction.

All classes will have leveled classroom libraries for easy access by all students.

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

NA

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

Students are offered the opportunity to select Agriculture, STEM Lab and Fine Arts for their elective courses. These courses can continue throughout High School and into their career or profession. STEM Lab courses can lead to industrial certification. Students are also members are also members of FFA and TSA that promote career planning.

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

53 students attended the WE3 Expo for career planning, and these students will meet with their counselors in the Spring.

Strategies for improving student readiness for the public postsecondary level

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	49%	39%	No	54%
American Indian				
Asian				
Black/African American	40%	23%	No	46%
Hispanic	45%	34%	No	51%
White	58%	51%	No	62%
English language learners	39%	9%	No	45%
Students with disabilities	37%	11%	No	43%
Economically disadvantaged	46%	36%	No	51%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	178	24%	28%
Students scoring at or above Achievement Level 4	74	10%	15%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		28%
Students scoring at or above Level 7	10	66%	67%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	427	57%	67%
Students in lowest 25% making learning gains (FCAT 2.0)	464	61%	71%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	25	54%	56%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		15%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	10	22%	23%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.	*[data excluded for privacy reasons]*		0%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	101	43%	58%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	*[data excluded for privacy reasons]*		100%

Area 3: Mathematics

Elementary and Middle School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	43%	29%	No	48%
American Indian				
Asian				
Black/African American	34%	13%	No	41%
Hispanic	43%	27%	No	48%
White	49%	36%	No	54%
English language learners	37%	5%	No	43%
Students with disabilities	38%	9%	No	44%
Economically disadvantaged	39%	31%	No	45%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	140	18%	28%
Students scoring at or above Achievement Level 4	69	9%	20%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		61%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		28%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	343	46%	53%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	402	53%	59%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	64	13%	15%
Middle school performance on high school EOC and industry certifications	58	91%	93%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	32	50%	53%
Students scoring at or above Achievement Level 4	15	23%	26%

Area 4: Science

Middle School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	47	18%	28%
Students scoring at or above Achievement Level 4	31	12%	23%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		100%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		0%

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	2		2
Participation in STEM-related experiences provided for students	400	52%	55%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	140	18%	20%
Students who have completed one or more CTE courses who enroll in one or more *accelerated* courses	23	3%	5%
Completion rate (%) for CTE students enrolled in *accelerated* courses		0%	0%
Students taking CTE industry certification exams	0	0%	0%
Passing rate (%) for students who take CTE industry certification exams		0%	0%
CTE program concentrators	0	0%	0%
CTE teachers holding appropriate industry certifications	2	100%	100%

Area 8: Early Warning Systems

Middle School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	80	10%	5%
Students who fail a mathematics course	6	1%	1%
Students who fail an English Language Arts course	11	1%	1%
Students who fail two or more courses in any subject	18	2%	1%
Students who receive two or more behavior referrals	179	23%	18%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	272	35%	30%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

See Parent Involvement Plan

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
See Parent Involvement Plan			

Area 10: Additional Targets

Additional targets for the school

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %

Goals Summary

G1.   All teachers will teach to the standards and plan rigorous lessons.

Goals Detail

G1. All teachers will teach to the standards and plan rigorous lessons.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)

- Writing

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration)

- Algebra 1 EOC

- Geometry EOC

- Social Studies

- Civics EOC

- Science

- Science - Middle School

Resources Available to Support the Goal

- Title I

- Untapped Resources within school

- Common Planning

- District and Department personnel

- Item Specs

- Cpalms and web based resources

- Data Available

- Feedback for teachers through Journeys & Google Apps

- iReady Reports

Targeted Barriers to Achieving the Goal

- Clearly delineated roles and responsibilities of administrative staff and instructional coaches have not been established.

- A system is not in place to communicate expectations to teachers and then hold them accountable for meeting those expectations.

- Because of a weakness in lesson planning, the focus of standards-based instruction is not accomplished or inclusive of Higher Order Thinking Questions.

Plan to Monitor Progress Toward the Goal

CWT data and student performance data analyzed to determine effectiveness

Person or Persons Responsible
Principal and APs

Target Dates or Schedule:
Ongoing throughout school year 2013-14

Evidence of Completion:
Increase in SBI as measured by student achievement

Action Plan for Improvement

Problem Solving Key

G = Goal   **B** = Barrier   **S** = Strategy

G1. All teachers will teach to the standards and plan rigorous lessons.

G1.B1 Clearly delineated roles and responsibilities of administrative staff and instructional coaches have not been established.

G1.B1.S1 Clearly defined roles and responsibilities for administrative team and instructional coaches

Action Step 1

Clearly defined roles and responsibilities for administrative team and instructional coaches.

Person or Persons Responsible

Mr. Reddick

Target Dates or Schedule

October 31, 2013

Evidence of Completion

A meeting to discuss roles and responsibilities provided to administrative team and instructional coaches

Plan to Monitor Fidelity of Implementation of G1.B1.S1

Roles and responsibilities being handled by appropriate administrative team and instructional staff

Person or Persons Responsible

Principal and District Personnel

Target Dates or Schedule

Ongoing throughout 2013-14 school year

Evidence of Completion

CWT data

Plan to Monitor Effectiveness of G1.B1.S1

Roles and responsibilities performed by administrative team and instructional coahces

Person or Persons Responsible

Principal and District personnel

Target Dates or Schedule

Ongoing throughout school year 2013-14

Evidence of Completion

CWT data that shows an increase in standards based instruction as measured by student achievement.

G1.B2 A system is not in place to communicate expectations to teachers and then hold them accountable for meeting those expectations.

G1.B2.S1 The goal will be articulated through PLCs/Common Planning

Action Step 1

Faculty Meeting and PLC/Common Planning sessions used to inform staff about goals and nonnegotiables.

Person or Persons Responsible

Principal and APs

Target Dates or Schedule

Emailed to faculty 11/15/13 and clarified at faculty meeting 11/18/13 and supported through common planning 11/19/13

Evidence of Completion

Sign In Sheet

Plan to Monitor Fidelity of Implementation of G1.B2.S1

Monitor lesson plans and CWT observations

Person or Persons Responsible

Admin. Team

Target Dates or Schedule

Ongoing throughout 2013-14 school year

Evidence of Completion

CWT data and student performance data

Plan to Monitor Effectiveness of G1.B2.S1

Implementation of goal

Person or Persons Responsible

Principal and APs

Target Dates or Schedule

ongoing throughout school year

Evidence of Completion

CWT data and student performance data

G1.B2.S2 PLC/Common Planning agendas with specific expectations will be completed for all PLC/Common Planning sessions.

Action Step 1

Written PLC/Common Planning agenda/form with specific expectations created and disseminated to Administrative Team and then to Teaching Staff.

Person or Persons Responsible

Mr. Reddick will disseminate to Administrative Team. Assistant Principals will disseminate, monitor, and collect PLC/Common planning form/agenda.

Target Dates or Schedule

Mr. Reddick to Adm. Team--Nov. 8, 2013 APs to Teaching Staff--Nov. 15, 2013

Evidence of Completion

Sign in sheets for meeting

Plan to Monitor Fidelity of Implementation of G1.B2.S2

Monitor use of PLC/Common Planning agenda/orm

Person or Persons Responsible

Assistant Principals

Target Dates or Schedule

Ongoing 2013-14 school year

Evidence of Completion

Agenda/form complete and maintained in school-wide binder

Plan to Monitor Effectiveness of G1.B2.S2

CWT data and student performance data

Person or Persons Responsible

Admin Team

Target Dates or Schedule

Ongoing 2013-14 school year

Evidence of Completion

CWT data and student performance data

G1.B2.S3 Leadership Team will communicate with District/Regional support staff about school based expectations and instruction.

Action Step 1

Meet with District/Regional support staff to keep them informed of school-wide expectations/targets/ nonnegotiables

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Weekly, Ongoing 2013-14 school year

Evidence of Completion

Sign in sheets, minutes

Plan to Monitor Fidelity of Implementation of G1.B2.S3

Document meetings and discussions held with District/Regional Support Staff

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Ongoing 2013-14 school year

Evidence of Completion

CWT, Lesson Plans, Coaching cycles

Plan to Monitor Effectiveness of G1.B2.S3

Leadership Team will meet monthly to analyze CWT data and student performance data

Person or Persons Responsible

Adm. Team

Target Dates or Schedule

Ongoing 2013-14 school year

Evidence of Completion

CWT data and student performance data

G1.B3 Because of a weakness in lesson planning, the focus of standards-based instruction is not accomplished or inclusive of Higher Order Thinking Questions.

G1.B3.S1 Update lesson plan template

Action Step 1

Update school lesson plan template to include Higher Order Thinking Question wording instead of Assessment Prompt wording

Person or Persons Responsible

AP (Note: We created a lesson plan to include a week at a glance, and our LA group is piloting this form to give us feedback. Since that time, the district advised us that they were working on a district wide template. The district is waiting for PEA approval before sending it out to schools.)

Target Dates or Schedule

Oct. 19, 2013

Evidence of Completion

Completed lesson plan template

Plan to Monitor Fidelity of Implementation of G1.B3.S1

Updated version of lesson plan

Person or Persons Responsible

Admin. Team

Target Dates or Schedule

Oct. 29, 2013

Evidence of Completion

Lesson Template

Plan to Monitor Effectiveness of G1.B3.S1

Effective use of lesson plan template during common lesson planning

Person or Persons Responsible

Adm. Team

Target Dates or Schedule

Ongoing 2013-14 school year

Evidence of Completion

Student performance data

G1.B3.S2 Planning and teaching using State Standards/benchmarks, test item specifications, and content limits.

Action Step 1

Prof Development to unpack State Standards/benchmarks using test item specs and content limits during planning and teaching

Person or Persons Responsible

Adm. Team and Instructional Coaches

Target Dates or Schedule

Starting the week of Nov. 18th during grade-level content planning, weekly and ongoing throughout 2013-14

Evidence of Completion

Common Planning Agenda/sign in sheets

Plan to Monitor Fidelity of Implementation of G1.B3.S2

Admin will attend common planning meetings Instructional coaches will submit the Common Planning Meeting Agenda

Person or Persons Responsible

Admin Team and Instructional Coaches

Target Dates or Schedule

Ongoing 2013-14 school year

Evidence of Completion

Lesson plans and Common Planning Meeting Agenda

Plan to Monitor Effectiveness of G1.B3.S2

Leadership Team will analyze/evaluate CWT data and student performance data on a monthly basis

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Ongoing 2013-14 School year

Evidence of Completion

Student performance data and CWT data

G1.B3.S3 Training and/or modeling of Kagan Cooperative Learning Structures

Action Step 1

Cooperative Learning Video

Person or Persons Responsible

Instructional Coach

Target Dates or Schedule

November 22, 2013

Evidence of Completion

Video/DVD created for teachers to view

Plan to Monitor Fidelity of Implementation of G1.B3.S3

Conduct CWTs and review lesson plans

Person or Persons Responsible

Adm. Team and Instructional Caches

Target Dates or Schedule

Ongoing 2013-14 school year

Evidence of Completion

Video tape of master teacher, coaching logs, CWT, and Lesson Plan review

Plan to Monitor Effectiveness of G1.B3.S3

Leadership team will collect progress monitoring data along with CWT data.

Person or Persons Responsible

Adm. Team

Target Dates or Schedule

Ongoing 2013-14 school year

Evidence of Completion

Increase in student performance data

G1.B3.S4 Training/resources on varying modalities of teaching

Action Step 1

Prof Development on varying modalities of teaching

Person or Persons Responsible

Mrs. Richardson-Brinson/District and Instructional Coaches

Target Dates or Schedule

November 2013

Evidence of Completion

Sign-in sheets, minutes

Plan to Monitor Fidelity of Implementation of G1.B3.S4

Monitor lesson planning/plans and classroom instruction

Person or Persons Responsible

Adm. Team

Target Dates or Schedule

November-December 2013

Evidence of Completion

Lesson Plans and CWT data

Plan to Monitor Effectiveness of G1.B3.S4

Admin Team will analyze student performance and CWT data

Person or Persons Responsible

Adm. Team

Target Dates or Schedule

Ongoing 2013-14 school year

Evidence of Completion

Student performance and CWT data

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Title I, Part A
Title I, Part A, funds school-wide services to McLaughlin Middle School & Fine Arts Academy. The Title I funds provide supplemental instructional resources and interventions for students with academic achievement needs. This program supports after-school and summer instructional programs, supplemental instructional materials, resource teachers, technology for students, professional development for the staff, and resources for parents. The district coordinates with Title II and Title III to ensure that staff development needs are addressed accordingly.

Title I, Part C- Migrant
Migrant students enrolled in McLaughlin Middle School & Fine Arts Academy will be assisted by the school and by the District Migrant Education Program (MEP). Students will be prioritized by the MEP for supplemental services based on need and migrant status. MEP Teacher Advocates, assigned to schools with high percentages of migrant students, monitor the progress of these high need students and provide or coordinate supplemental academic support. Migrant Home-School Liaisons identify and recruit migrant students and their families for the MEP. They provide support to both students and parents in locating services necessary to ensure the academic success of these students whose education has been interrupted by numerous moves.

Title I, Part D
Title I, Part D, provides Transition Facilitators to assist students with transition from Department of Juvenile Justice (DJJ) facilities back into their zoned school. The Transition Facilitators communicate with the Guidance Counselors at schools to facilitate the transfer of records and appropriate placement.

Title II
Professional development resources are available to all schools through Title II funds. In addition, School Technology Services provide technical support, technology training, and licenses for software programs and web-based access via Title II-D funds as made available

Title III
Title III provides supplemental resources for English Language Learners (ELL) and their teachers in Title I schools, as well as professional learning opportunities for school staff.

Title X- Homeless
The Hearth program, funded through Title X, provides support for identified homeless students. Title I provides additional support for this program, and many activities implemented by the Hearth program are carried out in cooperation with the Migrant Education Program (MEP) funded through Title I, Part C.

Violence Prevention Programs
McLaughiln Middle School & Fine Arts Academy provides violence and drug prevention programs in order to promote a safe school environment. Examples of violence prevention programs include anti-bullying, gang awareness, gun awareness, etc.

Nutrition Programs
This school is a location for a summer feeding program for the community during our designated summer school dates.

Housing Programs
Students with housing needs are referred to the Homeless Student Advocate

Head Start
Head Start is now located in Ft. Mead. Resources are provided to the program to assist in the transition of students from pre-k to kindergarten. Head Start teachers may participate in professional learning opportunities offered to school staff, and they are involved in Professional Learning Community activities with kindergarten teachers. Parents of Head Start students are invited to participate in parent workshops and activities provided by the school.

Career and Technical Education
Students at McLaughlin Middle School & Fine Arts Academy have the opportunity to participate in a
semester long class covering STEM (Science, Technology, and Engineering & Math) instruction.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

Appendix 2: Budget to Support School Improvement Goals