Mclaughlin Academy Of Excellence School

2023-24

Schoolwide Improvement Plan (SIP)

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Mclaughlin Academy Of Excellence

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SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://www.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

I. School Information

School Mission and Vision

Provide the school's mission statement.

McLaughlin Academy of Excellence 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, Stakeholder Involvement and SIP Monitoring

School Leadership Team
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Wright, Debra	Principal	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. Instructional lead for all core and non-core coaches and supporters. Staff Meetings Administrative Leadership Team (ALT) Instructional Leadership Team (ILT) School Advisory Committee (SAC) School-based Leadership Team (SBLT) Fine Arts Booster Club (FABC) Athletic Booster Club (ABC) Labor Management Committee (LMC) Squad Leadership Team (SLT) School Improvement Plan Development and Implementation Finance (Operating Budget, Internal, external accounts, TSSSA, and Accounts) Staff recruitment and retention Grant Funding Fundraising Approve all applications for Alternative Education Review and approve systems of operation New construction and facilities Staff Supervision and Observation Assistant Principal of Curriculum Assistant Principal of Administration Dean of Students Student Success Coaches Athletics Director Instructional Coaches Squad General Principal Secretary Journey Evaluations: Mathematics Literacy Social Studies Science Fine Arts Electives ESE School Culture Maintain a daily calendar with weekly office hours (calendar will include set meetings with specific staff member) Administrator and Instructional (coaches/supporters) mentorship and development Foster positive and authentic relationships that are a result oriented among

Name	Position Title	Job Duties and Responsibilities
		staff and students. Routinely survey students, staff, and stakeholders to make data-driven adaptations to systems. Squads Increase student recruitment and retention. Community partnerships
Provino, Lisa	Assistant Principal	Operations School Improvement Plan Development and Implementation Master scheduling and student course placement Parent/Teacher/Student Concerns and Conferences Staff recruitment and retention Student recruitment and enrollment Instructional Support and Coaching Model and coach professionalism and ethical practices Common Planning-ESOL, ESE, and high school science Instruction Plan Review and Feedback- ESOL/ESE (self-contained) Monitor all student data specifically L30s and students in our ESSA subgroups. Monitor instructional data/framework, interventions, curriculum, and materials. Monitor and develop interventions as needed. Staff Supervision and Observation School Guidance Counselors Attendance Secretary Registrar Mental Health Facilitator LEA School Guidance Counselors Monitor and schedule Edgenuity Course Recovery and Dual-Enrollment Journey Evaluations/SAO-Mathematics Literacy Science Social Studies Fine Arts Electives Inputting, monitoring, and training staff on netConnect Professional Development and training points School Culture 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), Administrative Leadership Team (ALT), Instructional Leadership Team (ILT), and Labor Management Committee (LMC) Increase student recruitment and retention.

Name	Position Title	Job Duties and Responsibilities
harris, jonathan	Dean	Create Evacuation Maps and verify that they are posted in all classrooms/ offices. Monitor safety corners to ensure that they are clear in all classrooms. Supervision of all facilities cleaning. Create and monitor all staff duty schedules. Investigations of all student major discipline infractions. Completion and monitoring of quarterly Discipline Graphs Completion and monitoring of the Reunification Plan Completion and updating of Florida's Safe Schools Assessment Tool. Management, monitoring and implementation of the District Wanding Schedule.
maysonet, carlos	Instructional Coach	Mathematics Instructional Coach Model and coach professionalism and ethical practices Facilitate the weekly planning of standard-based instructional plans based on pacing maps, item specifications and assessments Facilitate weekly instructional plan Review and Feedback Facilitate the weekly planning of standard based instructional plans with interventions specifically for L30s and students in our ESSA subgroups Monitor the horizontal and vertical alignment of curriculum Develop research-based Professional Learning Communities that improve student achievement Provide multi-tiered systems of support Provide individualized Professional Coaching Cycles as described in this handbook Routinely provide individualized and timely written feedback Research innovative instructional practices to provide to staff Curate and recommend and suggest supplemental materials and resources to staff

Name	Position Title	Job Duties and Responsibilities
		Develop and communicate a written system for preparing and disseminating emergency instructional plans
prust, kyle	Instructional Coach	Literacy Instructional Coach Model and coach professionalism and ethical practices Facilitate the weekly planning of standard-based instructional plans based on pacing maps, item specifications and assessments Facilitate weekly instructional plan Review and Feedback Facilitate the weekly planning of standard based instructional plans with interventions specifically for L30s and students in our ESSA subgroups Monitor the horizontal and vertical alignment of curriculum Develop research-based Professional Learning Communities that improve student achievement Provide multi-tiered systems of support Provide individualized Professional Coaching Cycles as described in this handbook Routinely provide individualized and timely written feedback Research innovative instructional practices to provide to staff Curate and recommend and suggest supplemental materials and resources to staff Develop and communicate a written system for preparing and disseminating emergency instructional plans

Stakeholder Involvement and SIP Development
Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

Key stakeholders include students, teachers, administrative staff, parents and alumnus. Additionally, local businesses, government officials, health and social services providers are all impacted by the quality of education provided at McLaughlin. We involve stakeholders by uploading our school improvement plan on our school's website. We provided our student Ambassadors, teachers and parents with an opportunity to provide input and provide recommendations. Additionally, we host Monday Mornings at McLaughlin with local government officials where we share our SIP and glean their input.

SIP Monitoring
Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The plan will be reviewed each quarter. Data taken from ongoing classroom observations will be used to ensure continuous improvement. Progress Monitoring data and district accountability observation data will be used as well to ensure that we are meeting the State's academic standards, especially, students with the greatest achievement gap.

Demographic Data
Only ESSA identification and school grade history updated 3/11/2024

2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	70%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL)* Black/African American Students (BLK)* Hispanic Students (HSP) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: D 2018-19: D 2017-18: D
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	62	53	56	171
One or more suspensions	0	0	0	0	0	0	24	48	42	114
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	37	20	22	79
Course failure in Math	0	0	0	0	0	0	30	16	28	74
Level 1 on statewide ELA assessment	0	0	0	0	0	0	41	61	37	139
Level 1 on statewide Math assessment	0	0	0	0	0	0	46	75	48	169
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	59	99	62	220

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	56	93	63	212

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	4	0	4	8
Students retained two or more times	0	0	0	0	0	0	0	8	9	17

Prior Year (2022-23) As Initially Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	127	106	148	458
One or more suspensions	0	0	0	0	0	0	36	34	51	145
Course failure in ELA	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	47	18	28	127
Level 1 on statewide Math assessment	0	0	0	0	0	0	40	20	33	123
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	23	21	20	64

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	12	23	12	54	161

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	3	8	3	14
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

The number of students by grade level that exhibited each early warning indicator:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	127	106	148	381
One or more suspensions	0	0	0	0	0	0	36	34	51	121
Course failure in ELA	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	47	18	28	93
Level 1 on statewide Math assessment	0	0	0	0	0	0	40	20	33	93
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	23	21	20	64

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	12	23	12	54	101

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	3	8	3	14
Students retained two or more times	0	0	0	0	0	0	0	0	0	

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	31	48	53	38	51	55	32		
ELA Learning Gains				49			44		
ELA Lowest 25th Percentile				42			37		
Math Achievement*	24	49	55	37	37	42	33		
Math Learning Gains				55			45		
Math Lowest 25th Percentile				53			47		
Science Achievement*	21	47	52	28	48	54	24		
Social Studies Achievement*	58	68	68	60	53	59	47		
Middle School Acceleration	49	61	70	60	43	51	67		
Graduation Rate		54	74		46	50			
College and Career Acceleration		39	53		71	70			
ELP Progress	28	50	55	44	55	70	21		

In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	35
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	6
Total Points Earned for the Federal Index	211
Total Components for the Federal Index	6
Percent Tested	98
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	47

2021-22 ESSA Federal Index	
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	466
Total Components for the Federal Index	10
Percent Tested	97
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	27	Yes	4	1
ELL	24	Yes	4	1
AMI				
ASN				
BLK	25	Yes	4	1
HSP	37	Yes	1	
MUL				
PAC				
WHT	37	Yes	1	
FRL	32	Yes	1	

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	40	Yes	3	
ELL	38	Yes	3	
AMI				
ASN				
BLK	40	Yes	3	
HSP	47			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
MUL				
PAC				
WHT	47			
FRL	46			

Accountability Components by Subgroup
Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	31			24			21	58	49			28
SWD	22			19			26	48			5	20
ELL	19			20			5	50			5	28
AMI												
ASN												
BLK	24			16			16	42			4	
HSP	32			26			16	61	59		6	26
MUL												
PAC												
WHT	31			22			23	68	41		5	
FRL	28			21			20	56	39		6	26

2021-22 ACCOUNTABILITY 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 2020-21	C & C Accel 2020-21	ELP Progress
All Students	38	49	42	37	55	53	28	60	60			44
SWD	32	44	24	31	59	53	26	50				
ELL	27	36	19	36	67	72	5	35				44
AMI												
ASN												

2021-22 ACCOUNTABILITY 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 2020-21	C & C Accel 2020-21	ELP Progress
BLK	28	45	54	22	47	54	21	52				
HSP	43	48	38	40	62	58	22	54	63			44
MUL												
PAC												
WHT	39	55	33	45	52	38	38	70	56			
FRL	36	50	44	34	53	52	27	58	56			54

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	32	44	37	33	45	47	24	47	67			21
SWD	19	29	25	20	48	47	14	30				
ELL	22	40	35	30	47	48	17	30				21
AMI												
ASN												
BLK	27	36	35	20	27	28	6	38				
HSP	32	44	29	35	52	58	25	39	77			21
MUL												
PAC												
WHT	37	48	55	43	51	50	41	61	65			
FRL	29	39	34	30	44	45	18	42	65			18

Grade Level Data Review– State Assessments (pre-populated)
The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2023 - Spring	29%	36%	-7%	47%	-18%
08	2023 - Spring	28%	39%	-11%	47%	-19%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
09	2023 - Spring	20%	39%	-19%	48%	-28%
06	2023 - Spring	19%	35%	-16%	47%	-28%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	16%	38%	-22%	54%	-38%
07	2023 - Spring	22%	35%	-13%	48%	-26%
08	2023 - Spring	22%	42%	-20%	55%	-33%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	17%	33%	-16%	44%	-27%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	35%	37%	-2%	50%	-15%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	80%	37%	43%	48%	32%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	56%	65%	-9%	66%	-10%

III. Planning for Improvement

Data Analysis/Reflection
Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Based on the 2022-2023 state data, McLaughlin's lowest performance need is Mathematics proficiency which decreased from 17%. Possible contributing factors for the decline in Mathematics scores could include:
* Student population growth
* Attendance
* Staff (Content Knowledge)
* Lack of implementation of academic interventions with fidelity
* Staffing (Instructional Coach onboarded in November 2022)

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

Based on the 2021-2022 and 2022-2023 state data, McLaughlin's greatest is Mathematics proficiency which decreased 17%. Possible factors for the decline in Mathematics scores could include:
* Student population growth
* Attendance
* Staff (Content Knowledge)
* Lack of implementation of academic interventions with fidelity
* Staffing (Instructional Coach onboarded in November 2022)

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Based on the 2022-2023 state data, McLaughlin had the greatest gap in Mathematics when compared to the state's average.
* Student population growth
* Attendance
* Staff (Content Knowledge)
* Lack of implementation of academic interventions with fidelity
* Staffing (Instructional Coach onboarded in November 2022)

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

There was no improvement in any data group.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Student Attendance and Students with Disability are two potential areas of concern.

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

The highest priorities for the school improvement for the upcoming school year are consistent standard-based instruction, standard-aligned task/assessments, data-driven and intentional planning, student intervention support systems, and increase in student attendance.

Area of Focus
(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Standard-based instruction was identified as a critical need. By identifying standard-based instruction as a critical need, the data analysis emphasizes the importance of aligning instructional practices with clear and measurable learning objectives. Implementing standard-based instruction will serve as a fundamental strategy to address the decline in ELA proficiency and support students in achieving academic success. The rationale behind this identification is based on the analysis of student performance data, specifically looking at the state assessment scores and progress monitoring data in ELA.
• Performance Discrepancy from State Standards: The data analysis showed a decline in state assessment proficiency. By comparing these scores to the state standards, it became evident that students were not meeting the expected learning outcomes outlined in those standards. This discrepancy indicates a need to align instruction more closely with the specified state standards.
• Targeting Instructional Interventions: Standard-based instruction facilitates the identification of specific areas where students are struggling. This data-driven approach enables staff to tailor their instruction and intervention strategies to address the specific needs of individual students and groups.
• Supporting Teacher Collaboration and Consistency: Standard-based instruction provides a common framework and language for teachers to collaborate, share resources, and discuss best practices. It promotes consistency in teaching across the school, which is vital in addressing the declining performance trends across core subject areas.
• Accountability and Progress Monitoring: Standard-based instruction allows for clear benchmarks and criteria for student achievement, making it easier to monitor progress and hold students, teachers, and the school accountable for meeting these standards.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

McLaughlin will measure and achieve the following outcomes for the SY23-24 as we continue to transition from a middle school to a model middle-high school.
* We will increase our student proficiency data from 27% in ELA to 45%.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

McLaughlin will use several measurements to monitor our progress towards our desired outcome. We will use the progress monitoring data provided through the Florida Assessment of Student Thinking (FAST), District Writing Assessments, District's Quarterly Assessments, as well as diagnostic data provided through Corrective Reading to measure our quarterly growth as well as use this data to create the appropriate response and interventions to increase student learning.

Person responsible for monitoring outcome:

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

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

The focus of this strategy is to design curriculum and instructional practices by starting with the end goals (i.e., the desired learning outcomes or standards) and then working backward to plan the instructional activities and assessments that will help students achieve those goals. We will use the Arc Framework to plan state aligned instructional plans. Corrective Reading will be used to support intervention as well as remediation opportunities for students who are underperforming based on district/state data.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

This specific strategy was selected because it supports the development of purposeful/aligned standards. This evidence-based approach contributes to the overall improvement of academic performance across core subjects.
Focuses Learning Objectives: By starting with standards, this strategy ensures that Literacy instructional efforts are aligned with specific learning objectives.
Promotes Coherence and Alignment: The strategy ensures that all aspects of the Literacy curriculum, including instructional activities, assessments, and learning outcomes, are coherent and aligned with the state standards.
Improves Student Understanding: The emphasis on understanding desired outcomes before planning instruction helps teachers create meaningful learning experiences that lead to a deeper understanding of the subject.
Supports Long-Term Retention: It encourages a focus on essential skills and knowledge, leading to improved retention/transfer of learning to real-world situations.
Encourages Reflective Practice: The continuous assessment and feedback to promote reflective teaching practices, allowing staff to adapt and refine instruction based on student performance/needs.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

ELA (core-instruction),will use the district Arc framework administrators, instructional coaches and teachers will identify desired learning Outcomes: The first step is to clearly identify and understand the specific state standards and learning objectives for each grade level and subject area. These learning outcomes serve as the foundation for the entire instructional planning process.
Remediation/Intervention (instruction) will be diagnosed, scheduled and support through Corrective Reading.

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

By When: Within in the first three (3) weeks of school.

Using various research-based resources to include but not limited to CPalms, district scope and sequence maps we will develop standard aligned assessments/task(s). Once the learning outcomes are identified, the next step is to design task(s) that align with the standards/benchmarks. Task will provide meaningful and intentional opportunities for students to master benchmarks. Assessments are designed to measure students' mastery of the essential concepts and skills outlined in the standards and provide an equivalent experience.

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

By When: Week three (3) of school.

Tracking and monitoring of student progression and mastery.

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

By When: Ongoing

Student/teacher data chats.

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

By When: Students within the first three weeks of school and two weeks after the 1st and 2nd PM data. Teacher Data Chats are ongoing.

#2. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Standard-based instruction was identified as a critical need. By identifying standard-based instruction as a critical need, the data analysis emphasizes the importance of aligning instructional practices with clear and measurable learning objectives. Implementing standard-based instruction will serve as a fundamental strategy to address the decline in Mathematics proficiency and support students in achieving academic success.

The rationale behind this identification is based on the analysis of student performance data, specifically looking at the state assessment scores and progress monitoring data in Mathematics.
• Performance Discrepancy from State Standards: The data analysis showed a decline in state assessment proficiency. By comparing these scores to the state standards, it became evident that students were not meeting the expected learning outcomes outlined in those standards. This discrepancy indicates a need to align instruction more closely with the specified state standards.
• Targeting Instructional Interventions: Standard-based instruction facilitates the identification of specific areas where students are struggling. This data-driven approach enables staff to tailor their instruction and intervention strategies to address the specific needs of individual students and groups.
• Supporting Teacher Collaboration and Consistency: Standard-based instruction provides a common framework and language for teachers to collaborate, share resources, and discuss best practices. It promotes consistency in teaching across the school, which is vital in addressing the declining performance trends across core subject areas.
• Accountability and Progress Monitoring: Standard-based instruction allows for clear benchmarks and criteria for student achievement, making it easier to monitor progress and hold students, teachers, and the school accountable for meeting these standards.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

We will use several measurements to monitor our progress towards our desired outcome. We will use the progress monitoring data provided through the Florida Assessment of Student Thinking (FAST), District's Quarterly Assessments, as well as diagnostic data provided through Mathematics 180 to measure our quarterly growth as well as use this data to create the appropriate response and interventions to increase student learning. McLaughlin will measure and achieve the following outcomes for the SY23-24 as we continue to transition from a middle school to a model middle-high school.
* We will increase our student proficiency data from 27% in ELA to 45%.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

McLaughlin will use several measurements to monitor our progress towards our desired outcome. We will use the progress monitoring data provided through the Florida Assessment of Student Thinking (FAST), District Writing Assessments, District's Quarterly Assessments, as well as diagnostic data provided through Corrective Reading to measure our quarterly growth as well as use this data to create the appropriate response and interventions to increase student learning.

Person responsible for monitoring outcome:
Debra Wright (debra.hudson@polk-fl.net)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

The focus of this strategy is to design curriculum and instructional practices by starting with the end goals (i.e., the desired learning outcomes or standards) and then working backward to plan the instructional activities and assessments that will help students achieve those goals. We will use the Arc Framework to plan state aligned instructional plans. Corrective Reading will be used to support intervention as well as remediation opportunities for students who are underperforming based on district/state data.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

This specific strategy was selected because it supports the development of purposeful/aligned standards. This evidence-based approach contributes to the overall improvement of academic performance across core subjects.
Focuses Learning Objectives: By starting with standards, this strategy ensures that Mathematics instructional efforts are aligned with specific learning objectives.
Promotes Coherence and Alignment: The strategy ensures that all aspects of the Mathematics curriculum, including instructional activities, assessments, and learning outcomes, are coherent and aligned with the state standards.
Improves Student Understanding: The emphasis on understanding desired outcomes before planning instruction helps teachers create meaningful learning experiences that lead to a deeper understanding of the subject.
Supports Long-Term Retention: It encourages a focus on essential skills and knowledge, leading to improved retention/transfer of learning to real-world situations.
Encourages Reflective Practice: The continuous assessment and feedback to promote reflective teaching practices, allowing staff to adapt and refine instruction based on student performance/needs.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Mathematics (core-instruction),will use the district Arc framework administrators, instructional coaches and teachers will identify desired learning Outcomes: The first step is to clearly identify and understand the specific state standards and learning objectives for each grade level and subject area. These learning outcomes serve as the foundation for the entire instructional planning process.
Remediation/Intervention (instruction) will be diagnosed, scheduled and support through Math 180.

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

By When: Ongoing starting within the first three weeks of school.

Using various research-based resources to include but not limited to CPalms, district scope and sequence maps we will develop standard aligned assessments/task(s). Once the learning outcomes are identified, the next step is to design task(s) that align with the standards/benchmarks. Task will provide meaningful and intentional opportunities for students to master benchmarks. Assessments are designed to measure students' mastery of the essential concepts and skills outlined in the standards and provide an equivalent experience.

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

By When: Ongoing starting within the first three weeks of school.

Tracking and monitoring of student progression and mastery.

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

By When: Ongoing starting the first three weeks of school.

Student Data Chats

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

By When: Students within the first three weeks of school and two weeks after the 1st and 2nd PM data. Teacher Data Chats are ongoing.

#3. Positive Culture and Environment specifically relating to Early Warning System

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

By identifying school culture, specifically student attendance, as a critical need based on the data reviewed, the school acknowledges the significant role attendance plays in shaping academic outcomes and the overall learning environment. This recognition allows the school to prioritize attendance improvement initiatives and develop targeted strategies to foster a positive school culture that promotes regular student attendance and supports academic success.

The rationale behind this identification is derived from the analysis of student attendance data and its potential impact on academic performance and overall school climate. Here's the rationale:

Correlation with Academic Performance: The data revealed a significant correlation between student attendance rates and academic performance.

Chronic Absenteeism: The data might have shown high truancy rates or chronic absenteeism among a substantial number of students. Chronic absenteeism, defined as missing a certain percentage of school days, can have a detrimental effect on learning and academic progress.

Influence on School Climate: Regular student attendance contributes to a positive and cohesive school culture. High absenteeism rates can impact the overall school climate, leading to a less engaged and connected learning environment.

Opportunities for Intervention: Analyzing attendance data provides opportunities to identify students who are at risk due to frequent absences. By addressing attendance issues early on, the school can implement targeted interventions to support these students and improve their overall engagement and academic success.

Family Partnerships: Addressing attendance issues requires collaboration between the school, families, and the community. By identifying student attendance as a critical need, the school can strengthen these partnerships and involve parents in supporting their children's regular attendance.

Connection to School Success Factors: Student attendance is one of the key factors identified in research as essential for school success. It has a direct impact on student achievement, social-emotional well-being, and future educational and career opportunities.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Objective Outcome: Increase preidentified at-risk students average attendance rate by 5% by the end of the academic year.

Measurement: The average student attendance rate will be calculated based on the total number of school days and the number of days each student is present during the academic year.

Baseline Data: The baseline data for the average student attendance rate will be established using attendance records from the previous academic year.

Target: The target is to achieve a 5% increase in the average student attendance rate compared to the baseline data.

Timeline: The objective outcome will be achieved by the end of the current academic year.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

The area of focus on improving student attendance will be carefully monitored throughout the academic year to track progress towards the desired outcome of increasing the average student attendance rate by 5%. The monitoring process will involve regular data collection, analysis, and ongoing evaluation of attendance-related initiatives. By closely monitoring the area of focus on improving student attendance, the school ensures a proactive approach to address attendance challenges and continuously strive towards the desired outcome. Here's how the monitoring will be conducted.

Person responsible for monitoring outcome:

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

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

The evidence-based strategy being implemented to improve student attendance is the "Multi-Tiered System of Supports". MTSS is a comprehensive framework that addresses the diverse needs of students through a tiered approach, providing targeted interventions and support at different levels. This evidence-based strategy has been widely adopted in educational settings and has shown positive outcomes in improving student attendance and overall academic success. Here's how MTSS will be applied to address the area of focus on student attendance:
Attendance Interventions: Offer targeted attendance interventions for students with moderate attendance issues. These interventions may include personalized attendance plans, mentoring, and check-ins to address the underlying reasons for absenteeism.
Family Involvement: Engage parents and guardians in attendance improvement efforts by providing resources, workshops, and personalized support to address family-related barriers to attendance.
Wraparound Services: Provide wraparound support services for students facing significant attendance barriers, such as transportation assistance, counseling, or social services referrals.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

The "Multi-Tiered System of Supports" (MTSS) is an evidence-based strategy for improving student attendance and addressing academic and behavioral needs. By implementing the evidence-based strategy of MTSS for improving student attendance, the school takes a comprehensive and proactive approach to address attendance challenges and foster a positive school culture that supports student success. The tiered support system allows for differentiated and targeted interventions, ensuring that all students have the opportunity to thrive academically and regularly attend school. The rationale for its effectiveness includes:
Data-Driven Decision Making: MTSS relies on data collection and analysis to identify students who need support and to evaluate the effectiveness of interventions.
Collaboration and Communication: MTSS promotes collaboration between teachers, administrators, support staff, and families, fostering a team-based approach to addressing attendance issues.
• Research-Based Interventions: The interventions within MTSS are based on research and evidence of their effectiveness in improving student attendance and engagement.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Identify Early Warning Data and tier students using MTSS guidelines.

Person Responsible: jonathan harris (jonathan.harris@polk-fl.net)

By When: Ongoing and within the first three weeks of school.

Create intervention, monitoring and rewards system for students based on tiers.

Person Responsible: jonathan harris (jonathan.harris@polk-fl.net)

By When: Ongoing starting within the first six weeks of school.

Monitor daily attendance to ensure accuracy.

Person Responsible: Lisa Provino (lisa.provino@polk-fl.net)

By When: Ongoing starting the first day of school.

CSI, TSI and ATSI Resource Review
Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

School Improvement Funding Allocations and resources are allocated based on the needs of the school. All funding allocations are monitored by the principal, Financial Secretary, and district personnel. The areas of focus will guide the funding allocation and resources requested.

Title I Requirements

Schoolwide Program Plan (SWP) Requirements
This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

Key stakeholders include students, teachers, administrative staff, parents and alumnus. Additionally, local businesses, government officials, health and social services providers are all impacted by the quality of education provided at McLaughlin. We involve stakeholders by uploading our school improvement plan on our school's website. We provided our student Ambassadors, teachers and parents with an opportunity to provide input and provide recommendations. Additionally, we host Monday Mornings at McLaughlin with local government officials where we share our SIP and glean their input.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.
List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

McLaughlin plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission by hosting Parent Nights that support the needs of the students and keeps parents informed of their child's progress.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii))

McLaughlin plans to strengthen the academic program of the school by providing standard-based instruction from bell to bell. Instructional time is sacred and systems have been designed and monitored to maximize instructional time.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

Student data was reviewed with key stakeholders to identify key areas, measurable goals and key intervention strategies.

Optional Component(s) of the Schoolwide Program Plan
Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

McLaughlin has homeroom daily that allows students the opportunity to build social/emotional skills and ensures access to counseling and school-based mental health services.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

McLaughlin has developed a partnership with Polk Vision which prepared students for postsecondary and workforce opportunities for middle and high school students.

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

McLaughlin has developed a Discipline Plan that is supported by a multi-tiered behavior and early intervention plan. We utilize our Squad Program to coordinate activities to support the preventions of behaviors that are not conducive to student learning.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

McLaughlin supports professional learning opportunities for all staff by offering supports during and after (optional) contractual hours. Recruitment and retention efforts are supported by Instructional Coaches and a school based staff mentoring program.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

Not applicable.