

Polk County Public Schools

Lake Marion Creek Middle School



2020-21 TSSSA Plan

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Eligibility and Allocation

Eligibility

Eligibility for 2020-21 TSSSA will be based on 2019 school grades and meeting one of the following criteria: a school implementing a turnaround plan or a turnaround school that has improved to a C or higher and has exited turnaround status within the last two years.

The preliminary allocation is based on a per-FTE funding amount of \$500 or as provided by the General Appropriations Act. Districts are required to complete a district-level plan. In addition, school-level plans are also required. The district and school level plans must be submitted to your school board for approval by August 1. The school board approved plan is due to the Bureau of School Improvement no later than September 1.

Allocation

School ID	School Name	Implementing	Exited Year 1	Exited Year 2	Preliminary Allocation	Updated Allocation
1831	Lake Marion Creek Middle School			Y	\$333,855.00	

Plan Assurances

Family and Community Partnerships

Assure that the school will implement strategies to establish comprehensive support services that develop family and community partnerships.

YES

Academic and Character Standards

Assure that the school will implement strategies to establish clearly defined and measurable high academic and character standards.

YES

Parental Involvement

Assure that the school will implement strategies to increase parental involvement and engagement in the child's education.

YES

Incentives for Instructional Personnel

Assure that the school will implement strategies to identify, recruit, retain, and reward instructional personnel.

YES

Professional Development

Assure that the school will implement strategies to provide professional development that focuses on academic rigor, direct instruction, and creating high academic and character standards.

YES

Focused Instruction

Assure that the school will implement strategies to provide focused instruction to improve student academic proficiency, which may include additional instruction time beyond the normal school day or school year.

YES

Plan Items

Family and Community Partnerships

Explain how the school will establish comprehensive support services that develop family and community partnerships.

Provide a common mission and vision for the use of formative and summative data decision-making, ensures that the school-based team is implementing RtI/ MTSS/PBIS/Student Success Team conducts assessment of RtI/MTSS/PBIS/Student Success skills of school, staff ensures implementation of intervention support and documentation, ensures adequate professional development to support RtI/ MTSS/PBIS/Student Success Team implementation, and communicates with parents regarding school-based RtI/ MTSS/PBIS/Student Success Team plan and activities. Our school desires to create a clothing closet , housed on our campus, to provide clothing, shirts and pants, to impoverished students, in grades 6, 7, & 8, due to pandemic and economic hardship, or other areas of need, free of charge. Our school's clothing closet will reduce instances of bullying as well as increase the esteem of our most vulnerable students' by reducing the social stigma and visible evidence of poverty or neglect. Our school will ensure clothing is appropriate and aligned with our school uniform policy., \$7,056.95

Academic and Character Standards

Explain the strategies the school will implement to establish clearly defined and measurable high academic and character standards.

The proposal below follows from the University of Washington Center for Educational Leadership's (CEL's) theory of action that student learning will not improve until the quality of teaching improves, and that the quality of teaching will not improve until leaders understand what constitutes high-quality instruction along with the role they play in improving teacher practice. CEL will provide differentiated support for teachers and leaders in building a shared vision for effective instruction and by deepening the implementation of practices. The following proposal's services will align with Lake Marion Creek's current work in the context of the Every Student Succeeds Act (ESSA) as well as, providing social, emotional, personalized, learning opportunities and intentional use of formative observational data, 25 days (\$75,0000.00,) focused on supporting 22 teachers, Literacy Coach, Math Coach, and Leadership Team. A small group content specialist, consultant will model, side by side co-teach, observe, co-plan, problem solve around student data, debrief, and provide next steps, in the context of live classrooms (and real-time observational data). Professional learning will occur in strategic, small groups of educators to address their points of need in a differentiated

way. Reciprocal accountability. Lead and monitor the implementation of School Improvement Plan (SIP) and building initiative.

All team members: Analyze formative and summative student data, through student learning journals, to support teachers in planning standards- based lessons, provides supplies for core instruction, and resources to print Standards Based lesson plans and student task materials, Grade Level Teachers Copy Machine/Printer, \$5949.39, for whole group, guided reading, writing, math, science, and social studies small group, to ensure interventions are implemented as intended, and assess if they are working, in the core instructional activities/ materials into Tier III instruction and collaborates with general education teachers through such activities as co teaching, studio labs, and differentiated, individual professional development. Monitor students achievement in a collaborative, data driven model. Focus on "our kids".

Provide Academic Standards, School Wide Expectations, and Character Standards Anchor Charts, as visual learning tools for our ESSA Students with Disabilities sub group with a Federal Index of 38,so they have the capacity to produce what we are asking for, in each classroom, (Series Ink Set, \$2,969.91). Keeps achievement and our work transparent and moving forward. Monitors the fidelity of instruction, implementation of the Architectural Frameworks and Timelines ; identify needed supports either individually or for the large group aligned to building trends. Lead and monitor the implementation of School Improvement Plan (SIP), keep focus on students' achievement and make sure any program or instructional decisions made are aligned to SIP goals and building initiatives.

Parental Involvement

Explain the strategies the school will implement to increase parental involvement and engagement in the child's education.

Inform students and parents of student progress and school-wide information in a timely manner. This will be done through the student's data page, in their school Agenda, \$10,000.00 paid by Title I. Administration, teachers, students, and parents/guardians will hold data chats, set academic goals, social goals, behavioral goals, and celebrate those goals. The instructional planning and parent report will be sent home with students, STAR Reading and Math Test Results, as well as suggested skills parents/guardians can work on for improvement. Also sending home Guided Reading A-Z, just right leveled text, as a support for students and parents, to practice reading skills learned at school, in Homeroom. It is vital for Parents and Students to be able to see themselves in books they read: and to read about people unlike themselves. Providing an array of diverse titles, in this time of civil unrest, would benefit our Parents and Students to be socially, emotionally, and culturally sensitive to others and our school community, 100 sets to go to homeroom teachers so students can read after Breakfast in the Classroom. 72 sets (216) for 6th, 7th, & 8th, to equal \$30,764.16.

Incentives for Instructional Personnel

Explain the strategies the school will implement to identify, recruit, retain, and reward instructional personnel.

As referenced in the **K-12 ESEA Common Program Guidance**, Recruitment, retention and reward incentives must be based on a three-year aggregate state value-added model (VAM) score. If state VAM is not available, another student growth model may be proposed. The student growth model must be fair and reliable. The LEA must submit the model demonstrating the classification and distribution of non-state VAM teacher scores for approval. Incentives can be part of a structured pay system or a Memorandum of Understanding (MOU); however, the above criteria shall apply. Incentives for attendance and non-instructional personnel are not allowable. Recruitment incentives for teachers with less than one year of experience or for hard to staff positions will be considered on a case by case basis.

2 Reading Interventionists to provide necessary support to students and staff, in order to address our ESSA Students with Disabilities sub group (258 students) with a Federal Index of 38, so they have the capacity to produce what we are asking for. FSA Reading proficiency 26%. 1 Science Interventionist to provide necessary support to students and staff, in order to address our ESSA Students with Disabilities sub group (258 students) with a Federal Index of 38, so they have the capacity to produce what we are asking for. FSA Science proficiency 20%.

Professional Development

Explain the strategies the school will implement to provide professional development that focuses on academic rigor, direct instruction, and creating high academic and character standards.

The proposal below follows from the University of Washington Center for Educational Leadership's (CEL's) theory of action that student learning will not improve until the quality of teaching improves, and that the quality of teaching will not improve until leaders understand what constitutes high-quality instruction along with the role they play in improving teacher practice. CEL will provide differentiated support for teachers and leaders in building a shared vision for effective instruction and by deepening the implementation of practices. The following proposal's services will align with Lake Marion Creek's current work in the context of the Every Student Succeeds Act (ESSA) and Learning Sciences International (LSI) focused on providing personalized learning opportunities and intentional use of formative observational data. 7 virtual days, \$11,000.00 paid for by Title I, focused on supporting teachers to observe, co-plan, and problem solve around student data and need in the context of live classrooms (and real-time observational data). Professional learning will occur in strategic, small groups of educators to address their points of need in a differentiated way.

Partnership outcomes: Teachers will learn to analyze and track student evidence towards targets and react in real time to student need. Teachers will learn to align tasks to standard, plan student-centered instruction, and provide targeted small group support across content areas.

Instructional leaders will develop their instructional vision and will be able to observe and support implementation, including assessing progress and making adjustments to professional learning as needed.

Builds leadership capacity among staff - it is the foundation of all of our work. Provide the necessary support to staff so they have the capacity to produce what we are asking for. Reciprocal accountability. Monitor students achievement in a collaborative, data driven model. Focus on "our kids". Keeps achievement and our work transparent and moving forward. Monitors the fidelity of instruction, implementation of the architectural frameworks and timelines; identify needed supports either individually or for the large group aligned to

building trends. Lead and monitor the implementation of School Improvement Plan (SIP), keep focus on students 'achievement and make sure any program or instructional decisions made are aligned to SIP goals and building initiatives, formative data, Differentiated PD.

Focused Instruction

Explain the strategies the school will implement to provide focused instruction to improve student academic proficiency, which may include additional instruction time beyond the normal school day or school year.

Develops, leads, evaluates, revises Gradual Release Architecture for Lake Marion Creek Middle School's (LMCMS) Balanced Literacy Instructional Framework, including Guided Reading and Writing Small Group (GRSG & GWSG) and Gradual Release Architecture for Math Instructional Framework, including Small Group Instruction, including math manipulative, \$12,922.09, 6th, 7th, & 8th grade students, for social, emotional, growth mindset to differentiate instruction in Guided Math Small Groups.

Identifies systematic patterns of student need while working with administration to identify appropriate, evidence based intervention strategies; assists with whole school screening program that provide early intervening services for children to be considered at risk; assists in the design and implementation for progress monitoring, formative data collection, and formative data analysis (student learning journals, \$7,466.30), Science Instructional Framework, Small Group Instruction, Social Studies/Civics Instructional Framework, including Small Group instruction with 110 Table Top Easels,\$1,977.15, to support school core content standards programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches.

Technology,43 laptops, \$33,282.00, to be used, by students, to meet ESSA and LSI requirements of personalized learning through formative observational data (so teachers can track evidence toward targets and react in real time to students' needs), aligning tasks, planning student centered instruction, and practicing small groups to analyze student data and next steps for meeting students' needs, no matter the content.

Part V: Budget

This section will assist in generating a school TSSSA budget for submission based upon each budget item tied to a Plan Item identified in the Part III: Plan Items.

Access the budget by clicking the blue Manage Budget button. This will direct you to the Budget page. This page includes the breakdown of funds by Plan Item.

1	III.1.	Family and Community Partnerships				\$13,811.29
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	6150	510-Supplies	1831 - Lake Marion Creek Middle School	TSSSA		\$13,811.29
			Notes: Clothing pantry: School uniforms for potentially 920 students, and \$4,134.86 for pants, with Walmart.			
2	III.2.	Academic and Character Standards				\$83,945.50

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	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	510-Supplies	1831 - Lake Marion Creek Middle School	TSSSA		\$233.83
			<i>Notes: \$232.23 with Office Depot, materials for 36 teachers and 920 at small group.</i>			
	6400	310-Professional and Technical Services	1831 - Lake Marion Creek Middle School	TSSSA		\$75,000.00
			<i>Notes: 25 live days - \$3,000.00 per day, (\$75,000.00,) with Center for Educational Leadership, University of Washington, focused on supporting 22 teachers, 2 Coaches, & 4 Administration, supporting 920 students.</i>			
	5100	519-Technology-Related Supplies	1831 - Lake Marion Creek Middle School	TSSSA		\$2,969.91
			<i>Notes: Series Ink Set, \$2,969.91, with Audio Visual Innovations Inc. to support 57 teachers and 920 students.</i>			
	5100	519-Technology-Related Supplies	1831 - Lake Marion Creek Middle School	TSSSA		\$5,741.76
			<i>Notes: Toner cartridges and developer for 57 teachers, materials to support 920 students standards, to total \$5,741.76 with United Data Technologies Inc.</i>			
3	III.3.	Parental Involvement				\$30,764.16
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	6150	510-Supplies	1831 - Lake Marion Creek Middle School	TSSSA		\$30,764.16
			<i>Notes: \$30,764.16 with Scholastic, 316 Diverse & Culturally Responsive Book Collections, Grades 6-8, for 920 students and parents. 100 collections to go Grades 6-8, Homeroom Classrooms, so students can have access to read, after eating Breakfast, and 216 collections for classroom libraries.</i>			
4	III.4.	Incentives for Instructional Personnel				\$150,373.17
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	130-Other Certified Instructional Personnel	1831 - Lake Marion Creek Middle School	TSSSA		\$35,018.00
			<i>Notes: Reading Interventionist to provide necessary support to students and staff, in order to address our ESSA Students with Disabilities sub group (258 students) with a Federal Index of 38, so they have the capacity to produce what we are asking for. FSA Reading proficiency 26%.</i>			
	5100	130-Other Certified Instructional Personnel	1831 - Lake Marion Creek Middle School	TSSSA		\$35,018.00
			<i>Notes: Reading Interventionist to provide necessary support to students and staff, in order to address our ESSA Students with Disabilities sub group (258 students) with a Federal Index of 38, so they have the capacity to produce what we are asking for. FSA Reading proficiency 26%.</i>			
	5100	130-Other Certified Instructional Personnel	1831 - Lake Marion Creek Middle School	TSSSA		\$35,018.00
			<i>Notes: Science Interventionist to provide necessary support to students and staff, in order to address our ESSA Students with Disabilities sub group (258 students) with a Federal Index of 38, so they have the capacity to produce what we are asking for. FSA Science proficiency 20%.</i>			
	5100	210-Retirement	1831 - Lake Marion Creek Middle School	TSSSA		\$4,173.59

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	5100	210-Retirement	1831 - Lake Marion Creek Middle School	TSSSA		\$4,173.59
	5100	210-Retirement	1831 - Lake Marion Creek Middle School	TSSSA		\$4,173.59
	5100	220-Social Security	1831 - Lake Marion Creek Middle School	TSSSA		\$3,192.80
	5100	220-Social Security	1831 - Lake Marion Creek Middle School	TSSSA		\$3,192.80
	5100	220-Social Security	1831 - Lake Marion Creek Middle School	TSSSA		\$3,192.80
	5100	231-Health and Hospitalization	1831 - Lake Marion Creek Middle School	TSSSA		\$7,740.00
	5100	231-Health and Hospitalization	1831 - Lake Marion Creek Middle School	TSSSA		\$7,740.00
	5100	231-Health and Hospitalization	1831 - Lake Marion Creek Middle School	TSSSA		\$7,740.00
5	III.5.	Professional Development				\$0.00
6	III.6.	Focused Instruction				\$54,960.88
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	644-Computer Hardware Non-Capitalized	1831 - Lake Marion Creek Middle School	TSSSA		\$33,282.00
			<i>Notes: 43 Convertible Laptops:HP 11x360 G4, to total \$33,282.00 with United Data Technologies. 920 students will access for Progress Monitoring.</i>			
	5100	510-Supplies	1831 - Lake Marion Creek Middle School	TSSSA		\$1,977.15
			<i>Notes: 110 Table Top Easels,\$1,977.15 with Scholastic, 920 students will use at Guided Small Groups.</i>			
	5100	500-Materials and Supplies	1831 - Lake Marion Creek Middle School	TSSSA		\$12,917.00
			<i>Notes: Math manipulatives, for 920 students,6th, 7th, & 8th grade, \$10,685.50 with EAI Education and \$2,231.60 with Lakeshore.</i>			
	5100	500-Materials and Supplies	1831 - Lake Marion Creek Middle School	TSSSA		\$6,784.73
			<i>Notes: Student learning journals, 1 for each student, per class, \$6,784.73 with Office Depot Office Max.</i>			
					Total:	\$333,855.00