2013-2014 SCHOOL IMPROVEMENT PLAN

Lake Marion Creek Middle School

3055 LAKE MARION CREEK DR
Poinciana, FL 34759
863-427-1471
http://schools.polk-fl.net/lmce

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Middle School	Yes	53%

Alternative/ESE Center	Charter School	Minority Rate
No	No	87%

School Grades History

2013-14	2012-13	2011-12	2010-11
D	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
Lake Marion Creek Middle School

Principal
Mary Jo Costine

School Advisory Council chair
Armondo Cintron

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

Name	Title
Sarah Miranda	Dean of Students
Dennis Vosburg	Network Manager
Lynnsey Strouse	Title I Resource
Kennan Boroughs	Title I Resource
Stephanie McNalley	Title I Facilitator
Eduardo Velazquez	Tittle I Parent Involvement Facilitator
Kim Castillo	Media Specialist
Anetra Crawford	Guidance Counselor
Ivellise Phillips	District Math Coach
Natalie Hollands	District Reading Coach
Ramon Cruz	Assistant Principal

District-Level Information

District
Polk

Superintendent
Dr. 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

Armondo Cintron, Parent, SAC President
The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, parents, and

business and community memebers who are representative of the ethnic, racial, and economic community served by our school.

Involvement of the SAC in the development of the SIP

Throughout the school year SAC provides input and ideas to help devleop the SIP. The SAC members will review and approve the SIP in the September 2014 meeting.

Activities of the SAC for the upcoming school year

Lake Marion Creek's SAC will review the schoool data and help guide the writing of the SIP. They will also provide input on what is best for our students throughtout the school year.

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

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
2

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

Administrator Information:

Mary Jo Costine		
Principal	Years as Administrator: 8	Years at Current School: 0

Credentials	Bachelor of Science - Education, University of South Florida Masters of Science - Educational Leadership, NOVA Southeastern University
Performance Record	2012-13 - Assistant Principal (C) 2011-12 - Assistant Principal (D) 2010-11 - Assistant Principal (C) 2009-10 - Assistant Principal (B) 2008-09 - Assistant Principal (B) 2007-08 - Assistant Principal (B) 2006-07 - Assistant Principal (B) 2005-06 - Assistant Principal (A)

Ramon Cruz		
Asst Principal	Years as Administrator: 0	Years at Current School: 0

Credentials	Bachelors of Arts, English - University of Puerto Rico Masters of Arts, Educational Leadership - El Turabo University
Performance Record	First year as an Assistant Principal.

Instructional Coaches

of instructional coaches
2

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

Instructional Coach Information:

Ivelisse Phillips		
Full-time / School-based	Years as Coach: 0	Years at Current School: 0
Areas	Mathematics	

Credentials	Bachelor's Degree, Hospitality Management & Tourism & Diploma in Local & International Cuisine - Universidad de Puerto Rico Masters of Science, Educational Leadership - Ana G. Mendez-Universidad del Este
Performance Record	First year Math Coach

Natalie Holland		
Full-time / School-based	Years as Coach: 0	Years at Current School: 0
Areas	Reading/Literacy	

Credentials	Bachelor of Science, Early Education - University of Cincinnati Master of Science, Reading Education - St. Leo University Certification in K-12 Reading and Early Childhood
Performance Record	First year Reading Coach

Classroom Teachers

of classroom teachers
49

receiving effective rating or higher
0%

Highly Qualified Teachers
100%

 # certified in-field
38, 78%

 # ESOL endorsed
28, 57%

 # reading endorsed
4, 8%

 # with advanced degrees
16, 33%

 # National Board Certified
0, 0%

 # first-year teachers
5, 10%

 # with 1-5 years of experience
19, 39%

 # with 6-14 years of experience
24, 49%

 # with 15 or more years of experience
8, 16%

Education Paraprofessionals

# of paraprofessionals
12

 # Highly Qualified
12, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above

 # receiving effective rating or higher

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

The Leadership Team and Administration, Polly Bruno, Dennis Vosburg, Sarah Miranda, Lynnsey Strouse, Lindsay Graham, Stephanie McNalley and Kim Castillo design a plan for teacher incentatives.

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

We conduct a monthly meeting called Rookie Round, this is a time for new teachers to ask questions about procedures about the school and educations. We have paired an experienced teacher with every grade level to provide support for each of these teachers in addition to our resource staff. We highlight a plan of PD based on their request.

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 MTSS team is part of the Leadership Team for the school. It will focus meetings on how to improve school/teacher effectiveness and student achievement using the Problem Solving Model. The MTSS team will meet at least once per month or more if 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 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, and 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 educator, promote the use of evidencebased 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

Principal – MaryJo Costine: The Principal provides a common vision for the use of data-based decision making, models the Problem Solving Process; supervises the development of a strong infrastructure for implementation of MTSS; ensures that the school-based team is implementing MTSS; conducts assessment of MTSS skills of school staff; ensures implementation of intervention support and documentation; ensures and participates in adequate professional learning to support MTSS Implementation; develops a culture of expectation with the school staff for the implementation of MTSS school-wide; ensures resources are assigned to those areas in most need and communicates with parents regarding school-based MTSS plans and activities.
Speech-Language Pathologist - Chris Loedel: Educates the team in the role language plays in curriculum assessment and instruction as a basis for appropriate program design; assists in the selection of screening measures; and helps identify as systematic patterns of student need with respect to language skills.
Guidance Counselor - Nikki Crawford: Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. Communicate with child-serving community agencies to support the students' academic emotional, behavioral, and social succes.
Network Manager- Dennis Vosburg: Develops technology necessary to manage and display data, provides professional development and technical support to teachers and staff regarding data management and graphic design.

Assistant Principal: Assists Principal in providing a common vision for the use of data-based decision-making, assists in the development of a strong infrastructure of resources for the implementation of MTSS, further assists the principal in the assessment of MTSS skills, implementation of intervention support and documentation, professional learning, and communication with parents concerning MTSS plans and activities.

Selected General Education Teachers - Primary & Intermediate: Provides information about core instruction; participates in student data collection; delivers Tier 1 instruction/intervention; collaborates with other staff to implement tier 2/3 intervention; and integrates Tier 1 materials/instruction with Tier 2/3 activities.

Exceptional Student Education (ESE) Teachers: Participates in student data collection, integrates core instructional activities/materials/instruction in tiered intervention; collaborates with general education teachers.

Curriculum Coaches - Ivelisse Phillips, Natalie Holland, Lynnsey Strouse, Lindsey Graham, Stephanie McNalley, & Sarah Miranda: develops, leads, and evaluates school core content standards/programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches; identifies systematic patterns of student need while working with district personnel to identify appropriate evident-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk", assists in the design and implementation for progress monitoring, data collection, and data analysis, participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

School Psychologist - Erin Stark: Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical evaluation; assists in facilitation data-based making activities.

MTSS Behavior Representative (PBS): Participates in collection, interpretation, and analysis of data; facilitates
development of intervention plans; provides support for intervention fidelity and documentation; assists with professional development for behavior concerns; assists in facilitation data-based decision making activities.

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

On-going progress monitoring is scheduled by the District and implemented school wide. FAIR and Discovery are used for Reading, Math and Science. The reports these programs generate is what will be reviewed by the leadership team and plans will be developed for progress. Student writing samples will be evaluated by teacher/school developed writing rubrics. Writing folders with writing samples will be maintained and reviewed by the Leadership Team quarterly. District based Genesis Data system will be used to monitor behavior and attendance.

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

Tier 1 Academics: We will use FAIR for Reading, and Discovery for Math, and Science, School wide prompts for
writing developed by teachers and the leadership team, Benchmark tests for Science grades 3 and 4 as well as end of the unit tests and STAR.
Tier 2 Academics: We will use the results of Fountas and Pinnell Benchmark Assessment System for Reading and Discovery Broad Diagnostics for Math, in addition to all of the data sources for Tier 1. Monthly writing prompts will be done, which will be evaluated by grade level made rubrics.
Tier 3 Academics: We will gather information from Tier 1 and 2 evaluations as well as include Leveled Literacy
Intervention assessment data for reading and Discovery Targeted Diagnostics for math and science.

IDEAs and Progress Reports will be used to retrieve data and Excel will be used for summary purposes as needed.

Tier 1 Behavior: The Leadership Team will use the reports from Genesis to watch for trends in behaviors and attendance of all our students.

Tier 2 Behavior: Check in-Check out program will be in place for students with frequent absence or tardies. Parents will be notified of concerns by letter. Behavior plans will be created for students struggling with high numbers of behavioral referrals.Both programs will be managed by members of the leadership team.

Tier 3 Behavior. Students with chronic attendance issues will be referred to the school social worker for investigation. Students who have not responded to their behavior plan will have a Behavior Intervention Plan developed and a Functional Behavior Plan will be developed by the Guidance Counselor with assistance of the school Psychologist.

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

Professional learning will be provided during the teachers' common planning time, during planning week in August 2013, and additional sessions will occur throughout the year. The MTSS Overview will be provided in mid-August by the school Psychologist. The MTSS Leadership Team will evaluate additional staff Professional development needs during the monthly MTSS Leadership Team meetings. MTSS information will be shared with parents through the SAC committee meetings.

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: Extended Day for All Students

Minutes added to school year:

Strategy Purpose(s)
""

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

Who is responsible for monitoring implementation of this strategy?

Literacy Leadership Team (LLT)

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

Name	Title
MaryJo Costine	Principal
Ramon Cruz	Assistant Principal
Natalie Holland	Reading Coach
Sarah Miranda	Dean of Students
Lynnsey Strouse	Title I Resource

Name	Title
Kennan Boroughs	Title I Resource
Stephanie McNalley	Title I Facilitator
Nikki Crawford	Guidance Counselor

How the school-based LLT functions

The team meets weekly to review data, identify opportunities for enrichment, and intensive interventions for students based on FAIR, Fountas and Pinnell BAS and LLI. Additionally the team will review the school wide literacy plan to assure implementation.

Major initiatives of the LLT

The major initiative for the LLT this year will be to reduce the number of level 1's and 2's in Reading as measured by the FCAT while at the same time increasing the number of Level 4's and 5's.
This will done by:
Increasing Accelerated Reader Usage
Summarization/ Writing Across the Curriculum
Vocabulary Knowledge
Differentiated Instruction

Every Teacher Contributes to Reading Instruction

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

Every teacher will teach vocabulary. Reading concepts will be taught through all subject areas. Students scoring a level 1 or level 2 will be scheduled into reading classes and provided direct instruction based on skill deficiencies.

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

Lake Marion Creek will conduct a Kindergarten Round-up in April to register new students. Parents are invited to meet the teachers and administrators as well as to tour the school with thier preschool child. During the round-up parents are given information to help prepare their child for the transition form Pre-K to Kindergarten.
FLKRS is administered within the first 30 days of school.
Discovery testing will be completed by the end of September.
- This data will be utilized to analyze the various skill levels of each student.

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

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

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	52%	45%	No	57%
American Indian				
Asian				
Black/African American	53%	43%	No	57%
Hispanic	48%	46%	No	53%
White	66%	42%	No	69%
English language learners	38%	35%	No	45%
Students with disabilities	25%	22%	No	33%
Economically disadvantaged	51%	43%	No	56%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	143		51%
Students scoring at or above Achievement Level 4	113		

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		45%	51%
Students in lowest 25% making learning gains (FCAT 2.0)		61%	65%

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)			
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)			
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)			

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.			

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		52%	57%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

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	51%	38%	No	56%
American Indian				
Asian				
Black/African American	49%	34%	No	54%
Hispanic	49%	37%	No	54%
White	58%	48%	No	63%
English language learners	43%	31%	No	48%
Students with disabilities	23%	18%	No	31%
Economically disadvantaged	50%	35%	No	55%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	99	38%	44%
Students scoring at or above Achievement Level 4	116		

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		47%	52%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		44%	50%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications			
Middle school performance on high school EOC and industry certifications			

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3		27%	34%
Students scoring at or above Achievement Level 4			

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Middle School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

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		3
Participation in STEM-related experiences provided for students			

Area 6: Career and Technical Education (CTE)

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

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	104	18%	12%
Students retained, pursuant to s. 1008.25, F.S.	20	3%	1%
Students who are not proficient in reading by third grade	9	9%	2%
Students who receive two or more behavior referrals	25	4%	2%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	65	11%	6%

Middle School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	8	3%	2%
Students who fail a mathematics course	1	0%	0%
Students who fail an English Language Arts course	1	0%	0%
Students who fail two or more courses in any subject	2	0%	0%
Students who receive two or more behavior referrals	36	15%	5%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	85	36%	25%

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

Lake Marion Creek will be using our Parent Involvement Plan to meet this requirement.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %

Area 10: Additional Targets

Additional targets for the school

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %

Goals Summary

G1.   Students and Teachers will be engaged in effective instructional strategies in every classroom.

Goals Detail

G1. Students and Teachers will be engaged in effective instructional strategies in every classroom.

Targets Supported

- All Areas

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

- 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, High School, High School AMO's, High School FAA, High School Postsecondary Readiness)

- Social Studies

- U.S. History EOC

- Civics EOC

- Science

- Science - Elementary School

- Science - Middle School

- STEM

- STEM - All Levels

- CTE

- Parental Involvement

- EWS

- EWS - Elementary School

- EWS - Middle School

- Additional Targets

Resources Available to Support the Goal

- Coaches

- Professional Development

- iii Reading Plan

- 4th Grade Writing Plan

- New Reading and Math Curriculum with PD

- Common Teacher Planning Time

- Title I Funding

- District/State Support

- Technology

Targeted Barriers to Achieving the Goal

- Systematic Support for teacher instructional capacity is lacking

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

Action Plan for Improvement

Problem Solving Key

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

G1. Students and Teachers will be engaged in effective instructional strategies in every classroom.

G1.B5 Systematic Support for teacher instructional capacity is lacking

G1.B5.S1 Disaggregate, Study, and Utilize Historical Test Data

Action Step 1

FCAT, SAT10, FAIR, and Discovery (Math & Science) Data

Person or Persons Responsible

Teachers, Administration, and District Instructional Coaches

Target Dates or Schedule

Data Day 9/16/13

Evidence of Completion

Completed Data Sheets for each teacher

Plan to Monitor Fidelity of Implementation of G1.B5.S1

Hold grade level meetings to discuss baseline data and overview Teacher Data Portfolio

Person or Persons Responsible

Administration and District Instructional Coaches

Target Dates or Schedule

Weekly

Evidence of Completion

Student data improves based on prior data

Plan to Monitor Effectiveness of G1.B5.S1

Teachers and students will be aware of their needs and instruction will be altered to meet those needs.

Person or Persons Responsible

Administration and District Instructional Coaches

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Assessment by the Teachers

G1.B5.S2 Utilizing Instructional Coaches Effectively and Efficiently

Action Step 1

Create, Assemble, and Distribute curriculum materials; Collect Data; Support teachers in areas of need as determined by data

Person or Persons Responsible

Administration and District Instructional Coaches

Target Dates or Schedule

Ongoing

Evidence of Completion

Coaching Logs; Materials Provided; PD Sign-Ins; Data Logs

Facilitator:

Mrs. Bruno and Mrs. Miranda

Participants:

All Teachers

Plan to Monitor Fidelity of Implementation of G1.B5.S2

Student Results on module Testing

Person or Persons Responsible

Math, Science, and Reading Instructional Coaches, Terachers, and Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Walk-throughs, Evaluations; Student Work Samples

Plan to Monitor Effectiveness of G1.B5.S2

Teacher observations and Student Work Samples

Person or Persons Responsible

Math, Science, and Reading Instructional Coaches, Teachers, and Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Teacher and Student Work Samples Showing Improvement

G1.B5.S3 Unpacking Common Core

Action Step 1

Professional Development

Person or Persons Responsible

Grade Level Chair Teacher, Common Core Committee Members, and Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

PD Sign-Ins

Facilitator:

Administration and District Instructional Coaches

Participants:

All Teachers

Plan to Monitor Fidelity of Implementation of G1.B5.S3

Sit in/Provide Support in PD sessions

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Walk-through notes

Plan to Monitor Effectiveness of G1.B5.S3

Students show understanding of the Common Core Standards as demonstrated in their work samples.

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Teacher and Student Work Samples; Classroom Walk-Throughs;

G1.B5.S4 Collaborative Planning

Action Step 1

All teachers in each grade level will meet together to plan for instruction

Person or Persons Responsible

Grade Chairs, Leadership Team, District Instructional Coaches, and Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Common Planning Logs

Facilitator:

District Instructional Coaches and Administration

Participants:

All Teachers

Plan to Monitor Fidelity of Implementation of G1.B5.S4

Ensure that the each grade level has met to discuss student needs and how to differentiate student instruction to meet those needs.

Person or Persons Responsible

Grade Chairs, Leadership Team, District Instructional Coaches, and Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Common Planning Logs, Classroom Walk-Throughs, and Student Achievement

Plan to Monitor Effectiveness of G1.B5.S4

Walk-Throughs and Monitoring

Person or Persons Responsible

Leadership Team, District Instructional Coaches, and Administration

Target Dates or Schedule

Every other week

Evidence of Completion

Notes of teaching strategies being utilized to enhance student engagement and instruction.

G1.B5.S5 Monitor Teachings, Provide Immediate Feedback, Monitor Again - Plan-DO-Act-Check -FCIM

Action Step 1

Complete Classroom Walk-Throughs

Person or Persons Responsible

District Instructional Coaches and Administration

Target Dates or Schedule

Minimum 2x/week - Ongoing

Evidence of Completion

Walk-Through Notes

Plan to Monitor Fidelity of Implementation of G1.B5.S5

Copies of Teacher Feedback, Classroom Observations, and Follow-up Meetings

Person or Persons Responsible

Leadership Team and Administrtion

Target Dates or Schedule

Ongoing

Evidence of Completion

Improvement of Effective Instructional Strategies will be observed through observations using the online Journey system and providing teachers with written feedback.

Plan to Monitor Effectiveness of G1.B5.S5

Monitor Data for Improvement in Scoring on Assessments

Person or Persons Responsible

Leadership Team, District Instructional Coaches, and Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Review of Student and Teacher 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 funds school-wide services to Lake Marion Creek. 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 at Lake Marion Creek 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 school 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 IID funds as made available. Funds available to Lake Marion Creek are used to pay for substitute teachers in order for our classroom teachers to received training and/or have planning time to develop core integrated lesson plans.
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 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.
Supplemental Academic Instruction (SAI) - Lake Marion Creek currently does not have any SAI units for the 2013-2014 school year.
Violence Prevention Programs
Lake Marion Creek 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
Lake Marion Creek is participating in the CEO program providing free breakfast and lunch for all students.
Housing Programs
Students with housing needs are referred to the Homeless Student Advocate.
Head Start
Head Start is not located on our campus.
Adult Education
Students are provided with information related to adult education options upon request.
Career and Technical Education

N/A
Job Training
N/A

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.

G1. Students and Teachers will be engaged in effective instructional strategies in every classroom.

G1.B5 Systematic Support for teacher instructional capacity is lacking

G1.B5.S2 Utilizing Instructional Coaches Effectively and Efficiently

PD Opportunity 1

Create, Assemble, and Distribute curriculum materials; Collect Data; Support teachers in areas of need as determined by data

Facilitator

Mrs. Bruno and Mrs. Miranda

Participants

All Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Coaching Logs; Materials Provided; PD Sign-Ins; Data Logs

G1.B5.S3 Unpacking Common Core

PD Opportunity 1

Professional Development

Facilitator

Administration and District Instructional Coaches

Participants

All Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

PD Sign-Ins

G1.B5.S4 Collaborative Planning

PD Opportunity 1

All teachers in each grade level will meet together to plan for instruction

Facilitator

District Instructional Coaches and Administration

Participants

All Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Common Planning Logs

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Students and Teachers will be engaged in effective instructional strategies in every classroom.	$25,528
	Total	$25,528

Budget Summary by Funding Source and Resource Type

Funding Source	Personnel	Total
Title I	$25,528	$25,528
Total	$25,528	$25,528

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G1. Students and Teachers will be engaged in effective instructional strategies in every classroom.

G1.B5 Systematic Support for teacher instructional capacity is lacking

G1.B5.S2 Utilizing Instructional Coaches Effectively and Efficiently

Action Step 1

Create, Assemble, and Distribute curriculum materials; Collect Data; Support teachers in areas of need as determined by data

Resource Type

Personnel

Resource

Having a full time Reading District Instructional Coach

Funding Source

Title I

Amount Needed

$25,528