

Polk County Public Schools

Lake Marion Creek Middle School



2017-18 Schoolwide Improvement Plan

Lake Marion Creek Middle School

3055 LAKE MARION CREEK DR, Poinciana, FL 34759

<http://schools.polk-fl.net/lmce>

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	92%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	D	D	F*	D

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan is pending approval by the Polk County School Board.

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

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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 organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for Lake Marion Creek Middle School

DA Region and RED	DA Category and Turnaround Status
Southwest -	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

The mission of Lake Marion Creek Middle is to provide a learning environment that empowers students to reach their educational and personal potential while nurturing their self-confidence and self-esteem to reach their goals for college and career readiness.

b. Provide the school's vision statement.

Lake Marion Creek Middle School aims to provide, in partnership with the parents, a quality education so that all students are able to reach their full potential in a caring, secure environment that offers a challenging academic pathway.

2. School Environment

a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students.

Trainings and faculty meetings address cultural differences within the student population. Support staff is provided according to cultural familiarity to allow students to feel comfortable in the educational setting. Many teachers were hired from Puerto Rico and New York and understand the challenges and needs of the students.

b. Describe how the school creates an environment where students feel safe and respected before, during and after school.

Staff is available to guide and promote student success. Students are taught self-advocacy and encouraged to request assistance for any difficulty, social and/or educational. Anti-bullying efforts are part of the school culture and curriculum is taught to educate students about the effects and consequences of bullying. Students are encouraged to report bullying through the website, to teachers and staff members, and using an anonymous drop box. All reports are investigated and dealt with accordingly.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

Lake Marion Creek is a PBS (Positive Behavioral Supports) school and the staff is proactive in recognizing positive reinforcement strategies. Staff members have been trained in disciplinary protocols and procedures for behavior infractions are listed online in the faculty handbook. Parents are contacted and encouraged to assist to minimize incidents in the classroom that distract from the learning environment. Teachers utilize strategies from CHAMPS training to reinforce classroom procedures and expectations.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

Students are taught and encouraged to contact the guidance department, dean of students, and administration when experiencing difficulties or are in need of social-emotional direction. The school

psychologist, leadership team, and classroom teachers are available to students and will respond and/or refer students to the appropriate adults for assistance.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.

Early Warning Indicators are obtained through a review of Genesis Data, progress monitoring, and teacher documentation and is reviewed by the Leadership Team through the Rtl process. Early warning indicators include attendance, discipline data, course failure in ELA and math, previous retentions, FCAT level 1, and ESE/ESOL data.

b. Provide the following data related to the school's early warning system

1. The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	0	0	0	0	0	1	51	49	45	0	0	0	0	146
One or more suspensions	0	0	0	0	0	0	16	23	12	0	0	0	0	51
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	143	172	113	117	0	0	0	0	545

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	0

c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.

We have leadership committee that meets regularly to ensure that the students identified through the early warning system will receive support throughout the school year. Once identified, students will receive the necessary tier of support and will be monitored through classroom visits and data collection.

All 5th grade classes have scheduled intervention blocks (triple iii), course/grade recovery programs are in place to recover failing grades, identified students are scheduled into check in - check out systems with counselors and/or administrators.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

2. Description

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

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

The school hosts parent nights and will be starting community resource evenings through the ESOL department to encourage the involvement of parents in the education of their students. Community members are also encouraged to attend resource nights. Administration advertised CAT meetings and solicited business leaders to partner with the school for events and attend SAC meetings.

C. Effective Leadership

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Robinson, Amanda	Principal
Kowallek, Rebecca	Assistant Principal
Cruz, Ramon	Assistant Principal
Crawford, Anetra	School Counselor
Velazquez, Eduardo	Other
Arnold, Pamela	Instructional Coach

b. Duties

1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.

Principal –Amanda Robinson: 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.

Guidance Counselors - Anetra Crawford, Danell Tang, Jane Ponceti : 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 success.

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 Principals - Rebecca Kowallek, Ramon Cruz, participate 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 - Intermediate 5th grade and Middle School 6-8: 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 - Pamela Arnold (Math) Reading Vacancy, Science Vacancy 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 - : 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.

LEA Facilitator - Grace Collymore: Participates in collection, interpretation, and analysis of data; leads and evaluates the development and implementation of interventions for ESE programs; interprets needs based on the students individual education plans (IEP's); maintains communication with parents and guardians.

Literacy Interventionist - Jeanette Rios and Zoe Massas: Identify students who are at-risk of not meeting grade level proficiency, identify appropriate supplemental resources to meet students' individual needs, conduct differentiated small groups, evaluate effectiveness of interventions, and communicate progress to teachers and administrators.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students

and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

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.

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 2016-2017 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

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Amanda Robinson	Principal
Belkis Garcia	Education Support Employee
Eduardo Velazquez	Education Support Employee
Rebecca Kowallek	Education Support Employee
Ramon Cruz	Education Support Employee
Juan Seda	Education Support Employee
Phillis Hill	Teacher
Danell Tang	Business/Community
Amanda Cintron	Business/Community
Marssiel Mena	Business/Community
Jean D'Haiti	Business/Community
Sofia Munoz	Business/Community

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

The SAC committee reviews the previous year's SIP and provides input to continue or improve existing supports based on current data.

b. Development of this school improvement plan

Throughout the school year SAC provides input and ideas to help develop the SIP. The SAC members will review and approve the SIP in the September 2017 meeting.

c. Preparation of the school's annual budget and plan

The SAC will assist in reviewing funds reported in the School Improvement Plan.

2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project.

At this date (August, 2017) the SAC has not voted on the allocation of the school improvement funds.

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.

Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Robinson, Amanda	
Kowallek, Rebecca	Assistant Principal
Velazquez, Eduardo	Other
Arnold, Pamela	Instructional Coach
Cruz, Ramon	Assistant Principal

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The Literacy Leadership Team will meet monthly to analyze, plan, and provide professional instructional leadership that maintains vision, direction, and focus for student learning. The leadership team will unpack the literacy standards, monitor progress, and will formulate a plan to train teachers through departmental PLC's. The leadership team will then review implementation and address additional supports or training.

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 FSA and Progress monitoring, while at the same time increasing the number of Level 4's and 5's.

This will be done by focusing on:

Tiered Questioning

Writing Across the Curriculum/Writing to text

Vocabulary Knowledge

Differentiated Instruction

Remediating gaps in foundational skills

Close reading to target skills

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

Reading and math coaches will collaborate with teachers during common planning. Professional Development is geared towards collaborating to understand the standards and develop effective lesson strategies to ensure student engagement.

2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school.

Administrators attended district job fairs to recruit highly qualified teachers. Vacancies are advertised on the district website.

Faculty induction training will be held monthly with all new teachers to the school to discuss needs, issues, and concerns. Administration will lead the training and leadership team will cover topic as needed.

3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities.

New teachers are paired with mentors to guide instruction and assist with procedural inquiries. Teachers are paired according to the core content needs or level of expertise. An Induction program is available to all new teachers at the school site along with any teacher who needs additional support or training. Topics include but are not limited to: standards based instruction, lesson planning, classroom discipline, grading and pinnacle procedures, understanding and using student data, and other topics of concern.

Lake Marion Creek is also part of the i3 Scale-Up Grant, whereby a mentor is assigned to new teachers and is on staff to meet with them according to the guidelines.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.

Programs are determined by the district and the Florida Department of Education. Courses are adopted according to approval and student need. Materials are provided by the district content area specialists.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

Level 1 and 2 students are identified. The reading coach, math coach, and literacy interventionists will: 1) use FSA, FAIR, and progress monitoring data to identify students 2) Use additional supports to address deficiencies in standards attainment 3) revise lists of targeted students after progress monitoring assessments and monitor the continued progress of students showing gains.

Expectations of teaching include frequent checks for understanding and formative assessments to determine groupings and re-teaching.

Instructional time and quality teaching strategies are supported through Agile Minds in Algebra.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year:

Students in grade 5 have been targeted for the 21st Century Grant afterschool program. Up to 100 students will participate in variety of activities led by certified teachers that include time for tutoring and for academic/physical enrichment activities that promote learning and fitness.

Strategy Rationale

5th grade students were targeted to encourage assistance at the earliest of years in preparation for middle school.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Robinson, Amanda, amanda.robinson@polk-fl.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Progress monitoring data will be analyzed to determine effectiveness: STAR Reading/Math data, teacher assessments in class, participant grade monitoring, and a progress monitoring to be used within the program itself that has yet to be determined as it's new.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

Administrators visited the elementary feeder schools to assist students with the transition process. Lake Marion Creek Middle will begin conversations in March with high school feeder schools to transition 8th grade students to high school.

b. College and Career Readiness

1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

Early high school options were established, allowing students opportunities to complete high school credit courses will in middle school. A pre-medical academy and business pre-academy have been newly established and instructors will reach out to the community to develop the baselines for critical skills needed to advance to college and career standards.

2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.

The pre-academy and technical programs are in early stages of inception and are building the foundation for industry certification options. The programs available are pre-medical and business.

3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.

Pre-medical education is intended to afford students the opportunity to integrate core academic disciplines through medical concepts. The Business courses will serve as a vehicle to relay information schoolwide and students will apply knowledge and application of the standards to increase technology skills in preparation for future education.

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.

n/a

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Areas of strength (as seen in the attached files) at this point in include Science and Algebra I/Geometry acceleration programs.

Areas of need (as seen in the attached files) that will be focused on for this year are learning gains in all content areas and SWD.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

Lake Marion Creek has a population in which 100% of the students are identified/qualify as Title I eligible. The population is somewhat bilingual, but riddled with second language/non-English speaking students with families who are still very mobile between our district and the neighboring district. Due to our location and population, our teacher retention is an issue with larger than normal annual turnover and vacancies in core academic areas that often remain for the entire school year.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Ensure a safe and supportive learning environment for students and staff that promotes overall student performance.

- G2.** Ensure that a strong, standards-based instructional core is in place in the areas of literacy and math across the grade levels.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. Ensure a safe and supportive learning environment for students and staff that promotes overall student performance. 1a

G098791

Targets Supported 1b

Indicator	Annual Target
School Grade - Percentage of Points Earned	80.0

Targeted Barriers to Achieving the Goal 3

- limited support programs in academics and/or behavior
- non-functioning MTSS team which leads to untrained staff

Resources Available to Help Reduce or Eliminate the Barriers 2

- Professional development
- scheduled common planning/team planning to allow for training/open discussion
- Title I funding
- 21st Century Learning grant
- District/state support

Plan to Monitor Progress Toward G1. 8

Principal will monitor participation/grade performance of extended learning activities and follow up on MTSS progress.

Person Responsible

Amanda Robinson

Schedule

Monthly, from 9/1/2017 to 5/31/2018

Evidence of Completion

attendance, quarterly grades, teacher/district progress monitoring assessment data, meeting minutes, PD follow up, observation of MTSS team, reporting from 21st Century grant.

G2. Ensure that a strong, standards-based instructional core is in place in the areas of literacy and math across the grade levels. 1a

G098792

Targets Supported 1b

Indicator	Annual Target
ELA Achievement District Assessment	100.0
FCAT 2.0 Science Proficiency	25.0

Targeted Barriers to Achieving the Goal 3

- In literacy and math content areas, the lack of consistent, structured core instruction that translates from lesson planning to the classroom addressing the full extent of the Florida standards as well as the full depth of the standards.
- Not a full staff of school-based academic coaches

Resources Available to Help Reduce or Eliminate the Barriers 2

- Professional Development
- iii Reading Plan
- Common Teacher Planning Time for content areas
- Title I Funding
- District/State Support
- Technology
- CPALMs
- Model classrooms (when developed)
- UniSIG

Plan to Monitor Progress Toward G2. 8

Increased number of teachers achieving an effective or higher rating in EPC 2.

Person Responsible

Amanda Robinson

Schedule

Monthly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Classroom walk-through data, Journeys Data

Plan to Monitor Progress Toward G2. 8

Progress monitoring tools will indicate increased levels of student achievement

Person Responsible

Amanda Robinson

Schedule

Quarterly, from 8/10/2017 to 5/18/2018

Evidence of Completion

STAR data, teacher made progress monitoring data, course grades

Plan to Monitor Progress Toward G2. 8

Monitor staff vacancies in RHS

Person Responsible

Amanda Robinson

Schedule

Semiannually, from 10/1/2017 to 7/31/2018

Evidence of Completion

RHS system report

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

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

1 = Problem Solving Step  **S123456** = Quick Key

G1. Ensure a safe and supportive learning environment for students and staff that promotes overall student performance. 1

G098791

G1.B1 limited support programs in academics and/or behavior 2

B265876

G1.B1.S1 Provide extended learning opportunities that include both remedial and enrichment opportunities that promote learning beyond the classroom. 4

S281825

Strategy Rationale

Students will be afforded opportunities for both remedial and enrichment assistance in an effort to support learning.

Action Step 1 5

Participate in 21st Century grant focused on enrichment/remediation after school - 5th grade

Person Responsible

Ramon Cruz

Schedule

Daily, from 9/1/2017 to 6/1/2018

Evidence of Completion

sign in sheets, training agendas, attendance records, teacher conversations, student grades, student performance on progress monitoring

Action Step 2 5

Weekly extended activities based on interests of students

Person Responsible

Ramon Cruz

Schedule

Weekly, from 9/1/2017 to 5/31/2018

Evidence of Completion

attendance records from programs, Intramural participation, teacher/parent conversations, student grade/behavior data.

Action Step 3 5

Inclusion of outside programs including Girl Scouts and Breaking the Pattern to promote student interests and positive social interactions.

Person Responsible

Ramon Cruz

Schedule

Weekly, from 9/1/2017 to 5/31/2018

Evidence of Completion

attendance in programs, participation in special events, teacher/student conversations, recognitions

Action Step 4 5

Before/after school tutoring

Person Responsible

Amanda Robinson

Schedule

Weekly, from 9/15/2017 to 5/31/2018

Evidence of Completion

Student sign in, student performance on progress monitoring

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

All aspects of after school programs (21st Century and weekly middle school activities)

Person Responsible

Ramon Cruz

Schedule

Weekly, from 9/1/2017 to 5/31/2018

Evidence of Completion

weekly report in admin meeting, attendance/behavior documentation of participants

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Active participation in the program and monitoring of grades/behavior of students in the program.

Person Responsible

Ramon Cruz


Schedule

Biweekly, from 9/1/2017 to 5/31/2018

Evidence of Completion

attendance from program, interim/quarter grades, teacher conversations, discipline records

G1.B3 non-functioning MTSS team which leads to untrained staff **2**

 B265878

G1.B3.S1 Provide correct structure and training for MTSS team and our staff to correctly implement school wide MTSS strategies/interventions. **4**

 S281826

Strategy Rationale

Restructuring the current MTSS team/staff correctly and providing proper training will better allow them to lead the school as a whole in providing a learning environment focused on behavior management and supports for those in need.

Action Step 1 **5**

Provide training to MTSS team to address proper structuring/functioning to lead school wide initiative.

Person Responsible

Ramon Cruz

Schedule

On 9/15/2017

Evidence of Completion

sign in sheet, agenda, follow up with team member assignments/responsibilities

Action Step 2 **5**

Identify interventions needed on campus based on student needs.

Person Responsible

Ramon Cruz

Schedule

Monthly, from 9/1/2017 to 5/1/2018

Evidence of Completion

sign in sheet, agenda, needs assessment results, meeting notes from MTSS

Action Step 3 5

Identify resources available and those needed to address interventions selected

Person Responsible

Ramon Cruz

Schedule

Monthly, from 9/1/2017 to 5/1/2018

Evidence of Completion

sign in sheet, agenda, notes from MTSS meeting

Action Step 4 5

Training for staff to provide understanding of MTSS and implementation - initial training overall, then follow up support in collaborative planning sessions as needed.

Person Responsible

Ramon Cruz

Schedule

On 11/1/2017

Evidence of Completion

sign in sheet, agenda, teacher conversations

Action Step 5 5

Work with district in possibly re-directing funds in Title I to cover Behavioral Interventionist position

Person Responsible

Amanda Robinson

Schedule

On 9/29/2017

Evidence of Completion

meeting notes with Regional and actual creation of position

Action Step 6 5

CHAMPS strategies will be incorporated school wide.

Person Responsible

Ramon Cruz

Schedule

Daily, from 8/10/2017 to 5/31/2018

Evidence of Completion

displays in classrooms, displays school wide, classroom walkthroughs/observations, discipline data

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Maintenance of MTSS Team training, implementation and follow up with staff

Person Responsible

Ramon Cruz

Schedule

Monthly, from 9/1/2017 to 5/31/2018

Evidence of Completion

MTSS meeting agenda, minutes, training/PD documentation, observation of team

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

MTSS team implementation strategies with staff and positive results on campus.

Person Responsible

Ramon Cruz

Schedule

Monthly, from 9/1/2017 to 5/31/2018

Evidence of Completion

discipline data, teacher conversation, student/parent conferences, classroom/campus observation

G2. Ensure that a strong, standards-based instructional core is in place in the areas of literacy and math across the grade levels. 1

G098792

G2.B2 In literacy and math content areas, the lack of consistent, structured core instruction that translates from lesson planning to the classroom addressing the full extent of the Florida standards as well as the full depth of the standards. 2

B265881

G2.B2.S1 With administrative support, teachers will collaboratively plan to focus on ensuring full understanding of Florida standards as well as implementing them to their full depth in the classroom.. 4

S281827

Strategy Rationale

Teachers will plan collaboratively and continue to implement rigorous standards-based instruction.

Action Step 1 5

Teachers will be tier grouped to identify need for training in area of understanding the full extent of the standards.

Person Responsible

Rebecca Kowallek

Schedule

On 9/15/2017

Evidence of Completion

tiered listing of teachers needs

Action Step 2 5

Training will be provided for teachers on full understanding of the standards based on tiered support needed.

Person Responsible

Rebecca Kowallek

Schedule

Quarterly, from 9/1/2017 to 5/31/2019

Evidence of Completion

sign in sheet, agenda, notes from sessions, lesson plans, classroom observations, teacher conversations

Action Step 3 5

School wide training for teachers focused on effective core instructional strategies for classroom use

Person Responsible

Amanda Robinson

Schedule

Monthly, from 8/10/2017 to 4/30/2018

Evidence of Completion

sign in sheets, agendas, lesson plans, collaborative planning notes, classroom observation, teacher conversation

Action Step 4 5

Content area common planning will be established in the master schedule

Person Responsible

Rebecca Kowallek

Schedule

On 8/4/2017

Evidence of Completion

master schedule

Action Step 5 5

Core instructional content areas will be assigned an administrative accountability area for monitoring

Person Responsible

Amanda Robinson

Schedule

On 8/25/2017

Evidence of Completion

accountability area documentation, agenda notes from admin meeting

Action Step 6 5

Teachers and assigned administrator will meet in structured collaborative planning sessions to focus lesson development and delivery to the full understanding/depth of the standard addressed.

Person Responsible

Amanda Robinson

Schedule

Weekly, from 8/28/2017 to 5/31/2018

Evidence of Completion

sign in sheets, agenda, lesson plan, teacher conversation, classroom walkthrough

Action Step 7 5

Recognize instructional staff and paraprofessionals that come and remain at the school.

Person Responsible

Amanda Robinson

Schedule

Monthly, from 10/1/2017 to 6/30/2018

Evidence of Completion

Payroll records

Action Step 8 5

Reading interventionist will provide support to struggling students by identifying students in lowest quartile and providing targeted instruction.

Person Responsible

Amanda Robinson

Schedule

Monthly, from 10/1/2017 to 6/30/2018

Evidence of Completion

Monthly progress monitoring reports, formative assessment and any other achievement data, observations

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Administrators will attend/facilitate structured common planning sessions.

Person Responsible

Amanda Robinson

Schedule

Weekly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Agenda, Lesson plans, Observational data, collaborative planning folder review

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Administrators will conduct classroom walk-throughs to observe delivery of lessons developed during planning.

Person Responsible

Amanda Robinson

Schedule

Weekly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Classroom walk-through observation data., informal coaching feedback

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Review of Funds Management Report

Person Responsible

Amanda Robinson

Schedule

Monthly, from 10/1/2017 to 6/30/2018

Evidence of Completion

Expenditure posted in SAP

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Interventionist will provide monthly logs and documentation to administration

Person Responsible

Amanda Robinson

Schedule

Monthly, from 1/1/2017 to 6/30/2018

Evidence of Completion

Weekly logs, conversations, data chats, observations

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Leadership team will meet to discuss current trends in effective implementation data from planning sessions, observations, walk-throughs etc. to monitor the learning environment and determine next steps.

Person Responsible

Amanda Robinson

Schedule

Monthly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Coaching logs, Journey data

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Retention rate

Person Responsible

Amanda Robinson

Schedule

Monthly, from 10/1/2017 to 6/30/2018

Evidence of Completion

Number of vacancies at the school

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Interventionists and Administrators will analyze progress monitoring results and course grades to determine if interventions are improving achievement.

Person Responsible

Amanda Robinson

Schedule

Monthly, from 9/21/2017 to 9/21/2017

Evidence of Completion

Progress Monitoring Results, State Assessment data, Course grades

G2.B2.S2 The coaching cycle will be used to support the full depth implementation of the standards in both lesson planning and classroom delivery. 4

 S281828

Strategy Rationale

As teachers build knowledge of the full extent of the standards and plan/deliver instruction focused on the full depth of the standards, student learning will increase.

Action Step 1 5

School admin, coaches, interventionists will meet to determine structured approach to literacy/math support.

Person Responsible

Rebecca Kowallek

Schedule

On 8/1/2017

Evidence of Completion

layout of structured approach

Action Step 2 5

coaches/interventionists meet with departments to share the structured approach.

Person Responsible

Rebecca Kowallek

Schedule

On 8/14/2017

Evidence of Completion

sign in sheet, agenda, minutes from meeting

Action Step 3 5

School wide training on focus area to support core instructional strategies in area of tiered questioning

Person Responsible

Amanda Robinson

Schedule

On 8/11/2017

Evidence of Completion

sign in sheet, agenda, lesson plans, teacher conversation, classroom observation

Action Step 4 5

Identify areas of need in regards to effective core instructional strategies in the classroom to be addressed

Person Responsible

Amanda Robinson

Schedule

Monthly, from 9/1/2017 to 5/1/2018

Evidence of Completion

sign in sheets, agenda, collaborative planning notes, lesson plans, classroom observation, teacher conversation

Plan to Monitor Fidelity of Implementation of G2.B2.S2 6

Coaching cycle used to support full depth lesson planning and implementation in the classroom

Person Responsible

Amanda Robinson

Schedule

Monthly, from 9/1/2017 to 5/31/2018

Evidence of Completion

coaching logs, classroom observations, teacher discussions, coach discussions, lesson plans

Plan to Monitor Effectiveness of Implementation of G2.B2.S2 7

Leadership team will meet to discuss current trends in effective implementation data from coaching sessions, observations, walk-throughs etc. to monitor the learning environment and determine next steps.

Person Responsible

Amanda Robinson

Schedule

Monthly, from 9/1/2017 to 5/31/2018

Evidence of Completion

coaching logs, minutes from meetings, notes from discussions, Journey data, progress monitoring data

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G2.B2.S2.A1 A380160	School admin, coaches, interventionists will meet to determine structured approach to literacy/math...	Kowallek, Rebecca	8/1/2017	layout of structured approach	8/1/2017 one-time
G2.B2.S1.A4 A380155	Content area common planning will be established in the master schedule	Kowallek, Rebecca	7/10/2017	master schedule	8/4/2017 one-time
G2.B2.S2.A3 A380162	School wide training on focus area to support core instructional strategies in area of tiered...	Robinson, Amanda	8/11/2017	sign in sheet, agenda, lesson plans, teacher conversation, classroom bobservation	8/11/2017 one-time
G2.B2.S2.A2 A380161	coaches/interventionists meet with departments to share the structured approach.	Kowallek, Rebecca	8/14/2017	sign in sheet, agenda, minutes from meeting	8/14/2017 one-time
G2.B2.S1.A5 A380156	Core instructional content areas will be assigned an administrative accountability area for...	Robinson, Amanda	8/18/2017	accountability area documentation, agenda notes from admin meeting	8/25/2017 one-time
G1.B3.S1.A1 A380146	Provide training to MTSS team to address proper structuring/functioning to lead school wide...	Cruz, Ramon	8/28/2017	sign in sheet, agenda, follow up with team member assignments/ responsibilities	9/15/2017 one-time
G2.B2.S1.A1 A380152	Teachers will be tier grouped to identify need for training in area of understanding the full...	Kowallek, Rebecca	9/1/2017	tiered listing of teachers needs	9/15/2017 one-time
G2.B2.S1.MA7 M412471	Interventionists and Administrators will analyze progress monitoring results and course grades to...	Robinson, Amanda	9/21/2017	Progress Monitoring Results, State Assessment data, Course grades	9/21/2017 monthly
G1.B3.S1.A5 A380150	Work with district in possibly re-directing funds in Title I to cover Behavioral Interventionist...	Robinson, Amanda	9/1/2017	meeting notes with Regional and actual creation of position	9/29/2017 one-time
G1.B3.S1.A4 A380149	Training for staff to provide understanding of MTSS and implementation - initial training overall,...	Cruz, Ramon	9/1/2017	sign in sheet, agenda, teacher conversations	11/1/2017 one-time
G2.B2.S1.A3 A380154	School wide training for teachers focused on effective core instructional strategies for classroom...	Robinson, Amanda	8/10/2017	sign in sheets, agendas, lesson plans, collaborative planning notes, classroom observation, teacher conversation	4/30/2018 monthly
G1.B3.S1.A2 A380147	Identify interventions needed on campus based on student needs.	Cruz, Ramon	9/1/2017	sign in sheet, agenda, needs assessment results, meeting notes from MTSS	5/1/2018 monthly
G1.B3.S1.A3 A380148	Identify resources available and those needed to address interventions selected	Cruz, Ramon	9/1/2017	sign in sheet, agenda, notes from MTSS meeting	5/1/2018 monthly
G2.B2.S2.A4 A380163	Identify areas of need in regards to effective core instructional strategies in the classroom to be...	Robinson, Amanda	9/1/2017	sign in sheets, agenda, collaborative planning notes, lesson plans, classroom observation, teacher conversation	5/1/2018 monthly
G2.MA2 M412484	Progress monitoring tools will indicate increased levels of student achievement	Robinson, Amanda	8/10/2017	STAR data, teacher made progress monitoring data, course grades	5/18/2018 quarterly
G2.MA1 M412483	Increased number of teachers achieving an effective or higher rating in EPC 2.	Robinson, Amanda	8/10/2017	Classroom walk-through data, Journeys Data	5/24/2018 monthly
G2.B2.S1.MA1 M412469	Leadership team will meet to discuss current trends in effective implementation data from planning...	Robinson, Amanda	8/10/2017	Coaching logs, Journey data	5/24/2018 monthly
G2.B2.S1.MA1 M412472	Administrators will attend/facilitate stuctured common planning sessions.	Robinson, Amanda	8/10/2017	Agenda, Lesson plans, Observational data, collaborative planning folder review	5/24/2018 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B2.S1.MA2 M412473	Administrators will conduct classroom walk-throughs to observe delivery of lessons developed during...	Robinson, Amanda	8/10/2017	Classroom walk-through observation data., informal coaching feedback	5/24/2018 weekly
G1.MA1 M412468	Principal will monitor participation/grade performance of extended learning activities and follow...	Robinson, Amanda	9/1/2017	attendance, quarterly grades, teacher/district progress monitoring assessment data, meeting minutes, PD follow up, observation of MTSS team, reporting from 21st Century grant.	5/31/2018 monthly
G1.B1.S1.MA1 M412464	Active participation in the program and monitoring of grades/behavior of students in the program.	Cruz, Ramon	9/1/2017	attendance from program, interim/quarter grades, teacher conversations, discipline records	5/31/2018 biweekly
G1.B1.S1.MA1 M412465	All aspects of after school programs (21st Century and weekly middle school activities)	Cruz, Ramon	9/1/2017	weekly report in admin meeting, attendance/behavior documentation of participants	5/31/2018 weekly
G1.B1.S1.A2 A380143	Weekly extended activities based on interests of students	Cruz, Ramon	9/1/2017	attendance records from programs, Intramural participation, teacher/parent conversations, student grade/behavior data.	5/31/2018 weekly
G1.B1.S1.A3 A380144	Inclusion of outside programs including Girl Scouts and Breaking the Pattern to promote student...	Cruz, Ramon	9/1/2017	attendance in programs, participation in special events, teacher/student conversations, recognitions	5/31/2018 weekly
G1.B1.S1.A4 A380145	Before/after school tutoring	Robinson, Amanda	9/15/2017	Student sign in, student performance on progress monitoring	5/31/2018 weekly
G1.B3.S1.MA1 M412466	MTSS team implementation strategies with staff and positive results on campus.	Cruz, Ramon	9/1/2017	discipline data, teacher conversation, student/parent conferences, classroom/campus observation	5/31/2018 monthly
G1.B3.S1.MA1 M412467	Maintenance of MTSS Team training, implementation and follow up with staff	Cruz, Ramon	9/1/2017	MTSS meeting agenda, minutes, training/PD documentation, observation of team	5/31/2018 monthly
G1.B3.S1.A6 A380151	CHAMPS strategies will be incorporated school wide.	Cruz, Ramon	8/10/2017	displays in classrooms, displays school wide, classroom walkthroughs/observations, discipline data	5/31/2018 daily
G2.B2.S1.A6 A380157	Teachers and assigned administrator will meet in structured collaborative planning sessions to...	Robinson, Amanda	8/28/2017	sign in sheets, agenda, lesson plan, teacher conversation, classroom walkthrough	5/31/2018 weekly
G2.B2.S2.MA1 M412476	Leadership team will meet to discuss current trends in effective implementation data from coaching...	Robinson, Amanda	9/1/2017	coaching logs, minutes from meetings, notes from discussions, Journey data, progress monitoring data	5/31/2018 monthly
G2.B2.S2.MA1 M412477	Coaching cycle used to support full depth lesson planning and implementation in the classroom	Robinson, Amanda	9/1/2017	coaching logs, classroom observations, teacher discussions, coach discussions, lesson plans	5/31/2018 monthly
G1.B1.S1.A1 A380142	Participate in 21st Century grant focused on enrichment/remediation after school - 5th grade	Cruz, Ramon	9/1/2017	sign in sheets, training agendas, attendance records, teacher conversations, student grades, student performance on progress monitoring	6/1/2018 daily
G2.B2.S1.MA5 M412470	Retention rate	Robinson, Amanda	10/1/2017	Number of vacancies at the school	6/30/2018 monthly
G2.B2.S1.MA4 M412474	Review of Funds Management Report	Robinson, Amanda	10/1/2017	Expenditure posted in SAP	6/30/2018 monthly
G2.B2.S1.MA6 M412475	Interventionist will provide monthly logs and documentation to administration	Robinson, Amanda	1/1/2017	Weekly logs, conversations, data chats, observations	6/30/2018 monthly
G2.B2.S1.A7 A380158	Recognize instructional staff and paraprofessionals that come and remain at the school.	Robinson, Amanda	10/1/2017	Payroll records	6/30/2018 monthly
G2.B2.S1.A8 A380159	Reading interventionist will provide support to struggling students by identifying students in...	Robinson, Amanda	10/1/2017	Monthly progress monitoring reports, formative assessment and any other achievement data, observations	6/30/2018 monthly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.MA3 M412485	Monitor staff vacancies in RHS	Robinson, Amanda	10/1/2017	RHS system report	7/31/2018 semiannually
G2.B2.S1.A2 A380153	Training will be provided for teachers on full understanding of the standards based on tiered...	Kowallek, Rebecca	9/1/2017	sign in sheet, agenda, notes from sessions, lesson plans, classroom observations, teacher conversations	5/31/2019 quarterly

V. Professional Development Opportunities

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

G1. Ensure a safe and supportive learning environment for students and staff that promotes overall student performance.

G1.B3 non-functioning MTSS team which leads to untrained staff

G1.B3.S1 Provide correct structure and training for MTSS team and our staff to correctly implement school wide MTSS strategies/interventions.

PD Opportunity 1

Provide training to MTSS team to address proper structuring/functioning to lead school wide initiative.

Facilitator

Dede Maxwell

Participants

MTSS team

Schedule

On 9/15/2017

PD Opportunity 2

Training for staff to provide understanding of MTSS and implementation - initial training overall, then follow up support in collaborative planning sessions as needed.

Facilitator

Dede Maxwell

Participants

Classroom teachers, School based coaches, paraprofessionals

Schedule

On 11/1/2017

G2. Ensure that a strong, standards-based instructional core is in place in the areas of literacy and math across the grade levels.

G2.B2 In literacy and math content areas, the lack of consistent, structured core instruction that translates from lesson planning to the classroom addressing the full extent of the Florida standards as well as the full depth of the standards.

G2.B2.S1 With administrative support, teachers will collaboratively plan to focus on ensuring full understanding of Florida standards as well as implementing them to their full depth in the classroom..

PD Opportunity 1

Training will be provided for teachers on full understanding of the standards based on tiered support needed.

Facilitator

Curriculum Team, Rebecca Kowallek

Participants

Content Area teachers

Schedule

Quarterly, from 9/1/2017 to 5/31/2019

PD Opportunity 2

School wide training for teachers focused on effective core instructional strategies for classroom use

Facilitator

Amanda Robinson - working with various support personnel

Participants

Classroom teachers

Schedule

Monthly, from 8/10/2017 to 4/30/2018

G2.B2.S2 The coaching cycle will be used to support the full depth implementation of the standards in both lesson planning and classroom delivery.

PD Opportunity 1

School wide training on focus area to support core instructional strategies in area of tiered questioning

Facilitator

school based coaches

Participants

classroom teachers

Schedule

On 8/11/2017

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

VII. Budget

1	G1.B1.S1.A1	Participate in 21st Century grant focused on enrichment/remediation after school - 5th grade				\$0.00
2	G1.B1.S1.A2	Weekly extended activities based on interests of students				\$0.00
3	G1.B1.S1.A3	Inclusion of outside programs including Girl Scouts and Breaking the Pattern to promote student interests and positive social interactions.				\$0.00
4	G1.B1.S1.A4	Before/after school tutoring				\$0.00
5	G1.B3.S1.A1	Provide training to MTSS team to address proper structuring/functioning to lead school wide initiative.				\$0.00
6	G1.B3.S1.A2	Identify interventions needed on campus based on student needs.				\$0.00
7	G1.B3.S1.A3	Identify resources available and those needed to address interventions selected				\$36,647.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	510-Supplies	1831 - Lake Marion Creek Middle School	UniSIG		\$36,647.00
<i>Notes: classroom libraries and supplies</i>						
8	G1.B3.S1.A4	Training for staff to provide understanding of MTSS and implementation - initial training overall, then follow up support in collaborative planning sessions as needed.				\$0.00
9	G1.B3.S1.A5	Work with district in possibly re-directing funds in Title I to cover Behavioral Interventionist position				\$0.00
10	G1.B3.S1.A6	CHAMPS strategies will be incorporated school wide.				\$0.00
11	G2.B2.S1.A1	Teachers will be tier grouped to identify need for training in area of understanding the full extent of the standards.				\$231,754.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	130-Other Certified Instructional Personnel	1831 - Lake Marion Creek Middle School	UniSIG	3.0	\$178,349.00
<i>Notes: Math, Reading and Science Coaches</i>						
	6400	220-Social Security	1831 - Lake Marion Creek Middle School	UniSIG	3.0	\$13,644.00
<i>Notes: Math, Reading and Science Coaches</i>						
	6400	210-Retirement	1831 - Lake Marion Creek Middle School	UniSIG	3.0	\$14,125.00
<i>Notes: Math, Reading and Science Coaches</i>						
	6400	231-Health and Hospitalization	1831 - Lake Marion Creek Middle School	UniSIG	3.0	\$24,560.00

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			<i>Notes: Math, Reading and Science Coaches</i>			
	6400	232-Life Insurance	1831 - Lake Marion Creek Middle School	UniSIG	3.0	\$77.00
			<i>Notes: Math, Reading and Science Coaches</i>			
	6400	240-Workers Compensation	1831 - Lake Marion Creek Middle School	UniSIG	3.0	\$999.00
			<i>Notes: Math, Reading and Science Coaches</i>			
12	G2.B2.S1.A2	Training will be provided for teachers on full understanding of the standards based on tiered support needed.				\$2,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	3336	510-Supplies	1831 - Lake Marion Creek Middle School	Title, I Part A		\$2,500.00
			<i>Notes: Possible supply needs for planning/training sessions and implementation</i>			
13	G2.B2.S1.A3	School wide training for teachers focused on effective core instructional strategies for classroom use				\$435.20
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	140-Substitute Teachers	1831 - Lake Marion Creek Middle School	Title, I Part A		\$435.20
			<i>Notes: Achieve 3000 training - substitutes</i>			
14	G2.B2.S1.A4	Content area common planning will be established in the master schedule				\$0.00
15	G2.B2.S1.A5	Core instructional content areas will be assigned an administrative accountability area for monitoring				\$0.00
16	G2.B2.S1.A6	Teachers and assigned administrator will meet in structured collaborative planning sessions to focus lesson development and delivery to the full understanding/depth of the standard addressed.				\$0.00
17	G2.B2.S1.A7	Recognize instructional staff and paraprofessionals that come and remain at the school.				\$83,613.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	120-Classroom Teachers	1831 - Lake Marion Creek Middle School	UniSIG	68.0	\$68,000.00
			<i>Notes: Recruitment/Retention bonuses</i>			
	5100	150-Aides	1831 - Lake Marion Creek Middle School	UniSIG	16.0	\$4,000.00
			<i>Notes: Recruitment/Retention bonuses</i>			
	5100	210-Retirement	1831 - Lake Marion Creek Middle School	UniSIG	84.0	\$5,724.00
			<i>Notes: Recruitment/Retention bonuses</i>			
	5100	220-Social Security	1831 - Lake Marion Creek Middle School	UniSIG	84.0	\$5,486.00

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			<i>Notes: Recruitment/Retention bonuses</i>			
	5100	240-Workers Compensation	1831 - Lake Marion Creek Middle School	UniSIG	84.0	\$403.00
			<i>Notes: Recruitment/Retention bonuses</i>			
18	G2.B2.S1.A8	Reading interventionist will provide support to struggling students by identifying students in lowest quartile and providing targeted instruction.				\$59,042.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	130-Other Certified Instructional Personnel	1831 - Lake Marion Creek Middle School	UniSIG	1.0	\$45,537.00
			<i>Notes: Reading interventionist</i>			
	5100	210-Retirement	1831 - Lake Marion Creek Middle School	UniSIG	1.0	\$3,607.00
			<i>Notes: Reading interventionist</i>			
	5100	220-Social Security	1831 - Lake Marion Creek Middle School	UniSIG	1.0	\$3,484.00
			<i>Notes: Reading interventionist</i>			
	5100	231-Health and Hospitalization	1831 - Lake Marion Creek Middle School	UniSIG	1.0	\$6,140.00
			<i>Notes: Reading interventionist</i>			
	5100	232-Life Insurance	1831 - Lake Marion Creek Middle School	UniSIG	1.0	\$19.00
			<i>Notes: Reading interventionist</i>			
	5100	240-Workers Compensation	1831 - Lake Marion Creek Middle School	UniSIG	1.0	\$255.00
			<i>Notes: Reading interventionist</i>			
19	G2.B2.S2.A1	School admin, coaches, interventionists will meet to determine structured approach to literacy/math support.				\$0.00
20	G2.B2.S2.A2	coaches/interventionists meet with departments to share the structured approach.				\$0.00
21	G2.B2.S2.A3	School wide training on focus area to support core instructional strategies in area of tiered questioning				\$0.00
22	G2.B2.S2.A4	Identify areas of need in regards to effective core instructional strategies in the classroom to be addressed				\$0.00
					Total:	\$413,991.20