Lake Marion Creek Middle School

2018-19 Schoolwide Improvement Plan

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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)	**2017-18 Title I School**	**2017-18 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	90%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	D	D	D	F*

School Board Approval

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

SIP Authority

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.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The 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: School Information

School Mission and Vision

Provide the school's mission statement.

"Aimed on Success/All Students WILL Learn"!

Provide the school's vision statement.

Develop a common language and understanding, of our school's plan, to align a supportive core value structure by:
• Building Student & Staff Supportive Relationships & Learning Environments through RtI/MTSS/PBIS/ Student Success Team Protocols and Procedures.
• Administration, Leadership Team, & Peer Support with Feedback & Differentiated Professional Development.
• Open, Honesty, & Direct Communication - How School Leaders Create a Results-Focused Learning Environment - Lake Marion Creek Middle School - Protocols and Procedures for Collaboration and Dialogue.
• Effective Standards-Based Planning, of the Gradual Release Architecture, for Lake Marion Creek Middle School's (LMCMS) Balanced Literacy Instructional Framework, to include mini lessons and writing, as well as Guided Reading and Writing Small Group Instruction, (GRSG & GWSG), and Gradual Release Architecture LMCMS's Math Instructional Framework, including Guided Math Small Group Instruction (GMSG), LMCMS's Science Instructional Framework, including Guided Science Small Group Instruction (GSSG), and Social Studies/Civics Instructional Framework, including Guided Social Studies Small Group Instruction (GSSSG), while recording and monitoring formative assessment data, for in the moment, instructional decisions, to differentiate and track individual student progress.

School Leadership Team

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

Name	Title
JOZWIAK, JOHNA	Principal
Kowallek, Rebecca	Assistant Principal
Arnold, Pamela	Instructional Coach
Echevarria, Frances	Assistant Principal
Morales, Roberto	Assistant Principal
Awong, Ninafe	Dean
Rivera, Lillian	Instructional Coach
Maldonado, Dagmariel	Instructional Coach

Duties

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

Principal: Provides a common mission and vision for the use of formative and summative data-based

decision-making, ensures that the school-based team is implementing RtI/ MTSS/PBIS/Student Success Team conducts assessment of RtI/MTSS/PBIS/Student Success skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support RtI/ MTSS/PBIS/Student Success Team implementation, and communicates with parents regarding school-based RtI/ MTSS/PBIS/Student Success Team plan and activities. Builds leadership capacity among staff - it is the foundation of all or our work. Provide the necessary support to staff so they have the capacity to produce what we are asking for Reciprocal accountability. Monitor students achievement in a collaborative, data driven model. Focus on "our kids". Keeps achievement and our work transparent and moving forward. Monitors the fidelity of instruction, implementation of the frameworks ; identify needed supports either individually or for the large group aligned to building trends. Lead and monitor the implementation of School Improvement Plan (SIP), keep focus on students achievement and make sure any program or instructional decisions made are aligned to SIP goals and building initiatives (formative data, Differentiated PD, PLCs, instructional programs, district needs).

Assistant Principals: 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 RtI/ MTSS/PBIS/Student Success Team, further assists the principal in the assessment of RtI/ MTSS/PBIS/Student Success Team skills, implementation of intervention support and documentation, professional learning, and communication with students and parents concerning RtI/ MTSS/PBIS/Student Success Team plans and activities. Monitors student achievement for all. Analyzes the results of formative and summative standards - based assessments and have deep discussion about the work. Implements and monitors the student data folder for all students. Provide instructional supports where warranted.Lead and monitor the implementation of School Improvement Plan (SIP) and building initiative.

Instructional Coaches: Provides information about core instruction, participates in student data collection, delivers Tier I, II, & III instruction/intervention, collaborates with other staff to implement Tier II interventions, and integrates Tier I materials/instruction with Tier II/III activities.Provides necessary training, support, resources and materials for the whole group, guided reading, writing, math, science, and social studies small group, and individual staff. Build on and coordinate with district initiatives and training. Provide necessary support to staff so they have the capacity to produce what we are asking for. Reciprocal accountability.Lead and monitor the implementation of School Improvement Plan (SIP) and building initiative.

All team members: Analyze formative and summative student data to support teachers in planning standards- based lessons, to ensure interventions are implemented as intended, and assess if they are working, in the core instructional activities/materials into Tier III instruction, and collaborates with general education teachers through such activities as co teaching, studio labs, and differentiated individual professional development.

Instructional Coaches-Reading,Math, & Science: Develops, leads, evaluates, revises Gradual Release Architecture for Lake Marion Creek Middle School's (LMCMS) Balanced Literacy Instructional Framework, including Guided Reading and Writing Small Group (GRSG & GWSG) and Gradual Release Architecture for LMCMS's Math Instructional Framework, including Guided Math Small Group Instruction (GMSG), LMCMS's Science Instructional Framework, including Guided Science Small Group Instruction (GSSG), LMCMS's Social Studies/Civics Instructional Framework, including Guided Social Studies Small Group instruction (GSSSG), 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 administration to identify appropriate, evidence-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, formative data

collection, and formative data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring. Build leadership capacity among staff. Lead and monitor the implementation of School Improvement Plan (SIP) and building initiative.

Early Warning Systems

Year 2017-18

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	0	56	114	97	0	0	0	0	267
One or more suspensions	0	0	0	0	0	0	55	90	100	0	0	0	0	245
Course failure in ELA or Math	0	0	0	0	0	0	29	10	10	0	0	0	0	49
Level 1 on statewide assessment	0	0	0	0	0	0	57	93	73	0	0	0	0	223
Level 1 on statewide assessment Math	0	0	0	0	0	0	55	103	122	0	0	0	0	280
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	59	103	95	0	0	0	0	257

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	2	4	0	0	0	0	0	6
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected
Monday 7/16/2018

Year 2016-17 - As Reported

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	

Year 2016-17 - Updated

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	
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	

Part II: Needs Assessment/Analysis

Assessment & Analysis
Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

Students with Disabilities and English Language Learners = 0% proficient in ELA.

Which data component showed the greatest decline from prior year?

8th Grade Math went from 29% proficient to 15%.

Which data component had the biggest gap when compared to the state average?

7th Grade Math = Minus 16 points.

Which data component showed the most improvement? Is this a trend?

6th Grade Math = Plus 1.

Describe the actions or changes that led to the improvement in this area.

The Math Coach taught the 6th Graders due to numerous teacher vacancies and substitutes.

School Data
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	26%	46%	53%	34%	48%	52%
ELA Learning Gains	39%	47%	54%	50%	51%	53%
ELA Lowest 25th Percentile	35%	42%	47%	51%	46%	45%
Math Achievement	20%	49%	58%	28%	47%	55%
Math Learning Gains	30%	51%	57%	43%	49%	55%
Math Lowest 25th Percentile	34%	51%	51%	45%	45%	47%
Science Achievement	19%	47%	52%	24%	44%	50%
Social Studies Achievement	62%	86%	72%	45%	61%	67%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Attendance below 90 percent	56 (51)	114 (49)	97 (45)	267 (145)
One or more suspensions	55 (16)	90 (23)	100 (12)	245 (51)
Course failure in ELA or Math	29 (0)	10 (0)	10 (0)	49 (0)
Level 1 on statewide assessment	57 (172)	93 (113)	73 (117)	223 (402)
Level 1 on statewide assessment Math	55 (0)	103 (0)	122 (0)	280 (0)
	0 (0)	0 (0)	0 (0)	0 (0)
	0 (0)	0 (0)	0 (0)	0 (0)

Grade Level Data
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2018	18%	41%	-23%	52%	-34%
	2017	24%	45%	-21%	52%	-28%
Same Grade Comparison		-6%				
Cohort Comparison						
07	2018	20%	42%	-22%	51%	-31%
	2017	26%	45%	-19%	52%	-26%
Same Grade Comparison		-6%				
Cohort Comparison		-4%				
08	2018	31%	49%	-18%	58%	-27%
	2017	41%	46%	-5%	55%	-14%
Same Grade Comparison		-10%				
Cohort Comparison		5%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2018	13%	40%	-27%	52%	-39%
	2017	12%	39%	-27%	51%	-39%
Same Grade Comparison		1%				
Cohort Comparison						
07	2018	13%	40%	-27%	54%	-41%
	2017	29%	40%	-11%	53%	-24%
Same Grade Comparison		-16%				
Cohort Comparison		1%				
08	2018	15%	34%	-19%	45%	-30%
	2017	24%	36%	-12%	46%	-22%
Same Grade Comparison		-9%				
Cohort Comparison		-14%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2018	17%	42%	-25%	50%	-33%
	2017					
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018	50%	84%	-34%	71%	-21%
2017	37%	62%	-25%	69%	-32%
Compare		13%			
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018	85%	60%	25%	62%	23%
2017	100%	43%	57%	60%	40%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
Compare		-15%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	0%	41%	-41%	56%	-56%
2017	0%	34%	-34%	53%	-53%
Compare		0%			

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	8	32	33	9	29	28	13				
ELL	6	35	32	8	22	28	2				
ASN	50	50									
BLK	24	37	40	18	30	38	15	80	53		
HSP	26	39	32	20	30	31	17	50	51		
WHT	28	41		25	35	50	54		45		
FRL	26	38	34	19	30	34	18	61	49		

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	9	30	30	8	38	41	9	23			
ELL	8	30	34	8	34	42	13	12			
ASN	40	40		40	50						
BLK	28	36	32	24	34	33	24	31	56		
HSP	25	37	38	23	38	35	25	35	42		
MUL	38	31		31	46						
WHT	47	57	40	35	50	47	33	69	40		
FRL	26	37	32	21	36	34	24	35	54		

Part III: Planning for Improvement
Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	Gradual Release within the RtI/MTSS/PBIS/Student Success Team Architecture.
Rationale	If students and teachers understand the purpose of how to use formative and summative student data, within the RtI/MTSS/PBIS/Student Success Team Architecture, to include aligning, integrating, recording, and monitoring, existing and new, climate, social, emotional, academic, attendance, behavior, and interventions, then students will receive differentiated instruction to improve student achievement and the learning environment.
Intended Outcome	By creating a results-focused learning environment, where protocols and procedures for collaboration and dialogue are transparent, we can provide the necessary support to students and staff so they have the capacity to produce what we are asking for, reciprocal accountability, and students' can show proficiency or appropriate learning gains on grade level standards.
Point Person	JOHNA JOZWIAK (johna.jozwiak@polk-fl.net)
Action Step	
Description	Gradual Release within the RtI/MTSS/PBIS/Student Success Team Architecture to include aligning, integrating, recording, and monitoring new and existing climate, social, emotional, academic, attendance, behavior, and interventions of students. Conferring with students, setting targets, monitoring academic and RtI/MTSS/PBIS/Student Success assessment data.
Person Responsible	JOHNA JOZWIAK (johna.jozwiak@polk-fl.net)
Plan to Monitor Effectiveness	
Description	Leadership TEAM – Core Instructional Cabinet Administrative Staff Instructional Coaches Meet to discuss and monitor the implementation of School Improvement Plan (SIP) and building initiatives (data, PD, PLCs, instructional programs, district needs).Monitor and ensure fidelity of Implementation of interventions - Leadership Team Triangulation - (Student Success Data); data analysis, progress monitoring, next steps, problem (s) of practice and Teacher Evaluation Domains. Weekly Monthly Build leadership capacity among staff. Accountability to school improvement plans and programs; keep focus on student achievement and make sure any program or instructional decisions made are aligned to SIP goals and initiatives. Meeting minutes are kept and published to the school community. Team members assume responsibility for collecting and disseminating critical communication to their representative group. Monitor student progress, make adjustments as needed. Ensure that interventions are implemented as intended and assess if they are working. Student Success Team Principal/Assistant Principals Instructional Coaches Guidance Counselors ESOL Teacher Dean LEA Facilitator SRO

1 time a month (with Leadership Team).
Analyze results of district benchmark assessments using a specific protocol; look at overall achievement and achievement/progress of sub groups. Triangulate data and results with other school/classroom data to modify instruction or intervention as needed. Plan next steps. Check in on instructional programs/agreements. Just in time PD.
Daily, Bi-Weekly, Monthly, and six times, per year.
Monitor student achievement for all. A protected block of time with each team to analyze the results of benchmark assessments and have deeper discussions about "the work". Provide instructional supports where warranted. Student Success recording sheet monitoring climate, social, emotional, academic, attendance, behavior, and interventions. Breakfast and Lunch with assigned Grade Level and Students.

Teachers
All Teachers will deliver effective Standards Based Instruction based on Formative Assessments and Curriculum Learning Maps. Participate in Studio Labs, Collaborate with Peers, and will be evaluated using the Teacher/Principal Evaluation Domains Rubric.
Daily, Weekly, Bi-Weekly, & Monthly – as determined by need.
Build leadership capacity among staff.Formative assessment data, to make individual student instructional moves. Differentiated Teacher PD.Teacher's growing and learning to implement the literacy, writing, math, and science frameworks and the Teacher/Principal Evaluation Domains Rubric.

New Teachers/Staff Support Team
Principal/Assistant Principals
Instructional coaches
Certificated Staff new to teaching and LMCMS.
Support and induction; upcoming events, PD, hearing from teacher leaders, visiting highly effective classrooms/teachers, & Studio Lab PD.
Differentiated as needed, daily, weekly, or monthly.
Keep new staff connected to building leadership (principal team, coach); highlight upcoming events and information and provide supports (e.g., parent/teacher/student goal setting conferences) specific to what is coming up on the calendar (mostly topics that veteran staff don't need to "meet" about any longer). Provide opportunity to ask questions, ensure implementation of building processes and culture (how we do things around here), observe and reflect on learning from colleagues and classrooms (noticings and wonderings).

Paraprofessionals and Other Support Staff Team
Supporting effective Content Areas with their small group instruction and implement defined schedules.
Daily
Communicating with Teachers to make Student instructional moves by using Formative Assessment Data. Building Leadership Capacity among Staff.

Grade Level Professional Learning Communities
Content Area Teams
Special Education Team
Elective Teams
Content Coaches
Administrators
Content Area Team members are organized in professional learning communities (PLCs). PLCs are guided by the three critical components of high quality PLCs: a focus on learning,

a collaborative culture, and a results orientation. Teams create and monitor norms for collaboration. Work is anchored by smart goals created through data analysis and ongoing progress monitoring of these goals a minimum of every 20-30 days.
Daily 45 – 90 minutes.
Build leadership capacity among staff – it is the foundation of all of our work. Revising and planning for effective standards-based instruction of the Gradual Release Architecture for best practices, in content pedagogy, to strengthen core instruction and small group instruction. Monitor student formative assessment data, including Student Success climate, social, emotional, academic, attendance, behavior, and interventions in a collaborative, data driven model. Focus on "our kids". Keeps achievement and our work transparent and moving forward.

Learning Walkthrough Team
Principal/Assistant Principals
Instructional Coaches
Part of the supervision/evaluation process; informal walkthrough lookfors are aligned to the instructional framework – provide targeted feedback to instructional staff.
As often as possible. Daily
Monitor fidelity of instruction, implementation of the framework; identify needed supports and professional development either individually or for the large group aligned to building trends.

Professional Development Team
Created and lead by Principal/Assistant Principals; Instructional Coaches, Teacher Leaders (formally identified and other instructional leaders in the building). Provide necessary training, support, resources and materials for the whole group, small group and individual staff. Build on and coordinate with district initiatives and training (e.g., In-service, Book Studies, Model Classroom Observations, Studio Labs).
Differentiated as needed; Daily, Weekly, Monthly, during PLCs, and Early Release Days (2).
Build instructional and leadership capacity among the staff to promote student achievement for all students. Provide the necessary support to staff so they have the capacity to produce what we are asking for. Reciprocal accountability.

Building Team Committees
All staff participate on a Building Team Committee:
School Culture Team – Science Coach & Guidance.
PBIS Team – Reading Coach, AP, Teachers & Students.
Policies and Procedures Teams – AP, Teachers, Students, & Dean.
Staff and possibly Students lead and will participate on Building Team Committees as part of our commitment to "The Basic School" philosophy, which is based on the belief that everyone plays a role in the running of the school.
Monthly, Quarterly, or As Needed.
These are all important and necessary functions of the school; committee work allows for a focus on these issues while keeping conversations and work around SIP, PD, PLCs, etc., focused on teaching and learning.

Person Responsible   JOHNA JOZWIAK (johna.jozwiak@polk-fl.net)

Activity #2	
Title	Strengthening Core Academic Instruction.
Rationale	If teachers effectively deliver standards-based instruction, in core academic areas, consistently, then Lake Marion Creek Middle School (LMCMS) will place at or above the 50% ,in learning gains statewide, for Reading, Math, Science, and Civics proficiency, in 2018-2019.
Intended Outcome	Teachers will understand or know how to create a culture of learners, thinkers, readers, and writers which will result in students achieving a culture of learning, thinking, reading, and writing.
Point Person	JOHNA JOZWIAK (johna.jozwiak@polk-fl.net)
Action Step	
Description	By planning for Effective Standards-Based Instruction, of the Gradual Release Architecture, for LMCMS's Balanced Literacy, Math, Science, and Social Studies Instructional Framework, to include mini lessons and writing, in Whole Group, as well as Guided Reading, Writing, Math, Science, and Social Studies Small Groups, while using formative assessment data, for instructional decisions, to track individual student progress and have students track their own progress, then students will receive differentiated instruction, to improve student achievement and the learning environment.

Provide Recruitment & Retention stipends to attract and retain staff at the school.

Provide Attendance stipends to staff to incentive work attendance throughout the school year.

Provide supplemental instructional supplies to enhance instruction.

Pay additional interventionists to collaborate with teachers to identify at-risk/ underperforming students; to plan, implement,and evaluate intervention strategies; and to identify appropriate supplemental resources. |
| **Person Responsible** | JOHNA JOZWIAK (johna.jozwiak@polk-fl.net) |
| Plan to Monitor Effectiveness | |
| **Description** | Leadership TEAM – Core Instructional Cabinet
Administrative Staff
Instructional Coaches
Meet to discuss and monitor the implementation of School Improvement Plan (SIP) and building initiatives (data, PD, PLCs, instructional programs, district needs).Monitor and ensure fidelity of Implementation of interventions - Leadership Team Triangulation - (Student Success Data); data analysis, progress monitoring, next steps, problem (s) of practice and Teacher Evaluation Domains. Weekly
Monthly
Build leadership capacity among staff. Accountability to school improvement plans and programs; keep focus on student achievement and make sure any program or instructional decisions made are aligned to SIP goals and initiatives. Meeting minutes are kept and published to the school community. Team members assume responsibility for collecting and disseminating critical communication to their representative group. Monitor student progress, make adjustments as needed. Ensure that interventions are implemented as intended and assess if they are working. |

Student Success Team
Principal/Assistant Principals
Instructional Coaches
Guidance Counselors
ESOL Teacher
Dean
LEA Facilitator
SRO
1 time a month (with Leadership Team).
Analyze results of district benchmark assessments using a specific protocol; look at overall achievement and achievement/progress of sub groups. Triangulate data and results with other school/classroom data to modify instruction or intervention as needed. Plan next steps. Check in on instructional programs/agreements. Just in time PD.
Daily, Bi-Weekly, Monthly, and six times, per year.
Monitor student achievement for all. A protected block of time with each team to analyze the results of benchmark assessments and have deeper discussions about "the work". Provide instructional supports where warranted. Student Success recording sheet monitoring climate, social, emotional, academic, attendance, behavior, and interventions. Breakfast and Lunch with assigned Grade Level and Students.

Teachers
All Teachers will deliver effective Standards Based Instruction based on Formative Assessments and Curriculum Learning Maps. Participate in Studio Labs, Collaborate with Peers, and will be evaluated using the Teacher/Principal Evaluation Domains Rubric.
Daily, Weekly, Bi-Weekly, & Monthly – as determined by need.
Build leadership capacity among staff.Formative assessment data, to make individual student instructional moves. Differentiated Teacher PD. Teacher's growing and learning to implement the literacy, writing, math, and science frameworks and the Teacher/Principal Evaluation Domains Rubric.

New Teachers/Staff Support Team
Principal/Assistant Principals
Instructional coaches
Certificated Staff new to teaching and LMCMS.
Support and induction; upcoming events, PD, hearing from teacher leaders, visiting highly effective classrooms/teachers, & Studio Lab PD.
Differentiated as needed, daily, weekly, or monthly.
Keep new staff connected to building leadership (principal team, coach); highlight upcoming events and information and provide supports (e.g., parent/teacher/student goal setting conferences) specific to what is coming up on the calendar (mostly topics that veteran staff don't need to "meet" about any longer). Provide opportunity to ask questions, ensure implementation of building processes and culture (how we do things around here), observe and reflect on learning from colleagues and classrooms (noticings and wonderings).

Paraprofessionals and Other Support Staff Team
Supporting effective Content Areas with their small group instruction and implement defined schedules.
Daily
Communicating with Teachers to make Student instructional moves by using Formative Assessment Data. Building Leadership Capacity among Staff.

Grade Level Professional Learning Communities
Content Area Teams
Special Education Team
Elective Teams
Content Coaches
Administrators
Content Area Team members are organized in professional learning communities (PLCs). PLCs are guided by the three critical components of high quality PLCs: a focus on learning, a collaborative culture, and a results orientation. Teams create and monitor norms for collaboration. Work is anchored by smart goals created through data analysis and ongoing progress monitoring of these goals a minimum of every 20-30 days.
Daily 45 – 90 minutes.
Build leadership capacity among staff – it is the foundation of all of our work. Revising and planning for effective standards-based instruction of the Gradual Release Architecture for best practices, in content pedagogy, to strengthen core instruction and small group instruction. Monitor student formative assessment data, including Student Success climate, social, emotional, academic, attendance, behavior, and interventions in a collaborative, data driven model. Focus on "our kids". Keeps achievement and our work transparent and moving forward.

Learning Walkthrough Team
Principal/Assistant Principals
Instructional Coaches
Part of the supervision/evaluation process; informal walkthrough lookfors are aligned to the instructional framework – provide targeted feedback to instructional staff.
As often as possible. Daily
Monitor fidelity of instruction, implementation of the framework; identify needed supports and professional development either individually or for the large group aligned to building trends.

Professional Development Team
Created and lead by Principal/Assistant Principals; Instructional Coaches, Teacher Leaders (formally identified and other instructional leaders in the building). Provide necessary training, support, resources and materials for the whole group, small group and individual staff. Build on and coordinate with district initiatives and training (e.g., In-service, Book Studies, Model Classroom Observations, Studio Labs).
Differentiated as needed; Daily, Weekly, Monthly, during PLCs, and Early Release Days (2).
Build instructional and leadership capacity among the staff to promote student achievement for all students. Provide the necessary support to staff so they have the capacity to produce what we are asking for. Reciprocal accountability.

Building Team Committees
All staff participate on a Building Team Committee:
School Culture Team – Science Coach & Guidance.
PBIS Team – Reading Coach, AP, Teachers & Students.
Policies and Procedures Teams – AP, Teachers, Students, & Dean.
Staff and possibly Students lead and will participate on Building Team Committees as part of our commitment to "The Basic School" philosophy, which is based on the belief that everyone plays a role in the running of the school.
Monthly, Quarterly, or As Needed.

These are all important and necessary functions of the school; committee work allows for a focus on these issues while keeping conversations and work around SIP, PD, PLCs, etc., focused on teaching and learning.

Person Responsible JOHNA JOZWIAK (johna.jozwiak@polk-fl.net)

Part IV: Title I Requirements

Additional Title I Requirements
This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

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

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

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.

RtI/MTSS/PBIS/Student Success Team

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 as well as incoming 6th graders.

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 Leadership Team and the RtI/MTSS/PBIS/Student Success Team will focus meetings on analyzing results of standards-based assessments using a specific protocol; look at overall achievement and achievement/progress of sub groups,Triangulate data and results,with other school/classroom data to modify instruction or intervention as needed, Plan next steps, Check on instructional programs. The Leadership Team will focus meetings on how to improve school/teacher effectiveness and student achievement using the Response to Intervention/Multi Tier Leveled Support System. The RtI/MTSS/ PBIS/Student Success Team and Leadership Team will meet once a week (and one time a month to analyze the results and have deeper discussions about the work) to engage in the following activities:

Review school-wide, grade level, and teacher formative 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 once a week in Reading, Writing, Math, Science, Social Studies/Civics as well as, once a month to analyze and have deeper discussions about the work. We will also focus on RtI/MTSS/PBIS/Student Success Team attendance and discipline data.
Title I, Part A
Services are provided to ensure students requiring additional remediation are assisted through summer school for 6th, 7th, & 8th grade students. Supplemental instructional resources and interventions are provided so that all students achieve academic success.
Title I, Title I, Part C- Migrant
Migrant Liaison provides services and support to students and parents. The liaison coordinates with Title I and
other programs to ensure student needs are met.
Title I, Title I, Part D
District receives funds to support the Educational Alternative Outreach program. Services are coordinated
with district Drop-out Prevention programs.

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.

Part V: Budget

Total:	$826,759.18