Lake Marion Creek Middle School

2019-20 Schoolwide Improvement Plan

Table of Contents

Lake Marion Creek Middle School

3055 LAKE MARION CREEK DR, Poinciana, FL 34759

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

Demographics

Principal: Wanda Aponte

Start Date for this Principal: 7/11/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students* Multiracial Students* White Students Economically Disadvantaged Students*
School Grades History	2018-19: C (44%) 2017-18: D (35%) 2016-17: D (34%) 2015-16: D (40%) 2014-15: F (31%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	N/A
Support Tier	N/A

ESSA Status	TS&I

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.

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 Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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.

Table of Contents

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School Demographics

School Type and Grades Served (per MSID File)	**2018-19 Title I School**	**2018-19 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	2018-19	2017-18	2016-17	2015-16
Grade	C	D	D	D

School Board Approval

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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 Math Small Group Instruction, LMCMS's Science Instructional Framework, including Science Small Group Instruction, and Social Studies/Civics Instructional Framework, including Social Studies Small Group Instruction, while recording and monitoring Standards Based Data & Small Group 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	Job Duties and Responsibilities
JOZWIAK, JOHNA	Principal	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)

Name	Title	Job Duties and Responsibilities
		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 Science Small Group Instruction, LMCMS's Social Studies/Civics Instructional Framework, including Social Studies Small Group instruction, 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.
Echevarria, Frances	Assistant Principal	
Morales, Roberto	Assistant Principal	
Rivera, Lillian	Instructional Coach	
Nicks, Lucinda	Instructional Coach	
Lovizio, Robert	Dean	
Maldonado, Dagmariel	Assistant Principal	

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	206	224	249	0	0	0	0	679
Attendance below 90 percent	0	0	0	0	0	0	58	57	88	0	0	0	0	203
One or more suspensions	0	0	0	0	0	0	204	220	248	0	0	0	0	672
Course failure in ELA or Math	0	0	0	0	0	0	2	8	16	0	0	0	0	26
Level 1 on statewide assessment	0	0	0	0	0	0	61	93	112	0	0	0	0	266
Level 1 on Math	0	0	0	0	0	0	30	33	52	0	0	0	0	115
Course failure in Math	0	0	0	0	0	0	4	10	0	0	0	0	0	14

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	28	72	114	0	0	0	0	214

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	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	1	1	0	0	0	0	2

FTE units allocated to school (total number of teacher units)
34

Date this data was collected or last updated
Monday 7/15/2019

Prior Year - 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	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 with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	59	103	95	0	0	0	0	257

Prior Year - 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	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 with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	59	103	95	0	0	0	0	257

Part II: Needs Assessment/Analysis

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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	26%	48%	54%	28%	48%	52%
ELA Learning Gains	50%	52%	54%	39%	51%	54%
ELA Lowest 25th Percentile	56%	48%	47%	36%	43%	44%
Math Achievement	23%	50%	58%	25%	47%	56%
Math Learning Gains	48%	50%	57%	38%	50%	57%
Math Lowest 25th Percentile	55%	48%	51%	35%	46%	50%
Science Achievement	20%	44%	51%	26%	44%	50%
Social Studies Achievement	63%	72%	72%	37%	64%	70%

EWS Indicators as Input Earlier in the Survey				
Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Number of students enrolled	206 (0)	224 (0)	249 (0)	679 (0)

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)			Total
	6	**7**	**8**	
Attendance below 90 percent	58 (56)	57 (114)	88 (97)	203 (267)
One or more suspensions	204 (55)	220 (90)	248 (100)	672 (245)
Course failure in ELA or Math	2 (29)	8 (10)	16 (10)	26 (49)
Level 1 on statewide assessment	61 (57)	93 (93)	112 (73)	266 (223)
Level 1 on Math	30 (55)	33 (103)	52 (122)	115 (280)
Course failure in Math	4 (0)	10 (0)	0 (0)	14 (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.

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	21%	48%	-27%	54%	-33%
	2018	18%	41%	-23%	52%	-34%
Same Grade Comparison		3%				
Cohort Comparison						
07	2019	20%	42%	-22%	52%	-32%
	2018	20%	42%	-22%	51%	-31%
Same Grade Comparison		0%				
Cohort Comparison		2%				
08	2019	26%	48%	-22%	56%	-30%
	2018	31%	49%	-18%	58%	-27%
Same Grade Comparison		-5%				
Cohort Comparison		6%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	23%	47%	-24%	55%	-32%
	2018	13%	40%	-27%	52%	-39%
Same Grade Comparison		10%				
Cohort Comparison						
07	2019	18%	39%	-21%	54%	-36%
	2018	13%	40%	-27%	54%	-41%
Same Grade Comparison		5%				
Cohort Comparison		5%				
08	2019	13%	35%	-22%	46%	-33%
	2018	15%	34%	-19%	45%	-30%

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
Same Grade Comparison		-2%				
Cohort Comparison		0%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
08	2019	17%	41%	-24%	48%	-31%
	2018	17%	42%	-25%	50%	-33%
Same Grade Comparison		0%				
Cohort Comparison						

BIOLOGY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2019					
2018					
CIVICS EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2019	60%	70%	-10%	71%	-11%
2018	50%	84%	-34%	71%	-21%
Compare	10%				
HISTORY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2019					
2018					
ALGEBRA EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2019	57%	50%	7%	61%	-4%
2018	85%	60%	25%	62%	23%
Compare	-28%				
GEOMETRY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2019	60%	53%	7%	57%	3%
2018	0%	41%	-41%	56%	-56%
Compare	60%				

Subgroup Data

2019 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 2017-18	C & C Accel 2017-18
SWD	13	49	49	20	61	53	15	36			
ELL	11	56	54	19	65	63	10	63			
BLK	26	53	54	20	48	58	21	58	43		
HSP	24	50	57	22	48	55	16	62	52		
WHT	33	45		32	46		29	73			
FRL	26	49	56	24	48	52	18	64	52		

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		

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	44
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	50
Total Points Earned for the Federal Index	443

ESSA Federal Index	
Total Components for the Federal Index	10
Percent Tested	98%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	38
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	43
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	42
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	44
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A

Multiracial Students	
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	43
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	44
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection
Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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

Science.8th grade students had a 3 year learning gap. 8th grade Science teacher was on medical leave for 6 months.

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

Science.Science 8th grade students had a 3 year learning gap. 8th grade Science teacher was on medical leave for 6 months.

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

Math proficiency. Math coach who did not follow our Architectural Framework and had to move her after 4 months. The previous year there was 1 certified teacher in Math, all others were provisional subs.

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

ELA and Math bottom quartile. Developed, lead, evaluated, revised 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 Math Small Group Instruction, implemented with fidelity, frequent progress monitoring, and targeted feedback.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

Student Suspensions and Attendance.

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

1. 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. 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. Monitor students' achievement in a collaborative, data driven model. Focus on "our kids". Keeps achievement and our work transparent and moving forward. Monitors the fidelity of instruction, implementation of the Architectural Frameworks and Timelines ; identify needed supports either individually or for the large group aligned to building trends. Lead and monitor the implementation of School Improvement Plan (SIP), keep focus on students' achievement and make sure any program or instructional decisions made are aligned to SIP goals and building initiatives.
2. 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 Math Small Group Instruction, Science Small Group, and Social Studies Small Group. 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.
3. The Leadership Team and the RtI/MTSS/PBIS/Student Success Team will continue being consistent focusing 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. Focus on improving student achievement outcomes with evidence-based interventions, in Guided Reading & Writing, Math, Science, & Social Studies/Civics Small Group implemented with fidelity and frequent progress monitoring. Leadership Team and RtI/MTSS/PBIS/Student Success Team also fosters a sense of collegiality and mutual support among educators, promotes the use of evidence-based interventions, and support teachers, individual professional development, in carrying out intervention plans.

4. Inform students and parents of student progress and school-wide information in a timely manner. This will be done through the student's data page, in their school Agenda. Administration, teachers, students, and parents/guardians will hold data chats, set academic goals, social goals, behavioral goals, and celebrate those goals. The instructional planning and parent report will be sent home with students, STAR Reading and Math Test Results, as well as suggested skills parents/guardians can work on for improvement. Also sending home Guided Reading A-Z, just right leveled text, as a support for students and parents, to practice reading skills learned at school, at home.

5. Our goal this year is for volume and engagement by Individualized Daily Reading (IDR) and Conferring. IDR is a time when students self-select texts at their appropriate reading levels and read them independently. Students apply the skills learned during whole-class lessons, learn self-monitoring strategies they can use to check their comprehension, and discuss strategies they can apply when reading to "fix" comprehension problems. During IDR, the teacher confers with individual students about their reading (with our teacher formative, observational, data logs). Conferring allows teachers to assess each student's comprehension and provides an opportunity to support struggling students, encourage students to read more complex texts, and identify areas of growth for each student. All of this is aligned to Marzano and LSI strategies.

Part III: Planning for Improvement

Areas of Focus:

#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.

State the measurable outcome the school plans to achieve	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.
Person responsible for monitoring outcome	JOHNA JOZWIAK (johna.jozwiak@polk-fl.net)
Evidence-based Strategy	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.
Rationale for Evidence-based Strategy	Provide a common mission and vision for the use of formative and summative data decision-making, ensures that the school-based team is implementing RtI/ MTSS/PBIS/ Student Success Strategies. Inform students and parents of student progress and school-wide information in a timely manner. This will be done through the student's data page, in their school Agenda. Administration, teachers, students, and parents/guardians will hold data chats, set academic goals, social goals, behavioral goals, and celebrate those goals. The instructional planning and parent report will be sent home with students, STAR Reading and Math Test Results, as well as suggested skills parents/guardians can work on for improvement. Also sending home Guided Reading A-Z, just right leveled text, as a support for students and parents, to practice reading skills learned at school, at home.

Action Step	
Description	1. 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. RtI/MTSS/PBIS/ Student Success checklist monitoring climate, social, emotional, academic, attendance, behavior, interventions and 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 2. All Teachers will deliver consistent, effective, Standards Based Instruction based on Formative Assessment Data to make individual student instructional moves. Differentiated Teacher PD. Teacher's growing and learning to consistently implement the literacy, writing, math, and science frameworks and the Teacher/Principal Evaluation Domains Rubric. 3. New Teachers/Staff Support Team/Professional Development Team. Principal/Assistant Principals/ Instructional Coaches/Certificated Staff/& new to teaching at 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 specific to what is coming up on the calendar. Provide opportunity to ask questions, ensure implementation of building processes and culture, observe and reflect on learning from colleagues and classrooms (noticings and wonderingsTeacher 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.

4. . Building/Affinity/Interest Teams. All staff participate 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 building relationships.

5.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.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.

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

#2	
Title	Strengthening Core Academic Instruction.
Rationale	If teachers consistently & effectively deliver standards-based instruction, in core academic areas, then Lake Marion Creek Middle School (LMCMS) will place at or above the 60% ,in learning gains statewide, for Reading, Math, and Science proficiency, in 2019 - 2020.

State the measurable outcome the school plans to achieve	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.
Person responsible for monitoring outcome	JOHNA JOZWIAK (johna.jozwiak@polk-fl.net)
Evidence-based Strategy	Consistent delivery of the Gradual Release Architecture, for LMCMS's Balanced Literacy, Math, Science, and Social Studies Instructional Framework, in Whole Group and Small Groups, while using formative assessment data 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. Our goal this year is for volume and engagement by individualized Daily Reading (IDR) and conferring. Students self-select texts at their appropriate reading levels and read independently, apply skills learned, self-monitoring strategies to check their comprehension, and discuss strategies they can apply when reading to "fix" comprehension problems. During IDR, the teacher confers with individual students about their reading. Conferring allows teachers to assess each student's comprehension and provides an opportunity to support struggling students, encourage students to read more complex texts, and identify areas of growth for each student.
Rationale for Evidence-based Strategy	Student learning will not improve until the quality of teaching improves, and that the quality of teaching will not improve until leaders understand what constitutes high-quality instruction along with the role they play in improving teacher practice. Studio Lab days will be focused on supporting teachers to observe, co-plan, and problem solve around student data and need in the context of live classrooms (and real-time observational data). Professional learning will occur in strategic, small groups of educators to address their points of need in a differentiated way. Professional learning and reflection days will be focused on analysis of student formative observational data, analysis of student work, and planning for instruction based on assessed need. Professional learning will occur in strategic, small groups of educators to address their points of need in a differentiated way.Leadership team days will focus on sustainability by supporting the leadership skill of the team.

Action Step	
Description	1. 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. Ensure interventions are implemented as intended and assess if they are working. Student Success Team Principal/Assistant Principals, Instructional Coaches, Guidance Counselors,

Dean, LEA Facilitator, Testing Coordinator, & Network Manager,1 time a month, analyze results of district benchmark assessments, using a specific protocol; look at overall achievement and progress of sub groups. Triangulate data with other school/classroom data to modify instruction or intervention. Plan next steps. Check in on instructional programs. Just in time PD, daily. Whole Group Standards Data Checklist & RtI/MTSS/ PBIS/Student Success Checklist monitoring climate, social, emotional, academic, attendance, behavior, and interventions.
2. Teachers will deliver consistent & 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. Use Formative assessment data, to make individual student instructional moves. Differentiated Teacher PD. Teacher's growing and learning to implement the literacy, writing, math, science, and social studies/civics frameworks.
3. New Teachers/Staff Support Team/Grade Level Teams Professional Learning Communities(PLCs), & Professional Development Team; Principal/Assistant Principals, Instructional Coaches, Certificated Staff , and New to teaching. Support and induction; upcoming events, PD, hearing from teacher leaders, visiting highly effective classrooms/ teachers, & Studio Lab PD. Differentiated as needed.Keep new staff connected to building leadership; highlight upcoming events,information, and provide support. Provide opportunity to ask questions, ensure implementation of building processes and culture, observe and reflect on learning, from colleagues and classrooms (noticings & wonderings). PLCs are guided by the three critical components of high quality PLCs: a focus on learning, a collaborative culture, and results orientation. Teams create and monitor norms for collaboration. Work is anchored by smart goals, through data analysis and ongoing progress monitoring, every 20-30 days. Revising and planning for e,consistent and effective, standards-based instruction of the Gradual Release Architecture for best practices, in content pedagogy, to strengthen core instruction and small group instruction. Provide necessary training, support, resources and materials for the whole group, small group and individual staff.
4. Building/Affinity/Interest Teams. All staff participate 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.Committee work allows for a focus on building relationships.
5. 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.

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

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

Through the use of our RtI/MTSS/PBIS systems, we will continue to address student improvement for all students.

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 Schoolwide Improvement Plan 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.

Please see attached Parent and Family Engagement Plan for full details on how we plan to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students. Inform students and parents of student progress and school-wide information in a timely manner. This will be done through the student's data page, in their school Agenda. Administration, teachers, students, and parents/guardians will hold data chats, set academic goals, social goals, behavioral goals, and celebrate those goals. The instructional planning and parent report will be sent home with students, STAR Reading and Math Test Results, as well as suggested skills parents/guardians can work on for improvement. Also sending home Guided Reading A-Z, just right leveled text, as a support for students and parents, to practice reading skills learned at school, at home.

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.

Students identified as having social-emotional needs are given the opportunity to meet with the guidance counselor, individually or in small groups, or if applicable can be met through the classroom staff on a one-to-one basis. Severe cases may be handled with a contracted mental health counselor. The IEP also identifies and addresses social emotional goals for all of our students. 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. We will also focus on RtI/MTSS/PBIS/Student Success Team attendance and discipline data, as well as the social/emotional data, once a week. Help referring teachers design feasible Guided Reading, Writing, Math, Science, and Social Studies/ Civics Small Group 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, in Guided Reading, Guided Writing, Guided Math Small Groups, Science Small Groups, and Social Studies/Civics Small Group implemented with fidelity and frequent progress monitoring. Our school also utilizes the following resources
• PBIS

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

5th graders visiting/touring middle schools
• Middle school parent event for incoming 6th graders
• 8th graders visiting/touring high schools

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.

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

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Gradual Release within the RtI/MTSS/PBIS/Student Success Team Architecture.				$22,492.27
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100		1831 - Lake Marion Creek Middle School	Title, I Part A		$13,761.95
			Notes: Instructional supplies for differentiation.			
	6150	590-Other Materials and Supplies	1831 - Lake Marion Creek Middle School	Title, I Part A		$8,730.32

			Notes: Student Agendas and Supplies.			
2	**III.A.**	**Areas of Focus: Strengthening Core Academic Instruction.**				**$22,500.00**
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	6400	310-Professional and Technical Services	1831 - Lake Marion Creek Middle School	Title, I Part A		$22,500.00
			Notes: LSI PD for 5 days.			
					Total:	**$303,268.34**