Lake Marion Creek Middle School

2021-22 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

Demographics

Principal: Wanda Aponte

Start Date for this Principal: 5/20/2018

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
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 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%)
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	
* 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.](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.

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School Demographics

School Type and Grades Served (per MSID File)	**2020-21 Title I School**	**2020-21 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	2020-21	2019-20	2018-19	2017-18
Grade		C	C	D

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 for Tiered Teachers.
• 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 B.E.S.T. 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 B.E.S.T. 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, position title, and job duties/responsibilities for each member of the school leadership team.**:**

Name	Position 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, Tier Teachers, Differentiated PD, PLCs, instructional programs, district needs). 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-Literacy and Math. 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 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

Name	Position Title	Job Duties and Responsibilities
		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.
Rivera, Miguel	Assistant Principal	Assists Principal in providing a common vision for the use of data-based decision-making, assists in the development of a strong infrastructure of resources for the implementation of 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, in 7th grade. Analyzes the results of formative and summative standards - based assessments and have deep discussion about the work. Implements and monitors the student data Agendas for all students. Provide instructional supports where warranted. Lead and monitor the implementation of School Improvement Plan (SIP) and building initiatives.
Maldonado, Dagmariel	Assistant Principal	Assists Principal in providing a common vision for the use of data-based decision-making, assists in the development of a strong infrastructure of resources for the implementation of 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, in 6th grade. Analyzes the results of formative and summative standards - based assessments and have deep discussion about the work. Implements and monitors the student data Agendas for all students. Provide instructional supports where warranted. Lead and monitor the implementation of School Improvement Plan (SIP) and building initiatives.
Taylor, Sonya	Assistant Principal	Assists Principal in providing a common vision for the use of data-based decision-making, assists in the development of a strong infrastructure of resources for the implementation of 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

Name	Position Title	Job Duties and Responsibilities
		Success Team plans and activities. Monitors student achievement for all, in 8th grade. Analyzes the results of formative and summative standards - based assessments and have deep discussion about the work. Implements and monitors the student data Agendas for all students. Provide instructional supports where warranted. Lead and monitor the implementation of School Improvement Plan (SIP) and building initiatives.
Lovizio, Robert	Dean	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 Agendas for all students. Provide instructional supports where warranted, Elective and ESE Teachers. Lead and monitor the implementation of School Improvement Plan (SIP) and building initiative.
Rivera, Lillian	Reading Coach	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.
Nicks, Lucinda	Math Coach	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.

Name	Position Title	Job Duties and Responsibilities
		Reciprocal accountability. Lead and monitor the implementation of School Improvement Plan (SIP) and building initiative.

Demographic Information

Principal start date

Sunday 5/20/2018, Wanda Aponte

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

1

Total number of teacher positions allocated to the school

49

Total number of students enrolled at the school

956

Identify the number of instructional staff who left the school during the 2020-21 school year.

7

Identify the number of instructional staff who joined the school during the 2021-22 school year.

18

Demographic Data

Early Warning Systems

2021-22

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	303	322	308	0	0	0	0	933
Attendance below 90 percent	0	0	0	0	0	0	16	42	25	0	0	0	0	83
One or more suspensions	0	0	0	0	0	0	28	70	66	0	0	0	0	164
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	1	0	0	0	0	1
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	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	4	24	13	0	0	0	0	41

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

Date this data was collected or last updated

Thursday 6/24/2021

2020-21 - 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	
Number of students enrolled	0	0	0	0	0	0	365	313	341	0	0	0	0	1019
Attendance below 90 percent	0	0	0	0	0	0	0	20	30	0	0	0	0	50
One or more suspensions	0	0	0	0	0	0	0	44	39	0	0	0	0	83
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	61	93	0	0	0	0	154
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	4	10	0	0	0	0	14
Level 1 & 2 on STAR Reading	0	0	0	0	0	0	0	89	89	0	0	0	0	178
Level 1 & 2 STAR Math	0	0	0	0	0	0	0	84	108	0	0	0	0	192

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	0	5	4	0	0	0	0	9

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	0	1	0	0	0	0	1

2020-21 - 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	
Number of students enrolled	0	0	0	0	0	0	365	313	341	0	0	0	0	1019
Attendance below 90 percent	0	0	0	0	0	0	0	20	30	0	0	0	0	50
One or more suspensions	0	0	0	0	0	0	0	44	39	0	0	0	0	83
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	61	93	0	0	0	0	154
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	4	10	0	0	0	0	14
Level 1 & 2 on STAR Reading	0	0	0	0	0	0	0	89	89	0	0	0	0	178
Level 1 & 2 STAR Math	0	0	0	0	0	0	0	84	108	0	0	0	0	192

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	0	5	4	0	0	0	0	9

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

Part II: Needs Assessment/Analysis

School Data Review
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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				26%	48%	54%	26%	46%	53%
ELA Learning Gains				50%	52%	54%	39%	47%	54%
ELA Lowest 25th Percentile				56%	48%	47%	35%	42%	47%
Math Achievement				23%	50%	58%	20%	49%	58%
Math Learning Gains				48%	50%	57%	30%	51%	57%
Math Lowest 25th Percentile				55%	48%	51%	34%	51%	51%
Science Achievement				20%	44%	51%	19%	47%	52%
Social Studies Achievement				63%	72%	72%	62%	86%	72%

Grade Level Data Review - State Assessments
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	2021					
	2019	21%	48%	-27%	54%	-33%
Cohort Comparison						
07	2021					
	2019	20%	42%	-22%	52%	-32%
Cohort Comparison		-21%				
08	2021					
	2019	26%	48%	-22%	56%	-30%
Cohort Comparison		-20%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	23%	47%	-24%	55%	-32%
Cohort Comparison						
07	2021					
	2019	18%	39%	-21%	54%	-36%
Cohort Comparison		-23%				
08	2021					
	2019	13%	35%	-22%	46%	-33%
Cohort Comparison		-18%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	17%	41%	-24%	48%	-31%
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	60%	70%	-10%	71%	-11%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	57%	50%	7%	61%	-4%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	60%	53%	7%	57%	3%

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

STAR Reading and Math, Quarterlies in Science & Social Studies, and B.E.S.T. Standards Data Checklist/RtI/MTSS/PBIS/Student Success Checklist.

Grade 6				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	24%	26%	21%
	Economically Disadvantaged	24%	24%	20%
	Students With Disabilities	7%	15%	7%
	English Language Learners	16%	12%	10%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	30%	22%	21%
	Economically Disadvantaged	26%	20%	20%
	Students With Disabilities	5%	6%	7%
	English Language Learners	22%	21%	23%

Grade 7				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	26%	24%	21%
	Economically Disadvantaged	26%	27%	21%
	Students With Disabilities	7%	3%	5%
	English Language Learners	12%	11%	11%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	30%	34%	23%
	Economically Disadvantaged	26%	35%	25%
	Students With Disabilities	5%	7%	6%
	English Language Learners	19%	13%	10%
Civics	Number/% Proficiency	Fall	Winter	Spring
	All Students	45%	32%	51%
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 8				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	32%	32%	33%
	Economically Disadvantaged	33%	34%	33%
	Students With Disabilities	12%	19%	5%
	English Language Learners	13%	13%	14%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	38%	39%	38%
	Economically Disadvantaged	40%	41%	42%
	Students With Disabilities	5%	14%	23%
	English Language Learners	24%	24%	13%
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	41%	24%	24%
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	18	48	49	17	26	28	19	29			
ELL	16	51	57	10	29	36	8	35			
BLK	30	48	56	17	27	38	13	62	23		
HSP	23	45	49	19	33	43	12	40	41		
WHT	32	38		35	44		47	61			
FRL	27	44	44	20	31	40	16	48	37		
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		

| 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
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		

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	36
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	37
Total Points Earned for the Federal Index	359
Total Components for the Federal Index	10
Percent Tested	88%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	27
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	31
English Language Learners Subgroup Below 41% in the Current Year?	YES
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	35
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

Hispanic Students	
Federal Index - Hispanic Students	34
Hispanic Students Subgroup Below 41% in the Current Year?	YES
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
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	35
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

We are below proficiency in all subject areas.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Reading proficiency, Math proficiency, & Science proficiency.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Due to the pandemic we only had half of our students on campus. We also had 5 staff members on ADA teaching strictly from home. Half our staff taught eLearning and half taught campus. Also, no collaborative planning due to Coaches having to cover classrooms, due to staff quarantining. Numerous students had to quarantine more than once. Students from Boone Middle School were rezoned to LMCMS. Had to teach them our school wide procedures and routines. Teachers need professional development to reestablish the school's rationale and buy in for the use of the Gradual Release of Responsibility structures including structures for differentiation within our Architectural Framework and Timeline (SIP Goal 1).

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

8th grade Reading went up 1% from 32% proficient to 33% proficient.

What were the contributing factors to this improvement? What new actions did your school take in this area?

The Literacy Coach was a teacher due to Covid quarantining.

What strategies will need to be implemented in order to accelerate learning?

An independent educational consultant will help, Literacy and Math Coaches, plan with content area teachers to implement the new B.E.S.T. Standards, consider grade level rigor, and match content to pedagogical structures (SIP Goal 2).

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

An independent education consultant, as well as Literacy and Math Coaches, will coach teachers including prebriefing, side-by-side practice, and debriefing in order to deepen content knowledge, match gradual release pedagogical structures to needs for differentiation based on tiered teachers assessment information (SIP Goal 2).Grow teachers' ability to create tolls for formative assessments based on district unit goals and grade level standards, then use the tools to gather information within the scope of the lesson, and finally analyze the formative assessment information in order to identify next steps in instruction (SIP Goal 1 and 2).

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

. Back to School Professional Learning with Independent Education Consultant
• Study importance of rituals and routines, in classrooms, best practices for establishing these rituals, and routines for beginning of the year.
• First 20 Days (Routines and Rituals).
• Small Group / Differentiated instruction Goals:
1. Understanding questioning of text scaffold ,text -frame questions supporting student understanding - accountable talk stems, questions/responses -using the RACE format for responses. 2. Assessment of readers using a checklist based on grade level of text.
3. Identifying the lifts between the leveled text to establish goals, plan questioning of text, understand look fors within checklist.
4. Work through the structure of small group lesson format and practice lesson implementation with each other.
• Understand the underpinning and research base of the Architectural Framework.
• Reflect on successes of Architectural Framework from 20-21 SY and establish goals for the coming year.
• Importance of planning for formative assessment and feedback as part of the gradual release (Who do we research? What do we research? What do we do with this information?).
• First 20 Days – Moving from understanding rituals and routines to planning for and implementing them.
• Refining the teaching point (lesson target).Planning content focusing on transferable language, promoting academic vocabulary, and emphasizing accountable talk.
• Understand the underpinning and research base of the Architectural Framework.
• Reflect on successes of Architectural Framework from 20-21 SY and establish goals for the coming year.

Part III: Planning for Improvement

Areas of Focus:

#1. Culture & Environment specifically relating to Positive Behavior Intervention and Supports	
Area of Focus Description and Rationale:	Gradual Release within the RtI/MTSS/PBIS/Student Success Team Architecture. 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
Measurable 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. Students will move from 20% in Science to 35%, 23% in Math to 33%, 48% in Math Gains to 65%, 55% in Math Bottom Quartile 55% to 60%, 26% in ELA to 36%, 50% ELA Gains to 58%, 56% in ELA Bottom Quartile to 65%, 63% in Civics to 74%, 52% in Acceleration to 65%, & 38% in ESSA SWD to 41%.
Monitoring:	Standards Data Checklist/RtI/MTSS/PBIS/ Student Success Checklist,, STAR Reading & Math data, Quarterly data, and FSA data.
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 Steps to Implement

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.

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

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.

Person Responsible   Lucinda Nicks (lucinda.nicks@polk-fl.net)

3. New Teachers/Staff Support Team/Professional Development Team. Principal/Assistant Principals/ Instructional Coaches/Certificated Staff/ Teacher Engagement Ambassadors, & 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 wonderings 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.

Person Responsible   Dagmariel Maldonado (dagmariel.maldonado@polk-fl.net)

4. . Building/Affinity/Interest Teams. All 6th, 7th, 8th grade 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.

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

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, with an Independent Education Consultant, Mary Beth Crowder-Meier. 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. Instructional Practice specifically relating to Standards-aligned Instruction	
Area of Focus Description and Rationale:	Strengthening Core Academic Instruction. 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 2021-2022..
Measurable 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. Students will move from 16% in Science to 35%, 21% in Math to 33%, 33% in Math Gains to 65%, 42% in Math Bottom Quartile to 60%, 26% in ELA to 36%, 46% ELA Gains to 58%, 51% in ELA Bottom Quartile to 65%, 48% in Civics to 74%, 39% in Acceleration to 65%, & 38% in ESSA SWD to 41%.
Monitoring:	Standards Data Checklist/RtI/MTSS/PBIS/ Student Success Checklist,, STAR Reading & Math data, Quarterly data, and FSA data. Administration Walkthroughs with Targeted Feedback. Tiered Teachers with Differentiated Professional Development and Reflections.
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 to develop rationale and buy in for the use of the Gradual Release of Responsibility structures including structures for differentiation. Planning for the creation of a culture of learners, thinkers, readers, and writers. Study pedagogical tools to increase student engagement, independence, and stamina. Plan with content area teachers in order to understand the learning standards, consider grade level rigor, and match content to pedagogical structures. Grow teachers' ability to create tools for formative assessments and finally analyze formative assessment information in order to identify next steps in instruction.
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, tiered, 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 Steps to Implement

1. Leadership TEAM – Core Instructional Cabinet Administrative Staff, Instructional Coaches, and Independent Education Consultant. Meet to discuss and monitor the implementation of School

Improvement Plan (SIP) andbuilding 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.

Daily, 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, look at overall achievement and progress of sub groups. Plan next steps. Check in on instructional programs. Just in time PD, daily, with Tiered Teachers. Whole Group Standards Data Checklist & RtI/ MTSS/PBIS/Student Success Checklist monitoring climate, social, emotional, academic, attendance, behavior, and interventions.

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

2. 6th Grade Teachers will deliver consistent & effective Standards Based Instruction based on Formative Assessments and Curriculum Learning Maps. Participate in Studio Labs, Collaborate with Peers, and evaluated using the Teacher/Principal Evaluation Domains Rubric. Use Formative assessment data, to make individual student instructional moves. Differentiated, Tiered Teacher PD. Teacher's growing and learning to implement the literacy, writing, math, science, and social studies/civics frameworks. Using student data to identify areas for professional development. Planning/Debriefing Professional Development Goals to improve instructional practices. Analyzing lesson plans and lesson implementation based on SIP Goals 1 & 2, including student engagement and stamina, use of gradual release structures, structures for differentiation, content knowledge, use of formative assessments. Walkthroughs of classrooms to identify teaching strengths and needs.

Person Responsible   Dagmariel Maldonado (dagmariel.maldonado@polk-fl.net)

7th Grade Teachers will deliver consistent & effective Standards Based Instruction based on Formative Assessments and Curriculum Learning Maps. Participate in Studio Labs, Collaborate with Peers, and evaluated using the Teacher/Principal Evaluation Domains Rubric. Use Formative assessment data, to make individual student instructional moves. Differentiated, Tiered Teacher PD. Teacher's growing and learning to implement the literacy, writing, math, science, and social studies/civics frameworks. Using student data to identify areas for professional development. Planning/Debriefing Professional Development Goals to improve instructional practices. Analyzing lesson plans and lesson implementation based on SIP Goals 1 & 2, including student engagement and stamina, use of gradual release structures, structures for differentiation, content knowledge, use of formative assessments. Walkthroughs of classrooms to identify teaching strengths and needs.

Person Responsible   Miguel Rivera (miguel.rivera01@polk-fl.net)

8th Grade Teachers will deliver consistent & effective Standards Based Instruction based on Formative Assessments and Curriculum Learning Maps. Participate in Studio Labs, Collaborate with Peers, and evaluated using the Teacher/Principal Evaluation Domains Rubric. Use Formative assessment data, to make individual student instructional moves. Differentiated, Tiered Teacher PD. Teacher's growing and learning to implement the literacy, writing, math, science, and social studies/civics frameworks. Using student data to identify areas for professional development. Planning/Debriefing Professional Development Goals to improve instructional practices. Analyzing lesson plans and lesson implementation based on SIP Goals 1 & 2, including student engagement and stamina, use of gradual release structures, structures for differentiation, content knowledge, use of formative assessments. Walkthroughs of classrooms to identify teaching strengths and needs.

Person Responsible Sonya Taylor (sonya.taylor@polk-fl.net)

Math, Research, & Science Instructional Coach will conduct modeling, side by side co-teaching, observe, co-plan, problem solve around student data, debrief, and provide next steps in the context of live classrooms (and real-time observational data). Professional learning will occur in strategic, small groups of educators to address their points of need in a differentiated way. 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 Lucinda Nicks (lucinda.nicks@polk-fl.net)

Literacy (Reading, Critical Thinking, & Social Studies) Coach will conduct modeling, side by side co-teaching, observe, co-plan, problem solve around student data, debrief, and provide next steps in the context of live classrooms (and real-time observational data). Professional learning will occur in strategic, small groups of educators to address their points of need in a differentiated way. 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 Lillian Rivera (lillian.rivera@polk-fl.net)

Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Lake Marion Creek Middles School ranks 76 out of 553 middle schools state wide. We were 6 out of 23 for the district. We ranked 12 out of 23 for violent incidents, which is low. We are very low in property incidents, ranking 1 out of 23. In Drug/Public Order incidents we score a 1 out of 23, very low. Suspension district wide we ranked 12 out of 69, very high. 2016 suspensions were 298, 2017 suspensions were 361, 2018 suspensions were 215, 2019 suspensions were 137. Our primary area of concern will be out of school suspensions.
We will continue to be consistent aligning a supportive core value structure by:
• Building Student & Staff Supportive Relationships & Learning Environments through Monitoring RtI/MTSS/PBIS/Student Success Team Protocols and Procedures, with the checklist, every period, every day.
• Administration, Leadership Team, & Peer Support with Feedback & Differentiated Professional Development for Tiered Teachers.
• 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.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

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 for Tiered Teachers.
• 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 B.E.S.T. 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 B.E.S.T. Standards Based Data & Small Group formative assessment data, for in the moment, instructional decisions, to differentiate and track individual student progress.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

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

Part V: Budget

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

1	III.A.	Areas of Focus: Culture & Environment: Positive Behavior Intervention and Supports				$49,241.77
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	6150	510-Supplies	1831 - Lake Marion Creek Middle School	Title, I Part A		$5,833.70
			Notes: 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.			
	5100	643-Capitalized Hardware and Technology-Related Infrastructure	1831 - Lake Marion Creek Middle School	Title, I Part A		$32,172.00

			Notes: 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. Student learning will occur in strategic, small groups, to address their needs in a differentiated way, on the computer. Based on student formative observational data, analysis of student work, and planning for instruction based on assessed need.			
	5100	643-Capitalized Hardware and Technology-Related Infrastructure	1831 - Lake Marion Creek Middle School	Title, I Part A		$8,387.64
			Notes: 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. Student learning will occur in strategic, small groups, to address their needs in a differentiated way. Resources for those small groups will need to be printed and copied, based on student formative observational data, analysis of student work, and planning for instruction based on assessed need.			
	5100	510-Supplies	1831 - Lake Marion Creek Middle School	Title, I Part A		$2,848.43
			Notes: 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. Student learning will occur in strategic, small groups, to address their needs in a differentiated way. Resources for those small groups will need to be printed and copied, based on student formative observational data, analysis of student work, and planning for instruction based on assessed need.			
2	**III.A.**	**Areas of Focus: Instructional Practice: Standards-aligned Instruction**				**$137,630.75**
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	6400	310-Professional and Technical Services	1831 - Lake Marion Creek Middle School	Title, I Part A		$111,950.00
			Notes: Polk County School District is interested in improving the quality of leadership and literacy learning at the middle school level. The proposal below follows from Independent Educational Consultant, Mary Beth Crowder-Meier, theory of action that student learning will not improve until the quality of teaching improves, and that the quality of teaching will not improve until leaders understand what constitutes high-quality instruction along with the role they play in improving teacher practice. This proposal describes a strategy for supporting teacher and leader learning in the 2021-2022 school year, building on existing strengths and structures. Small group consultant, to do differentiated professional learning, to meet ESSA and LSI requirements of personalized learning through formative observational data (so teachers can track evidence toward targets and react in real time to students' needs), aligning B.E.S.T. tasks, planning student centered instruction, and practicing small groups to analyze student needs and next steps for meeting students' needs, no matter the content.			
	5100	310-Professional and Technical Services	1831 - Lake Marion Creek Middle School	Title, I Part A		$130.75
			Notes: 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. Student learning will occur in strategic, small groups, to address their needs in a differentiated way. Resources for those small groups will need to be printed and copied, based on student formative observational data, analysis of student work, and planning for instruction based on assessed need.			
	5100	310-Professional and Technical Services	1831 - Lake Marion Creek Middle School	Title, I Part A		$25,200.00
			Notes: Achieve 3000, computer program, Student learning will occur in strategic, small groups, to address their needs in a differentiated way. Resources for those small groups will need to be on the computer, based on student formative observational data, analysis of student work, and planning for instruction based on assessed need.			
	5100	310-Professional and Technical Services	1831 - Lake Marion Creek Middle School	Title, I Part A		$350.00

	Notes: Reading A-Z, differentiated, just right, leveled text.t Student learning will occur in strategic, Teacher Guided Reading Small Groups, to address their needs in a differentiated way. Resources for those small groups will need to be downloaded, printed and copied, based on student formative observational data, analysis of student work, and planning for instruction based on assessed need.
Total:	**$186,872.52**