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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: 7/1/2022

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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 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	2021-22: D (36%) 2018-19: C (44%) 2017-18: D (35%)
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	CSI

* 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.

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Lake Marion Creek Middle School

3055 LAKE MARION CREEK DR, Poinciana, FL 34759

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

School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 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	93%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	D	D	C	C

School Board Approval

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SIP Authority

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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.

The mission of Lake Marion Creek Middle School is to provide a high-quality education for all students.

Provide the school's vision statement.

The vision of Lake Marion Creek Middle School is for our students to achieve the following:

Effectively and consistently be empowered to read, write, compute, speak, listen, solve problems, cooperate and collaborate with others

Be capable of maintaining a safe and respectful environment when in diverse settings, while recognizing the value and contributions of all individuals

Become life-long learners, committed to excellence and making positive contributions to their communities

School Leadership Team

Membership

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
APONTE, WANDA	Principal	<p>Wanda Aponte is the Principal of Lake Marion Creek Middle and is responsible for the day to day functions of the school in regards to curriculum, instruction, safety, and community outreach.</p>
Rivera, Miguel	Assistant Principal	<p>Mr. Rivera is the principal designee, and in charge curriculum support Math and Algebra content supervisor in grades 6-8. Assists the school principal by providing leadership for and management of programs and processes related to instruction, school operations, personnel management, business management, student support services, student activities and community involvement. This includes, but is not limited to, responsibilities assigned by the principal which relate to the following:</p> <ul style="list-style-type: none"> • Master Scheduler • Implement/ Monitor 8th grade repeater plan • Oversee- Electives and Math (Periods 1 and 3) • Lesson Plan Collection & Review-Electives & Math • Oversee development, implementation, and monitoring of School Improvement Action Plans for Electives and Math • Co-Chair I.E.P. meetings for 8th Grade students (with counselor) • Monitor 504 plan implementation for assigned students • Chair Attendance team (8th grade) and submit monthly reports • Discipline and support 8th grade students • Coordinate 8th grade Quarterly Honor Roll Recognition • Supervise Building 5, 1st floor and other areas as assigned • Supervise 8th Grade lunch • Attend PTSO meetings- May • Co-chair, coordinate and monitor all activities related to 8th Grade • Observe and supervise Elective and English teachers and other assigned teachers • Supervise plant operations/maintenance, work orders and submit top ten list monthly issues • Coordinate substitutes/training (1st Quarter) Pierce • Administrator in charge (Lark 2nd and Pierce 3rd) • Supervise & cover extra-curricular events as assigned • Other duties as tasked
Pierce, Rebecca	Assistant Principal	<p>Dr. Pierce is responsible for new teachers support and curriculum support Reading/ English content supervisor in grades 6-8. Assists the school principal by providing leadership for and management of programs and processes related to instruction, school operations, personnel management, business management, student support services, student activities and community involvement. This includes, but is not limited to, responsibilities assigned by the principal which relate to the following.</p> <p>* the recruiting, retaining, and developing an effective and diverse faculty and staff;</p>

Name	Position Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> * focusing on evidence, research, and classroom realities faced by teachers; * linking professional practice with student achievement to demonstrate the cause and effect relationship; * facilitating effective professional development; * monitoring implementation of critical initiatives; * securing and providing timely feedback to teachers so that feedback can be used to increase teacher professional practice; * providing structure for and monitoring of a school learning environment that improves learning for all of the school's diverse student population; * employing and monitoring a decision-making process that is based on vision, mission, and improvement priorities using facts and data;
	School Counselor	<p>Mrs. Bohn- Provides emotional and behavior support to student and academic counseling. Each guidance counselor works closely with the administration team to keep them abreast of various issues that arise with students. A Lake Marion Creek counselor is available for referral to conduct individual as well as group counseling sessions.</p>
		<p>Provide academic planning support in Math and new teacher support.in grades 6-8 .The Math School-based Coach is responsible for teacher-to-teacher coaching, modeling, mentoring and collaborating to promote a better articulated instructional curriculum for students. This position will also be responsible for coaching teachers about: data collection, analysis, interpretation and usage; research-based instructional strategies and programs; school improvement, and for building a shared knowledge base for teaching and learning throughout schools.</p>
Ross, Tramekia	Instructional Coach	<ul style="list-style-type: none"> - Assist school-based administrators and teachers in analyzing school, class, and individual student data to determine needs in the content area. - Conduct focus walks with state, district and/or school- based personnel to collect and analyze data to plan for instruction and professional development. - Assist content area teachers in planning instruction and assessments based on the national and state standards and benchmarks, using pacing charts and instructional strategies and materials effectively, and using data from formative assessments and district assessments to improve instruction. - Support teachers in planning instruction to meet the needs of all students through differentiated instruction. - Provide classroom support by observing, modeling, co- teaching and

Name	Position Title	Job Duties and Responsibilities
		<p>providing specific feedback.</p> <ul style="list-style-type: none"> - Help teachers understand state and district mandates and how these mandates support student achievement. - Provide support for school-based professional development to build the school's training capacity. - Develop and deliver school-based professional development in content area and instructional strategies for the assigned grades or content area based on targeted school needs and identified teacher needs. - Provide follow-up support at the school level for district professional development in assigned content area. - Support school leadership teams in the development and facilitation of professional learning communities for the purpose of professional study and collaborative work such as lesson study and examining student work. - Participate in professional development opportunities to deepen content knowledge and knowledge of professional learning communities, adult learning theory, and best practices in the appropriate content area, and to develop coaching and technology skills. - Participate in district, regional, and/or state meetings to facilitate the implementation of standards-based instruction. - Perform other responsibilities as assigned to support the implementation of standards-based instruction and professional development in content area, such as: identify literature and resources for professional development; keep extensive and routine activity logs and submit monthly; assist with development of district learning schedules and assessments as needed.
Broughton, Dawn	Instructional Coach	<p>Provide academic planning support in reading/ELA and new teacher support in grades 6-8.</p> <p>ELA School-based Coach is responsible for teacher-to- teacher coaching, modeling, mentoring and collaborating to promote a better articulated instructional curriculum for students. This position will also be responsible for coaching teachers about: data collection, analysis, interpretation and usage; research-based instructional strategies and programs; school improvement, and for building a shared knowledge base for teaching and learning throughout schools.</p> <ul style="list-style-type: none"> - Assist school-based administrators and teachers in analyzing school, class, and individual student data to determine needs in the content area. - Conduct focus walks with state, district and/or school- based personnel to collect and analyze data to plan for instruction and professional development. - Assist content area teachers in planning instruction and assessments based on the national and state standards and benchmarks, using pacing charts and instructional strategies and materials effectively, and using data from formative assessments and district assessments to improve instruction. - Support teachers in planning instruction to meet the needs of all students through differentiated instruction. - Provide classroom support by observing, modeling, co- teaching and providing specific feedback.

Name	Position Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> - Help teachers understand state and district mandates and how these mandates support student achievement. - Provide support for school-based professional development to build the school's training capacity. - Develop and deliver school-based professional development in content area and instructional strategies for the assigned grades or content area based on targeted school needs and identified teacher needs. - Provide follow-up support at the school level for district professional development in assigned content area. - Support school leadership teams in the development and facilitation of professional learning communities for the purpose of professional study and collaborative work such as lesson study and examining student work. - Participate in professional development opportunities to deepen content knowledge and knowledge of professional learning communities, adult learning theory, and best practices in the appropriate content area, and to develop coaching and technology skills. - Participate in district, regional, and/or state meetings to facilitate the implementation of standards-based instruction. - Perform other responsibilities as assigned to support the implementation of standards-based instruction and professional development in content area, such as: identify literature and resources for professional development; keep extensive and routine activity logs and submit monthly; assist with development of district learning schedules and assessments as needed.

Padro, Noemi	Dean	<p>Ms. Padro will provide Positive behavior supports and schoolwide student discipline. She will work with the 3 behavior interventionist to provides school-wide professional learning regarding the behavior management framework in all classrooms. The behavior specialist provides teachers with classroom support and feedback to ensure a safe, cooperative environment for learning to take place. Resources, such as behavior contracts, for at-risk students are carefully considered and shared by the behavior specialist. The Dean is the Co-Chair in The Behavior MTSS Team , a group comprised of representatives from all grade levels. Ms. Padro reviews current behavior data and makes recommendations for adjustments to the school-wide behavior framework and incentive plans based on this data. The behavior specialist also serves as a member of the Student Support Support team to work in collaboration with all parties that serve in the best interest of students. The behavior specialist offers socials skills group for students in need and also serves as a liaison with outside agencies that offer support to students and families.</p>
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Demographic Information

Principal start date
Friday 7/1/2022, Wanda Aponte

Number of teachers with a 2022 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 2022 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.*

5

Total number of teacher positions allocated to the school

63

Total number of students enrolled at the school

1,026

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

Identify the number of instructional staff who joined the school during the 2022-23 school year.

10

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	369	339	370	0	0	0	0	1078
Attendance below 90 percent	0	0	0	0	0	0	59	79	65	0	0	0	0	203
One or more suspensions	0	0	0	0	0	0	163	130	145	0	0	0	0	438
Course failure in ELA	0	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	0
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	113	113	118	0	0	0	0	344
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	129	132	134	0	0	0	0	395
Number of students with a substantial reading deficiency	0	0	0	0	0	0	113	113	118	0	0	0	0	344

Using the table above, complete the table below with the number of students by current grade level who have 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	196	195	193	0	0	0	0	584

Using current year data, complete the table below with the number of students identified as being "retained.":

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	52	37	5	0	0	0	0	94
Students retained two or more times	0	0	0	0	0	0	0	1	1	0	0	0	0	2

Date this data was collected or last updated

Wednesday 7/13/2022

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	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	

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	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	114	75	83	0	0	0	0	272
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	145	120	129	0	0	0	394
Number of students with a substantial reading deficiency	0	0	0	0	0	0	114	75	832	0	0	0	0	1021

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	52	37	5	0	0	0	0	94
Students retained two or more times	0	0	0	0	0	0	0	1	1	0	0	0	0	2

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	27%	40%	50%				26%	48%	54%
ELA Learning Gains	41%						50%	52%	54%
ELA Lowest 25th Percentile	41%						56%	48%	47%
Math Achievement	22%	34%	36%				23%	50%	58%
Math Learning Gains	42%						48%	50%	57%
Math Lowest 25th Percentile	45%						55%	48%	51%
Science Achievement	16%	40%	53%				20%	44%	51%
Social Studies Achievement	45%	49%	58%				63%	72%	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	2022					
	2019	21%	48%	-27%	54%	-33%
Cohort Comparison						
07	2022					
	2019	20%	42%	-22%	52%	-32%
Cohort Comparison		-21%				
08	2022					
	2019	26%	48%	-22%	56%	-30%
Cohort Comparison		-20%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	23%	47%	-24%	55%	-32%
Cohort Comparison						
07	2022					
	2019	18%	39%	-21%	54%	-36%
Cohort Comparison		-23%				
08	2022					
	2019	13%	35%	-22%	46%	-33%
Cohort Comparison		-18%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	17%	41%	-24%	48%	-31%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	60%	70%	-10%	71%	-11%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	57%	50%	7%	61%	-4%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	60%	53%	7%	57%	3%

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	21	43	43	16	44	41	19	21			
ELL	16	39	42	11	34	42	6	29			
BLK	23	37	41	20	40	44	11	49			
HSP	27	42	41	21	41	45	15	39	39		
MUL	46	50		64	50						
WHT	31	45	36	28	44	47	29	58			
FRL	25	41	40	19	42	47	17	42	52		
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		

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
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		
WHT	33	45		32	46		29	73			
FRL	26	49	56	24	48	52	18	64	52		

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CSI
OVERALL Federal Index – All Students	35
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	6
Progress of English Language Learners in Achieving English Language Proficiency	29
Total Points Earned for the Federal Index	354
Total Components for the Federal Index	10
Percent Tested	96%

Subgroup Data

Students With Disabilities

Federal Index - Students With Disabilities	31
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1

English Language Learners

Federal Index - English Language Learners	28
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	1

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%	0
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%	0
Black/African American Students	
Federal Index - Black/African American Students	33
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
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%	0
Multiracial Students	
Federal Index - Multiracial Students	53
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
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%	0
White Students	
Federal Index - White Students	40
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	36
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

Although STAR Reading 34% and Math 20%, Science Quarterlies 29% showed increase in proficiency during the spring testing. FSA Data reflected 27% in ELA proficiency 22% in Math proficiency and 16% in Science proficiency, all grade levels and sub group reflected losses by the end of year.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

These 3 content areas , ELA, Math and Science are all in great need of improvement in 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?

The contributing factors were the lack of standards based instruction, intentional and productive planning and monitoring and tracking of student evidence. Staffing issues, staff absenteeism and student attendance are additional contributing factors. To address these factors, systems and protocols for collaborative planning, monitoring with timely feedback, coaching (teachers and administrators) and positive school-cultures are some of the actions that will result in the improvement of our school's grade.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Math learning gains cell went from 33% proficient to 42% proficient with an increase of 9% from the previous school year.

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

The implementation of small group targeted instruction and the use of manipulatives contributed to this improvement.

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

Staff, students, and administration awareness of current data is essential to the acceleration of learning needed to sustain or increase our student achievement data.

We also need to:

- properly schedule students for progression and acceleration opportunities

- hire and retain highly qualified/certified staff

- increase attendance of students and staff

- reduce class disruptions and suspensions

- increase student achievement

- provide professional development to teachers to increase their knowledge in standards based planning and instruction

- reflect on classroom data regularly

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.

District curriculum and instruction support will train on standards based planning, instruction and assessments. Professional development will be driven by student evidence observed during instruction as well as the progress monitoring data. However, there are some basic Professional Learning opportunities that we need to embed in our practices to include but not limited to Target-Task Alignment, Purpose and student use of Success Criteria, and tracking and monitoring of student evidence by teachers and students. We will provide incentives for attendance for both students and teachers.

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

We will recruit and retain Highly Qualified teachers. We will increase teacher capacity of instructional skills and strategies by incorporating BEST Standards Based Instruction Planning, Assessment Design, ARC, and Target/Task alignment to BEST. Practices such as Vocabulary Instruction, Differentiation, Foundational Skills, and Data Chats for students and staff.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to ELA

Area of Focus
Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

The 2022 FSA scores indicated 26% of all students as proficient in their grade level ELA Standards.
 The final STAR test also identified reading as a critical need.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

All students and subgroups will demonstrate a minimum of 50% proficiency on the Winter Progress Monitoring Test and the 2023 end of the year test for ELA.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

FAST, STAR and summative assessments will be used to ensure students are making progress on remediated standards. Teachers will have data chats with students, after standards based assessments.

Person responsible for monitoring outcome:

Rebecca Pierce (rebecca.pierce@polk-fl.net)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

1. Our school will focus on the evidence-based strategy of Standards Based Instruction. In standards-based instruction, standards delineate what matters, provide clarity and a fixed point of reference for students and teachers, guide instruction so that it is focused on student learning, provide a common language to have conversations, help ensure equal educational opportunities, assist in identifying struggling students utilizing data from the standards based assessments.
2. Engage teachers in standards-based planning

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the

Our school will focus on the evidence-based strategy of Standards based Instruction. In standards-based instruction, standards delineate what matters, provide clarity and a fixed point of reference for students and teachers, guide instruction so that it is focused on student learning, provide a common language to have conversations, help ensure equal educational opportunities, assist in identifying struggling students utilizing data from the standards based assessments. For our lowest subgroup(s) it sets a systematic approach of instruction to meet the needs of all learners.

**resources/
criteria used for
selecting this
strategy.**

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

During pre-planning week, teachers will be given a thorough review of the structure of the scope and sequence, including identification of the benchmarks, clarifications, appendices, and instructional resources found in Schoology

Person Responsible Rebecca Pierce (rebecca.pierce@polk-fl.net)

Action Step 1- During pre-planning week, teachers will be given a thorough review of the structure of the scope and sequence, including identification of the benchmarks, clarifications, appendices, and instructional resources found in Schoology.

Action Step 2- Teachers will implement posting spotlight benchmark(s).

Action Step 3 – Teachers will implement assigning an instructional task that is aligned to the spotlight benchmark(s).

Action Step 4- Teachers will be coached on how to use the Analyzing Student Learning Formative tool to analyze the data of the instructional tasks to alter their teaching based on student needs.

Person Responsible Dawn Broughton (dawn.broughton@polk-fl.net)

Extended learning opportunities for targeted students

Grade level specific PD for content areas.

ELA, reading and Writing presentations/readings with published authors.

On/Off campus field trips to support content standards.

Person Responsible Rebecca Pierce (rebecca.pierce@polk-fl.net)

#2. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups

Area of Focus
Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

Math Proficiency Levels by subgroup based on the 2022 FSA test:
 Students with Disabilities: 17%
 ELL: 10%
 African American: 17%
 Hispanic: 19%
 White: 35%
 Free and Reduced Lunch: 20%

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Our goal is to increase each of the subgroups in ESSA to a 41% or higher proficiency in ELA/MATH

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Students, parents, teachers, instructional coaches, and interventionists will work together to monitor individual, class, and whole school student progress on standards-based education and remediation in close collaboration with ESOL and ESE teachers.

Person responsible for monitoring outcome:

WANDA APONTE (wanda.aponte@polk-fl.net)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

A multifaceted strategy of instruction, remediation, and collaboration is being adopted. This strategy includes incorporating data from current district programs such as Nearpod, Math 180, Corrective Reading and summative standards based assessments to implement student remediation and provide data for teachers, coaches, interventionists and students to monitor progress. It also includes professional development for teachers and staff to ensure that best practices are in place and educational success is provided to all teachers, coaches, interventionists, and administration.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy.
Describe the

By having students use programs that adapt instruction and remediation while also monitoring student progress, teachers have access to individual student data on a regular (weekly) basis. While the programs can adapt remediation, they also allow the teacher to adapt instruction methods and timelines for student success. Pairing that with culturally relevant resources enables all students access to these resources. Continuing professional development and collaborative planning periods give teachers

**resources/
criteria used for
selecting this
strategy.**

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Teacher coaching cycles
2. Collaborative planning 2 times a week
3. Monthly data chats with teachers
4. Parent Workshops regarding SWD, ESOL and academic workshops/presentations

Person Responsible Rebecca Pierce (rebecca.pierce@polk-fl.net)

Student Incentives - Using positive reinforcement to reward students as their scores on assessments improve
it helps give the tests meaning to the students.

Person Responsible Noemi Padro (noemi.padro@polk-fl.net)

Increasing Parent Involvement - Using applications and communication systems such as Remind101, email, and phone calls to include guardians in their child's education allows teachers and parents to work together to create opportunities for student success

Person Responsible WANDA APONTE (wanda.aponte@polk-fl.net)

#3. Positive Culture and Environment specifically relating to Positive Culture

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

203 students missed 18 or more full days of school during the 2021-2022 school year. When students are not present at school, it is especially hard to monitor their progress and success.
 Students need to feel motivated to come to school and feel they are in a safe environment in order to focus on learning

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

The student attendance goal is for 80% of the students be in attendance at least 90% of the school year.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

The Leadership Team, Guidance counselors and Behavior Interventionists will work hand in hand with teachers and students to establish communication and monitor attendance data regularly. If students are absent more than once a week, teachers will reach out to parents under the guidance administration and district resources.

Person responsible for monitoring outcome:

WANDA APONTE (wanda.aponte@polk-fl.net)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

The strategy behind increasing student attendance is focused on increasing parent communication and providing students with resources they need to fill their most basic needs.

Increasing parent communication leads to increases in parent engagement in the student's education. Teachers, coaches, interventionists, and parents can them work together to create a successful plan for student attendance.
 Technology - (Digital attendance, hall pass)platforms that will assist in attendance monitoring, tracking students on campus and provide communication between teachers, student and administration to make sure students are in classes and not skipping classes.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Filling student's needs such as food, grooming, and clothing allows them to feel more confident in attending school in person, without fear of social implications of coming to school without them.
 Providing teachers (and parents) tools to keep track of students to curtail unwanted activities on campus

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Attendance will be tracked daily to identify any students missing one day a week, or with 3 or more combined unexcused absences. Parents will be contacted, students will be conferenced with to identify the problem.

Person Responsible Noemi Padro (noemi.padro@polk-fl.net)

Creation of a store/pantry to provide snacks, hygiene items for students
 Implement PBS and track attendance,
 Monitoring of student movement via technology (digital passes)
 Incentivize students for attendance with monthly attendance awards, snacks, prizes

Person Responsible

WANDA APONTE (wanda.aponte@polk-fl.net)

#4. Instructional Practice specifically relating to Math

Area of Focus

Description and Rationale: Math proficiency for Lake Marion students was 18% according to data from 2022 FSA. Math Proficiency Levels by subgroup based on the 2022 FSA test:
Include a rationale that explains how it was identified as a critical need from the data reviewed. Students with Disabilities: 17%
 ELL: 10%
 African American: 17%
 Hispanic: 19%
 White: 35%
 Free and Reduced Lunch: 20%

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Math Proficiency for all students and all subgroups will be greater than 41%

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Progress monitoring data offered by District level assessment platforms will be used to ensure students are making progress on remediated standards.

Person responsible for monitoring outcome:

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

Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.

1. Our school will focus on the evidence-based strategy of Standards Based Instruction. In standards-based instruction, standards delineate what matters, provide clarity and a fixed point of reference for students and teachers, guide instruction so that it is focused on student learning, provide a common language to have conversations, help ensure equal educational opportunities, assist in identifying struggling students utilizing data from the standards based assessments.
2. Engage teachers in standards-based planning

Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the

Our school will focus on the evidence-based strategy of Standards based Instruction. In standards-based instruction, standards delineate what matters, provide clarity and a fixed point of reference for students and teachers, guide instruction so that it is focused on student learning, provide a common language to have conversations, help ensure equal educational opportunities, assist in identifying struggling students utilizing data from the standards based assessments. For our lowest subgroup(s) it sets a systematic approach of instruction to meet the needs of all learners.

**resources/
criteria used for
selecting this
strategy.**

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Action Step 1- During pre-planning week, teachers will be given a thorough review of the structure of the scope and sequence, including identification of the benchmarks, clarifications, appendices, and instructional resources found in Schoology.

Action Step 2- Teachers will implement posting spotlight benchmark(s).

Action Step 3 – Teachers will implement assigning an instructional task that is aligned to the spotlight benchmark(s).

Action Step 4- Teachers will be coached on how to use the Analyzing Student Learning Formative tool to analyze the data of the instructional tasks to alter their teaching based on student needs.

Person Responsible Tramekia Ross (tramekia.ross@polk-fl.net)

Extended learning opportunities for targeted students
Grade level specific PD for content areas.
On/Off campus field trips to support content standards.

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

Extended learning opportunities for targeted students
Grade level specific PD for content areas.
On/Off campus field trips to support content standards.

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

#5. Instructional Practice specifically relating to Science

**Area of Focus
Description and
Rationale:
Include a
rationale that
explains how it
was identified as
a critical need
from the data
reviewed.**

Science proficiency for Lake Marion students was 14% according to data from 2022 FSA.

**Measurable
Outcome:
State the
specific
measurable
outcome the
school plans to
achieve. This
should be a data
based, objective
outcome.**

Science Proficiency for all students and all subgroups will be a minimum of 41%

**Monitoring:
Describe how
this Area of
Focus will be
monitored for
the desired
outcome.**

Progress monitoring data offered by District level assessment platforms will be used to ensure students are making progress on remediated standards.

**Person
responsible for
monitoring
outcome:**

WANDA APONTE (wanda.aponte@polk-fl.net)

**Evidence-based
Strategy:
Describe the
evidence-based
strategy being
implemented for
this Area of
Focus.**

1. Our school will focus on the evidence-based strategy of Standards Based Instruction. In standards-based instruction, standards delineate what matters, provide clarity and a fixed point of reference for students and teachers, guide instruction so that it is focused on student learning, provide a common language to have conversations, help ensure equal educational opportunities, assist in identifying struggling students utilizing data from the standards based assessments.
2. Engage teachers in standards-based planning Science standards
3. School based or off campus field trip opportunities to reinforce Science standards, i.e. Circle B Ranch, Orlando Science Center, Cemex

**Rationale for
Evidence-based
Strategy:
Explain the
rationale for
selecting this
specific
strategy.**

Our school will focus on the evidence-based strategy of Standards based Instruction. In standards-based instruction, standards delineate what matters, provide clarity and a fixed point of reference for students and teachers, guide instruction so that it is focused on student learning, provide a common language to have conversations, help ensure equal educational opportunities, assist in identifying struggling students utilizing data from the standards based assessments. For our lowest subgroup(s) it sets a systematic approach of instruction to meet the needs of all learners.

Describe the resources/ criteria used for selecting this strategy.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Action Step 1- During pre-planning week, teachers will be given a thorough review of the structure of the scope and sequence, including identification of the benchmarks, clarifications, appendices, and instructional resources found in Schoology.

Action Step 2- Teachers will implement posting spotlight benchmark(s).

Action Step 3 – Teachers will implement assigning an instructional task that is aligned to the spotlight benchmark(s).

Action Step 4- Teachers will be coached on how to use the Analyzing Student Learning Formative tool to analyze the data of the instructional tasks to alter their teaching based on student needs.

Person Responsible WANDA APONTE (wanda.aponte@polk-fl.net)

Extended learning opportunities for targeted students
 Grade level specific PD for content areas.
 On/Off campus field trips to support content standards. OSC. CEMEX, Circle B Ranch

Person Responsible WANDA APONTE (wanda.aponte@polk-fl.net)

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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

The Administration and Leadership team of Lake Marion Creek aspire to provide a school climate and promote positive school culture through shared visioning and community building inside and outside of school. Staff, Parent and Student Surveys gives us a lot of information to address any major concerns in a timely manner, School-wide focus on growth mindset to encourage, perseverance and understanding that academic excellence can be acquired through planning, practice and sustained effort.

Lake Marion Creek Middle will focus on building a positive relationship between home and school by inviting future community partners to be active participant in the education experience.

We will offer several academic infused family nights to allow families to discover the fun of learning while spending quality time together. Teachers use various forms of communication to maintain parents informed about their students progress and school wide activities.

Implementation of social skills small group sessions with our at risk students across all grade levels

School based Community Pantry open to public 2 times or more a month sponsored by Feeding Tampa Bay.

Saturday morning sessions for parents/students to have open dialogue regarding school matters

Community outreach to increase volunteerism and service projects.

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

It is very important that schools prioritize more than just students' academic development. As our students spend

180 days in in school, it is critical that in order to change systemic issues at Lake Marion Creek Middle that we provide adequate resources and opportunities for students to learn and grow intellectually, behaviorally, socially, and emotionally. The quality of interpersonal relationships, supports for teaching and learning, safety, and school

improvement processes need to be addressed, monitored and modeled. Lake Marion Creeks Administrative and Leadership teams are responsible for modeling, monitoring and promoting a positive school culture.

The administrative team, teachers, parents and students are encouraged to cultivate the characteristics necessary for student growth and learning. We will implement Positive Behavior Support and CHAMPS to support reduction of OSS and ISS by continuously teaching expectations, reiterating and applauding students for their positive behavior and by engaging community in mentoring opportunities. We will also provide a safe and secure campus environment while working with Polk County district leadership, department of Safe Schools and local law enforcement to curtail and or eliminate, vandalism, disruptions to the learning environment or threats to our students and staff.

These are the school based team members

Wanda Aponte-Principal

Miguel Rivera- APC

Kevia Lark- APA

Rebecca Pierce- AP2

Noemi Padro- Dean

R. Echevarria Behavior Interventionist

C. Rogers, Behavior interventionist

L. Hall Behavior Interventionist

Anthony Hileman- Guidance

Rosa Rivera- LEA

Zoe Massas- Testing Coordinator

Kimberly Castillo - Media Specialist

Laura Edmonds- Network Manager

School Resource Officer Dooley

Drucilla Fielder- Secretary

Paola Pazmino- Secretary

Students

Parents