

Polk County Public Schools

Lake Marion Creek Middle School



2023-24

Schoolwide Improvement Plan (SIP)

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Lake Marion Creek Middle School

3055 LAKE MARION CREEK DR, Poinciana, FL 34759

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

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team

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 as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
APONTE, WANDA	Principal	<p>The principal serves as the leader of instructional practice specifically related to standards-based instruction and serving the needs of the whole child through leverage of a multi-tiered system of supports (MTSS) framework. The principal facilitates standards-based instruction by setting clear goals, managing resources, monitoring planning, providing professional development opportunities and instruction, and regularly supporting and evaluating teachers to promote student growth and learning</p>
Rivera, Miguel	Assistant Principal	<p>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 Schedule • Grade level administrator for 7th grade • Supervision and planning- Science , Social Studies and Electives • Lesson Plan Collection & Review • Oversee development, implementation, and monitoring of School Improvement Action Plan • Discipline and academic support of all students • Observe and supervise instructional staff • Supervise plant operations/maintenance, work orders and submit top ten list monthly issues • Supervise & cover extra-curricular events as assigned • Other duties as tasked
Pierce, Rebecca	Assistant Principal	<p>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 Schedule • Grade level administrator for 6th gr • Supervision and planning- ELA, ESE and ELL • Lesson Plan Collection & Review • Oversee development, implementation, and monitoring of School Improvement Action Plan • Discipline and academic support of all students • Observe and supervise instructional staff • Supervise & cover extra-curricular events as assigned • Other duties as tasked

Name	Position Title	Job Duties and Responsibilities
Broughton, Dawn	Reading 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, coteaching and providing specific feedback. - 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-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

Name	Position Title	Job Duties and Responsibilities
		<p>resources for professional development; keep extensive and routine activity logs and submit monthly; assist with development of district learning schedules and assessments as needed.</p>
<p>Ross, Tramekia</p>	<p>Math Coach</p>	<p>Provide academic planning support in Math and new teacher support in grades 6-8. 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 school.</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, coteaching and providing specific feedback. - 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-instruction.

Name	Position Title	Job Duties and Responsibilities
Gonzalez, Wendolyn	Science Coach	<p>- 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.</p> <p>Provide academic planning support in Science and new teacher support in grades 6-8. Science 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, coteaching and providing specific feedback. - 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

Name	Position Title	Job Duties and Responsibilities
		<p>professional learning communities, adult learning theory, and best practices in the appropriate content area, and to develop coaching and technology skills.</p> <ul style="list-style-type: none"> - Participate in district, regional, and/or state meetings to facilitate the implementation of standards-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.
Hileman, Anthony	School Counselor	<p>LMCM school counselors promote student success through a focus on academic achievement, prevention and intervention activities, advocacy, and social/personal/ emotional and career development. academic ,emotional, behavior support to students in grades 6-8. Our guidance counselor works closely with the administration team to keep them abreast of various issues that arise with students. LMCM guidance counselor is available for referral to individual as well as group counseling sessions.</p>
Lark, Kevia	Assistant Principal	<p>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 Schedule • Grade level administrator for 8th gr • Supervision and planning- Math and Acceleration courses • Lesson Plan Collection & Review • Oversee development, implementation, and monitoring of School Improvement Action Plan • Discipline and academic support of all students • Observe and supervise instructional staff • Supervise & cover extra-curricular events as assigned • Other duties as tasked
Odem Jr, Theodore	Dean	<p>Reporting to the Principal or designee, Mr. Odem is responsible for monitoring and enhancing the quality of student life (grades 7-8) in Lake Marion Middle School including student focused events and student behavior. The Dean of Students helps to foster a positive, engaging and caring atmosphere, and a healthy school community by providing programming and leadership opportunities that enable students to flourish. The Dean of Students proactively and effectively communicates with parents. The Dean of Students works closely with the school counselors, nurses, faculty and parents in providing programming and restorative practices that embrace and teach the</p>

Name	Position Title	Job Duties and Responsibilities
		<p>5 tenets of our school community: PRIDE- Prepared, Respectful, Inquisitive, Diligent, Engaged</p> <ul style="list-style-type: none"> • Implement a behavior management system that is grounded in the Polk County Code of Conduct and restorative justice practices and ensure that infractions are teachable moments. • Chair the Discipline Committee (DC)- Review the student handbook each year to ensure accurate documentation and explanation of current school policies and practices relating to discipline. • Plan and maintain a Middle School Student Activities calendar shared with the entire Middle School and Administrators. • Monitor student attendance and contact home to follow-up on extended absences • Create special schedules in response to assemblies and events, ensuring coordination with the school.
<p>Padro, Noemi</p>	<p>Dean</p>	<p>Reporting to the Principal or designee, Ms Padro is responsible for monitoring and enhancing the quality of student life (Grades 6-7) in Lake Marion Middle School including student focused events and student behavior. The Dean of Students helps to foster a positive, engaging and caring atmosphere, and a healthy school community by providing programming and leadership opportunities that enable students to flourish. The Dean of Students proactively and effectively communicates with parents. The Dean of Students works closely with the school counselors, nurses, faculty and parents in providing programming and restorative practices that embrace and teach the 5 tenets of our school community: PRIDE- Prepared, Respectful, Inquisitive, Diligent, Engaged</p> <ul style="list-style-type: none"> • Implement a behavior management system that is grounded in the Polk County Code of Conduct and restorative justice practices and ensure that infractions are teachable moments. • Chair the Discipline Committee (DC)- Review the student handbook each year to ensure accurate documentation and explanation of current school policies and practices relating to discipline. • Plan and maintain a Middle School Student Activities calendar shared with the entire Middle School and Administrators. • Monitor student attendance and contact home to follow-up on extended absences • Create special schedules in response to assemblies and events, ensuring coordination with the school.
<p>Phillips, Ivelisse</p>	<p>Other</p>	<p>The Student Success Coach is responsible for utilizing early warning indicators to identify students who are at risk of not meeting promotion requirements through collaboration with school administrators, school counselors, teachers, and parents to develop systemic strategies to identify and support students. This position will also conduct community meetings to inform parents of student progression requirements.</p> <p>Roles and responsibilities will include, but are not limited to the following:</p> <ul style="list-style-type: none"> • Develop and implement individual intervention strategies and grade progression plans to increase the

Name	Position Title	Job Duties and Responsibilities
		<p>likelihood that identified students will attend school and be promoted.</p> <ul style="list-style-type: none"> • Track the progress of individual and subpopulations of students as they progress towards next grade • Communicate regularly with parents of students identified as being at risk. • Develop partnerships with community stakeholders and other organizations to support the District Strategic Plan and identified school goals. • Conduct and analyze on-going formative and summative evaluation data review of students by cohort. • Provide and/or submit activity reports as scheduled and requested.
<p>Berube, Helen</p>	<p>Behavior Specialist</p>	<p>Under the guidance of the administration and Deans, the behavior interventionist will be responsible for teacher-to-teacher classroom support, modeling, mentoring, and collaborating to promote better behavior management strategies for teachers and students. This position will also be responsible for supporting teachers in data collection, analysis, interpretation and usage; research-based behavior strategies and programs; and school improvement.</p> <p>The Behavior Interventionist will assist with developing and implementing behavior supports at all levels, including:</p> <ul style="list-style-type: none"> • Assisting the leadership team to review schoolwide data and plan, implement, and monitor strategies to teach schoolwide rules and expectations • Assisting in the development of schoolwide discipline plan, • Helping teachers identify obstacles to effective classroom management, providing and monitoring the effectiveness of alternative management strategies, <ul style="list-style-type: none"> • Oversee day-to-day disciplinary issues in LMCM working closely with faculty and staff to ensure compliance with school policies. • Communicate clearly and in a timely fashion, both verbally and in writing, with students, parents and appropriate school staff regarding any disciplinary event or consequence. • Oversee detentions, including the assignment of detention, recording of detention, issuing of detention assignments and follow-up meetings with students. • Keep accurate records regarding disciplinary infractions and consequences. • Developing, implementing, and monitoring behavior plans based on Functional Behavioral Analysis for individual students
<p>Echevarria, Richard</p>	<p>Behavior Specialist</p>	<p>Under the guidance of the Administration and Deans, the behavior interventionist will be responsible for teacher-to-teacher classroom support, modeling, mentoring, and collaborating to promote better behavior management strategies for teachers and students. This position will also be responsible for supporting teachers in data collection, analysis, interpretation</p>

Name	Position Title	Job Duties and Responsibilities
		<p>and usage; research-based behavior strategies and programs; and school improvement.</p> <p>The Behavior Interventionist will assist with developing and implementing behavior supports at all levels, including:</p> <ul style="list-style-type: none"> • Assisting the leadership team to review schoolwide data and plan, implement, and monitor strategies to teach schoolwide rules and expectations • Assisting in the development of schoolwide discipline plan, • Helping teachers identify obstacles to effective classroom management, providing and monitoring the effectiveness of alternative management strategies, <ul style="list-style-type: none"> • Oversee day-to-day disciplinary issues in LMCM working closely with faculty and staff to ensure compliance with school policies. • Communicate clearly and in a timely fashion, both verbally and in writing, with students, parents and appropriate school staff regarding any disciplinary event or consequence. • Oversee detentions, including the assignment of detention, recording of detention, issuing of detention assignments and follow-up meetings with students. • Keep accurate records regarding disciplinary infractions and consequences. • Developing, implementing, and monitoring behavior plans based on Functional Behavioral Analysis for individual students
Rogers, Christopher	Behavior Specialist	<p>Under the guidance of the Administration and Deans, the behavior interventionist will be responsible for teacher-to-teacher classroom support, modeling, mentoring, and collaborating to promote better behavior management strategies for teachers and students. This position will also be responsible for supporting teachers in data collection, analysis, interpretation and usage; research-based behavior strategies and programs; and school improvement.</p> <p>The Behavior Interventionist will assist with developing and implementing behavior supports at all levels, including:</p> <ul style="list-style-type: none"> • Assisting the leadership team to review schoolwide data and plan, implement, and monitor strategies to teach schoolwide rules and expectations • Assisting in the development of schoolwide discipline plan, • Helping teachers identify obstacles to effective classroom management, providing and monitoring the effectiveness of alternative management strategies, <ul style="list-style-type: none"> • Oversee day-to-day disciplinary issues in LMCM working closely with faculty and staff to ensure compliance with school policies. • Communicate clearly and in a timely fashion, both verbally and in writing, with students, parents and appropriate school staff regarding any disciplinary event or consequence.

Name	Position Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> • Oversee detentions, including the assignment of detention, recording of detention, issuing of detention assignments and follow-up meetings with students. • Keep accurate records regarding disciplinary infractions and consequences. • Developing, implementing, and monitoring behavior plans based on Functional Behavioral Analysis for individual students

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

We involve parents in an organized, ongoing, and timely way in the planning, review, and input of programs, budget and parental involvement policy by asking for their input on activities that support students in the school and home environments. Drafts of the SIP, budget and policy are to be shared with School Advisory Committee, parents and stakeholders and survey data, collected and feedback will be updated in current SIP.

We update the school Parent Compact annually in conjunction with the SIP to meet the changing needs of parents and the school and distribute it to the parents of participating children. The Parent Compact is available to all parents, stakeholders, and the local community. Copies are sent home by students and made available via a posting on the school’s website, and copy is placed in the main office.

We will conduct quarterly meetings, at a convenient time, to inform parents about the school’s Title I program, the nature of the Title I program, the parents’ requirements. We will encourage and invite all parents of participating children to attend by sending home an invitation to an evening meeting at least twice and having each teacher to call parents of each student to encourage their attendance.

We will also offer a flexible meetings, such as in the morning or evening, face to face and online. Interpreters will be used for parents of ELL students.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State’s academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

Lake Marion Creek Leaddership team in conjuction with instructional personnel will have checkpoints through out the school year to check the results of each task and measure the impact of the task towards the attainment of the outlined goals. Using district and state assessments we will do the following

- Prioritize Fidelity in implementation of instructional planning using the ARC tool to ensure that tasks are aligned to state standards and rigorous with daily/weekly instructional walks
- Create new tasks if the tasks in place are not achieving the predetermined goals during weekly planning
- Adjusting instructional strategies if the set goal looks unattainable with the tasks in place.
- Evaluating the plan at the end of monitoring period to ascertain if all the problems were addressed.
- Report to district, state and school community all the data available at then end of each quarter

Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	93%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	CSI
Eligible for Unified School Improvement Grant (UniSIG)	Yes
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL)* Black/African American Students (BLK)* Hispanic Students (HSP)* Multiracial Students (MUL) White Students (WHT)* Economically Disadvantaged Students (FRL)*
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: D 2019-20: C 2018-19: C 2017-18: D
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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	
Absent 10% or more days	0	0	0	0	0	0	77	127	129	333
One or more suspensions	0	0	0	0	0	0	4	0	0	4
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	24	2	9	35
Course failure in Math	0	0	0	0	0	0	12	19	6	37
Level 1 on statewide ELA assessment	0	0	0	0	0	0	131	185	171	487
Level 1 on statewide Math assessment	0	0	0	0	0	0	122	152	159	433
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	212	285	271	768

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	290	219	218	727

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	40	9	49
Students retained two or more times	0	0	0	0	0	0	0	9	2	11

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	59	79	65	203
One or more suspensions	0	0	0	0	0	0	163	130	145	438
Course failure in ELA	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide ELA assessment	0	0	0	0	0	0	113	113	118	344
Level 1 on statewide Math assessment	0	0	0	0	0	0	129	132	134	395
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	113	113	118	344

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	196	195	193	584

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	52	37	5	94
Students retained two or more times	0	0	0	0	0	0	0	1	1	2

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	59	79	65	203
One or more suspensions	0	0	0	0	0	0	163	130	145	438
Course failure in ELA	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide ELA assessment	0	0	0	0	0	0	113	113	118	344
Level 1 on statewide Math assessment	0	0	0	0	0	0	129	132	134	395
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	113	113	118	344

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	196	195	193	584

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	52	37	5	94
Students retained two or more times	0	0	0	0	0	0	0	1	1	2

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	25	36	49	27	40	50	26		
ELA Learning Gains				41			46		
ELA Lowest 25th Percentile				41			51		
Math Achievement*	24	40	56	22	34	36	21		
Math Learning Gains				42			33		
Math Lowest 25th Percentile				45			42		
Science Achievement*	15	34	49	16	40	53	16		
Social Studies Achievement*	63	66	68	45	49	58	48		
Middle School Acceleration	81	70	73	46	46	49	39		
Graduation Rate					36	49			
College and Career Acceleration					66	70			
ELP Progress	16	31	40	29	68	76	37		

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	37
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	6
Total Points Earned for the Federal Index	224
Total Components for the Federal Index	6
Percent Tested	99
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	35

2021-22 ESSA Federal Index	
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	6
Total Points Earned for the Federal Index	354
Total Components for the Federal Index	10
Percent Tested	96
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	17	Yes	4	2
ELL	22	Yes	2	2
AMI				
ASN				
BLK	34	Yes	2	
HSP	37	Yes	2	
MUL	30	Yes	1	1
PAC				
WHT	49			
FRL	35	Yes	2	

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	31	Yes	3	1
ELL	28	Yes	1	1
AMI				
ASN				
BLK	33	Yes	1	
HSP	34	Yes	1	

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
MUL	53			
PAC				
WHT	40	Yes	1	
FRL	36	Yes	1	

Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	25			24			15	63	81			16
SWD	16			15			8	42			5	6
ELL	14			16			7	57			5	16
AMI												
ASN												
BLK	23			21			11	64	77		6	10
HSP	24			23			14	62	83		6	17
MUL	40			20							2	
PAC												
WHT	36			37			28	59	83		5	
FRL	23			21			12	61	80		6	14

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	27	41	41	22	42	45	16	45	46			29
SWD	21	43	43	16	44	41	19	21				33
ELL	16	39	42	11	34	42	6	29				29
AMI												
ASN												

2021-22 ACCOUNTABILITY 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	ELP Progress
BLK	23	37	41	20	40	44	11	49				
HSP	27	42	41	21	41	45	15	39	39			26
MUL	46	50		64	50							
PAC												
WHT	31	45	36	28	44	47	29	58				
FRL	25	41	40	19	42	47	17	42	52			30

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	26	46	51	21	33	42	16	48	39			37
SWD	18	48	49	17	26	28	19	29				13
ELL	16	51	57	10	29	36	8	35				37
AMI												
ASN												
BLK	30	48	56	17	27	38	13	62	23			
HSP	23	45	49	19	33	43	12	40	41			39
MUL												
PAC												
WHT	32	38		35	44		47	61				
FRL	27	44	44	20	31	40	16	48	37			38

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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

Grade	Year	ELA				
		School	District	School-District Comparison	State	School-State Comparison
07	2023 - Spring	26%	36%	-10%	47%	-21%
08	2023 - Spring	26%	39%	-13%	47%	-21%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	18%	35%	-17%	47%	-29%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	21%	38%	-17%	54%	-33%
07	2023 - Spring	17%	35%	-18%	48%	-31%
08	2023 - Spring	21%	42%	-21%	55%	-34%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	14%	33%	-19%	44%	-30%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	87%	37%	50%	50%	37%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	*	37%	*	48%	*

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	61%	65%	-4%	66%	-5%

III. Planning for Improvement

Data Analysis/Reflection
 Answer the following reflection prompts after examining any/all relevant school data sources.

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

Science showed the lowest performance. Several contributing factors affecting performance were :

1. student attendance,
2. lack of certified teachers and vacancies. We started the school year 22-23 with 0 Science teachers.
3. lack of timely remediation, due to having substitute teachers and zero interventionists small group remediation was not given to students

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

The area that showed the greatest decline was ELA from 27%(2022) to 23%(2023).

Several contributing factors affecting performance were :

1. student attendance,
2. lack of certified teachers and vacancies. We started the school year 22-23 with 0 Science teachers.
3. lack of timely remediation, due to having substitute teachers and zero interventionists small group remediation was not given to students

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

Science was the lowest data component and showed the greatest gap of 28% - LMC 14%, district 42%. We started the school year with 4/6 science vacancies and we ended the school year with 3, all covered by subs.

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

The data component that demonstrated most improvement were Alg/Geo with 95% prof and Civics with 64% proficiency. We focused on strategic scheduling of students and intensive instruction with standards aligned tasks, bellwork and small group instruction.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Main areas on concern are the following, approximately 65% of our total student body have severe deficiency in Ela and Math. The amount of retained students coming from elementary and absenteeism are also concerning.

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

- ELA/Ma/Sc- Proficiency increase in all grades and subgroups
- Increase student attendance in all grades
- Decrease of student referrals and suspensions
- Increase of parent and community involvement

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Instructional Practice specifically relating to Benchmark-aligned Instruction**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Science and Math proficiency for Lake Marion students was 14% and 21% respectively according to data from 2023 FSA. ELA was the highest data point at 24% overall proficiency.

Students will receive instruction based on the BEST Benchmarks to increase proficiency. The focus will be on learning gains as well as proficiency for the 23/24 school year. The lift this year will be ensuring the teachers understand the benchmarks, test items specifications, and align instruction accordingly.

Teachers will use formative assessments to guide instruction throughout the lessons and benchmark instruction. Instruction needs to improve and be focused because 70 percent of our student are below level in reading and math.

Measurable Outcome:

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

By PM3, LMCM students will achieve reading, math and science proficiency of 41%. Increase civics to 80% proficient and maintain Algebra 1 at 90% proficient. 70% of Students in the Lowest 25% will achieve learning

1 years growth in ELA/Ma.

Monitoring:

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

Weekly collaborative planning by content area will take place with the content coach and administrator assigned to focus on alignment to the BEST Benchmarks.

Instructional walk throughs after planning. Based on data collected teachers will receive feedback after each observation.

Analysis of student performance on classroom unit assessments and PM1

Monthly meetings with Student Success Coach and Reading Interventionist to provide supports for students needing enrichment or remediation.

Person responsible for monitoring outcome:

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

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Literacy: Teach content specific academic vocabulary words intensively using a variety of instructional activities.

Math: Teachers will use specific strategies during problem-solving instruction to build students' understanding of core mathematics concepts and skills. The three important strategies that apply in all areas of mathematics are: use of , manipulatives, visual representations, encouragement of multiple approaches to solving problems.

Science: A strong emphasis on hands-on strategies for teaching science, and science journals and Science rich literature in ELA.

Small group instruction/remediation

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Planning for content area (Science/Math) literature allows for the embedding of ELA interventions, such as academic vocabulary, learning in context and writing to respond that in turn will support ELA benchmarks

Collaborative planning will allow teachers to work and learn together as they dive into the benchmarks and plan lessons and assessments together.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

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.

Instructional coaches and administrators will facilitate collaborative planning sessions. Collaborative planning sessions will include: Review and implementation ARC framework during planning, develop formative and summative assessments, planning for meaningful classroom activities focused on the benchmark, using content area text, manipulatives and hands on activities to improve instruction.

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

By When: Planning will take place weekly throughout the school year. Interventions/remediation will take place 2 times a week. From 9/2020 to 5/2024

#2. Positive Culture and Environment specifically relating to Early Warning System

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

162 students missed 10% or more of school during the 2022-2023 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 90% 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.

We will use attendance records from Focus and Early warning systems report from performance matters. We will meet weekly with Attendance Manager and District Truancy to discuss concerns and monitor T3 attendance cases.

Person responsible for monitoring outcome:

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

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

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 then 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 Intervention:

Explain the rationale for selecting this specific 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.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

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. Digital system to track student on campus will allow increased seat time and improve achievement

Person Responsible: Ivelisse Phillips (ivelisse.phillips@polk-fl.net)

By When: September 2023

Implement PBS Rewards and eHall Pass and track attendance,
Monitoring of student movement via technology (digital passes)
Incentivize students for attendance with monthly attendance awards, snacks, prizes.

Person Responsible: Theodore Odem Jr (theodore.odemjr@polk-fl.net)

By When: 2 times a month

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))

List the school's webpage* where the SIP is made publicly available.

Imcm.polk-fl.net and <https://www.facebook.com/lakemarioncreekmiddle>

Messenger communications- The school notifies parents of important information using a message sent via an automated call system.

Parent Portal-Parents can log in to check student's grades, missing assignments and absences. Also, parents

can see any alerts sent regarding assignments or behavior and email teachers directly.

Monthly School Calendar- The school will communicate information about upcoming events by sending home a

monthly calendar with the student, Posting on social media

School Website- Parents can check the school website for information about teachers, curriculum, upcoming

events and progress toward school goals.

Meet and greet- Parents and students are invited to meet teachers during orientation and on open house nights to become more familiar with our programs.
Signage- A school sign near the front of the school will be used to communicate important messages and updates to parents throughout the year.

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

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

lmc.m.polk-fl.net and <https://www.facebook.com/lakemarioncreekmiddle>

Providing monthly meetings where parents and students can come and meet administrators, student support staff and teachers to provide information, assistance or referrals to resources.
Invite all parents to become members of SAC and or volunteer.
Likewise, written communications (including websites, newsletters, and direct family communications) will be provided in English, Spanish, Haitian Creole and Portuguese home languages to ensure families are directly informed of activities

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)(ii))

With TT1 and Unisig funds, we will offer:

1. Extra collaborative planning time for teachers with coaches targeted students
2. Afterschool tutoring and provide transportation in all content areas.
3. Targeted Professional Development for teachers

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

N/A

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

We provide students (and parents) the opportunity to meet with our Mental Health facilitator and adjust student schedules to make sure they can get services without missing core content instruction. We also provide information on outside resources such as Hazel or community organizations for support.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

N/A

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

LMC has added an additional Dean and Student Success Coach to our Student Support Team. This team comprised of 2 Deans, 3 Behavior Interventionist and the Student success Coach will provide training of teachers, coaching of students and work with parents of students with problem behavior. There will be levels of support added to assist student and make sure that students are getting every opportunity to stay in school and class. When necessary, Guidance, Mental Health and ESE LEA will provide support. Decrease in referrals , will increase seat time for students and this will reflect increased achievement.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

Teachers participated over the summer in, Kagan PD to learn instructional strategies designed to promote cooperation and communication in the classroom, boost students' confidence, and retain their interest in classroom interaction. We will provide additional Kagan training to reinforce previously learned skills and a learn new collaborative skills

There will be a Book study on Trauma informed education. District PD will be assigned through out the year.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

n/a

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Instructional Practice: Benchmark-aligned Instruction				\$393,832.64
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	6400	130	1831 - Lake Marion Creek Middle School	UniSIG	1.0	\$53,000.00
			<i>Notes: Other Certified Instructional Personnel - School based Coaches - Math, Literacy, Science who co-teach, coach, and assist with the instruction of students in classrooms 1 - Instructional Coach</i>			
	6400	210	1831 - Lake Marion Creek Middle School	UniSIG		\$7,192.10

			<i>Notes: Retirement - 13.57% -Coaches - School based /School paid</i>			
	6400	220	1831 - Lake Marion Creek Middle School	UniSIG		\$4,054.50
			<i>Notes: Social Security - 7.65% staff development activities for instructional staff at the school</i>			
	6400	231	1831 - Lake Marion Creek Middle School	UniSIG		\$11,028.00
			<i>Notes: Health and Hospitalization - School based Coaches - Math, Literacy, Science</i>			
	6400	232	1831 - Lake Marion Creek Middle School	UniSIG		\$21.60
			<i>Notes: Life Insurance - Coaches - School based /School paid</i>			
	6400	240	1831 - Lake Marion Creek Middle School	UniSIG		\$296.80
			<i>Notes: Workers Compensation .56% - School based Coaches - Math, Literacy, Science</i>			
	5100	130	1831 - Lake Marion Creek Middle School	UniSIG	2.0	\$106,000.00
			<i>Notes: Other Certified Instructional Personnel - School based Interventionist OR Student Success Coach who work with small groups of students in need of remediation 1 - Reading Interventionist 1 - Math Interventionist</i>			
	5100	210	1831 - Lake Marion Creek Middle School	UniSIG		\$14,384.20
			<i>Notes: Retirement - 13.57% - Instructional Personnel -</i>			
	5100	220	1831 - Lake Marion Creek Middle School	UniSIG		\$8,109.00
			<i>Notes: Social Security y -7.65% -Instructional personnel</i>			
	5100	231	1831 - Lake Marion Creek Middle School	UniSIG		\$22,056.00
			<i>Notes: Health and Hospitalization - Instructional Personnel</i>			
	5100	232	1831 - Lake Marion Creek Middle School	UniSIG		\$43.20
			<i>Notes: Life Insurance - Instructional personnel</i>			
	5100	240	1831 - Lake Marion Creek Middle School	UniSIG		\$593.60
			<i>Notes: Workers Compensation - .56% - Instructional Personnel</i>			
	5100	510	1831 - Lake Marion Creek Middle School	UniSIG		\$10,156.70
			<i>Notes: Instructional Supplies - paper, ink, pencils, notebooks, post-its, rulers</i>			
	6300	120	1831 - Lake Marion Creek Middle School	UniSIG		\$16,800.00
			<i>Notes: Classroom Teachers - Stipends for Classroom Teachers participating in curriculum planning after contact hours 40 teachers, 1 hour per week, 12 weeks \$35 per hour 1,066 students</i>			
	6300	130	1831 - Lake Marion Creek Middle School	UniSIG		\$1,680.01

			<i>Notes: Other Certified Instructional Personnel - Stipends- participating in curriculum planning after contact hours - School Counselor, Network Mgr., and Interventionists \$35 per hour 4 Coaches/Interventionists - 1 hour per week for 12 weeks 1,066 students</i>			
	6300	140	1831 - Lake Marion Creek Middle School	UniSIG		\$1,320.00
			<i>Notes: Substitute Teachers - Stipends for Provisional Substitutes Teachers participating in curriculum planning after contract hours. (Working on certification) \$35 per hour \$1,066 students 5 Provisionals - 1 hour per week for 12 weeks</i>			
	6300	210	1831 - Lake Marion Creek Middle School	UniSIG		\$2,686.86
			<i>Notes: Retirement - 13.57%- Curriculum Planning</i>			
	6300	220	1831 - Lake Marion Creek Middle School	UniSIG		\$1,514.70
			<i>Notes: Social Security - 7.65% - Curriculum Planning</i>			
	6300	240	1831 - Lake Marion Creek Middle School	UniSIG		\$110.88
			<i>Notes: Workers Compensation - .56% - Curriculum Planning</i>			
	6400	130	1831 - Lake Marion Creek Middle School	UniSIG	1.0	\$59,944.06
			<i>Notes: Other Certified Instructional Personnel - School based/District paid Coaches - Math, Literacy, Science who co-teach, coach, and assist with the instruction of students in classrooms 1 - Literacy Coach</i>			
	6400	160	1831 - Lake Marion Creek Middle School	UniSIG	0.51	\$35,301.57
			<i>Notes: Cost sharing- Senior Coordinator of Instruction - individual will support multiple schools focusing on student learning by providing support and assistance to teachers and school-based administration. Provides extensive support and coaching services related to content-area instruction.</i>			
	6400	210	1831 - Lake Marion Creek Middle School	UniSIG		\$12,993.03
			<i>Notes: Retirement - 13.57% -Coaches - School based /School paid</i>			
	6400	220	1831 - Lake Marion Creek Middle School	UniSIG		\$7,324.74
			<i>Notes: Social Security - 7.65% staff development activities for instructional staff at the school</i>			
	6400	231	1831 - Lake Marion Creek Middle School	UniSIG		\$16,652.28
			<i>Notes: Health and Hospitalization - School based Coaches - Math, Literacy, Science</i>			
	6400	232	1831 - Lake Marion Creek Middle School	UniSIG		\$32.62
			<i>Notes: Life Insurance</i>			
	6400	240	1831 - Lake Marion Creek Middle School	UniSIG		\$536.19
			<i>Notes: Workers Compensation .56% - School based Coaches - Math, Literacy, Science</i>			
2	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System				\$76,446.26
	Function	Object	Budget Focus	Funding Source	FTE	2023-24

	5100	130	1831 - Lake Marion Creek Middle School	UniSIG	1.0	\$53,700.66
			<i>Notes: Other Certified Instructional Personnel - School based Interventionist OR Student Success Coach who work with small groups of students in need of remediation 1 - Behavior Interventionist</i>			
	5100	210	1831 - Lake Marion Creek Middle School	UniSIG		\$7,287.18
			<i>Notes: Retirement - 13.57% - Instructional Personnel -</i>			
	5100	220	1831 - Lake Marion Creek Middle School	UniSIG		\$4,108.10
			<i>Notes: Social Security -7.65% -Instructional personnel</i>			
	5100	231	1831 - Lake Marion Creek Middle School	UniSIG		\$11,028.00
			<i>Notes: Health and Hospitalization - Instructional Personnel</i>			
	5100	232	1831 - Lake Marion Creek Middle School	UniSIG		\$21.60
			<i>Notes: Life Insurance - Instructional personnel</i>			
	5100	240	1831 - Lake Marion Creek Middle School	UniSIG		\$300.72
			<i>Notes: Workers Compensation - .56% - Instructional Personnel</i>			
					Total:	\$470,278.90

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No