

Columbia County School District

Lake City Middle School



2021-22 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	12
Planning for Improvement	19
Positive Culture & Environment	21
Budget to Support Goals	22

Lake City Middle School

843 SW ARLINGTON BLVD, Lake City, FL 32025

<http://lcms.columbiak12.com/>

Demographics

Principal: Dennis Dotson

Start Date for this Principal: 7/1/2016

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 7-8
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Asian Students Black/African American Students* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: B (55%) 2017-18: C (52%) 2016-17: B (58%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

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

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

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Table of Contents

Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	12
Planning for Improvement	19
Title I Requirements	0
Budget to Support Goals	22

Lake City Middle School

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School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 7-8	Yes	99%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	44%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		B	B	C

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Lake City Middle School will educate all students in a safe and supportive learning environment that will develop life-long learners and productive citizens.

We are one school, one team, one goal; which is to prepare our students socially, emotionally, academically for high school.

Provide the school's vision statement.

Our vision is to be a premier middle school in which our students are curious and creative learners who succeed through personal initiative and sustained effort to reach high academic goals. They are critical thinkers who seek knowledge and possess the technological competence and collaborative skills. Our students embrace diversity, act responsibly, and contribute to our community.

Our educators believe that all students can meet or exceed rigorous academic standards. Teachers, staff, and administrators together form a rich professional learning community where all are supported to hone our professional craft and improve our effectiveness. Through the examination of our instructional practices and data, we adjust our teaching and operational systems in order to continuously improve.

School Leadership Team

Membership

Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Cooper, Robert	Principal	<ul style="list-style-type: none"> *Ensuring that academic policies and curriculum are followed *Helping teachers maximize their teaching potential *Meeting and listening to concerns of students on a regular basis *Encouraging, guiding, and assisting student leaders and teachers *Meeting with parents and administrators on a regular basis for problem resolution *Enforcing discipline when necessary *Providing an atmosphere free of any bias in which students can achieve their maximum potential *Evaluating teachers and learning materials to determine areas where improvement is needed *Make decisions to keep faculty, staff, students, and visitors physically safe on campus
Dopler, Lori	Assistant Principal	<ul style="list-style-type: none"> *Assists the principal in the overall administration of the school and assumes leadership of the school in the absence of the principal *Responding to disciplinary issues *Has knowledge of local policies, state, and federal laws relating to minors *Relates to students with mutual respect while carrying out a positive and effective discipline policy *Assessing data such as state standards and test scores *Evaluating teachers and learning materials to determine areas where improvement is needed *Facilitates and leads the CRISIS Intervention Team *Developing and maintaining school safety procedures *Performs other related duties as needed
Shoup, Mitch	Assistant Principal	<ul style="list-style-type: none"> *Assists the principal in the overall administration of the school and assumes leadership of the school in the absence of the principal *Responding to disciplinary issues *Has knowledge of local policies, state, and federal laws relating to minors *Relates to students with mutual respect while carrying out a positive and effective discipline policy *Assessing data such as state standards and test scores *Developing and maintaining school safety procedures *Supervising grounds and facilities maintenance *Evaluating teachers and learning materials to determine areas where improvement is needed *Performs other related duties as needed
Williams, Kim	School Counselor	<ul style="list-style-type: none"> *Meeting with parents and students to discuss student behavioral or learning concerns *Testing coordinator for state assessments *Creating student schedules

Name	Position Title	Job Duties and Responsibilities
Guetherman, Regina	School Counselor	<ul style="list-style-type: none"> *Meeting with parents and students to discuss student behavioral or learning concerns *Testing coordinator for state assessments *Creating student schedules
Agans, Jennifer	Curriculum Resource Teacher	<ul style="list-style-type: none"> *Ensuring the school meets Title 1 requirements *Facilitating the School Advisory Council meetings *Coordinating parent workshops and enforcing parent involvement *Assessing data such as state standards and test scores *Attends district meetings in support of professional learning *Assisting teachers with curriculum and technology *Responding to emails from teachers, parents, and community members
Christie, Candace	Instructional Coach	<ul style="list-style-type: none"> *Facilitating professional learning communities *Working with teachers to develop curriculum standards *Assessing data such as state standards and test scores *Testing coordinator for state assessments *Attends district meetings in support of professional learning *Assisting teachers with curriculum and technology *Responding to emails from teachers, parents, and community members

Demographic Information

Principal start date

Friday 7/1/2016, Dennis Dotson

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

3

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

14

Total number of teacher positions allocated to the school

52

Total number of students enrolled at the school

1,000

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

10

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

6

Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	493	502	0	0	0	0	995
Attendance below 90 percent	0	0	0	0	0	0	0	149	160	0	0	0	0	309
One or more suspensions	0	0	0	0	0	0	0	72	60	0	0	0	0	132
Course failure in ELA	0	0	0	0	0	0	0	38	82	0	0	0	0	120
Course failure in Math	0	0	0	0	0	0	0	79	96	0	0	0	0	175
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	98	125	0	0	0	0	223
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	105	119	0	0	0	0	224
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	0	126	157	0	0	0	0	283

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	2	8	0	0	0	0	10
Students retained two or more times	0	0	0	0	0	0	0	28	18	0	0	0	0	46

Date this data was collected or last updated

Wednesday 8/25/2021

2020-21 - As Reported

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	0	0	523	500	0	0	0	0	1023
Attendance below 90 percent	0	0	0	0	0	0	0	0	82	90	0	0	0	0	172
One or more suspensions	0	0	0	0	0	0	0	0	11	20	0	0	0	0	31
Course failure in ELA	0	0	0	0	0	0	0	0	18	32	0	0	0	0	50
Course failure in Math	0	0	0	0	0	0	0	0	30	47	0	0	0	0	77
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	58	67	0	0	0	0	125
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	62	45	0	0	0	0	107

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	55	81	0	0	0	0	136

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	1	7	0	0	0	0	8	
Students retained two or more times	0	0	0	0	0	0	0	20	12	0	0	0	0	32	

2020-21 - Updated

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	0	0	523	500	0	0	0	0	1023
Attendance below 90 percent	0	0	0	0	0	0	0	0	82	90	0	0	0	0	172
One or more suspensions	0	0	0	0	0	0	0	0	11	20	0	0	0	0	31
Course failure in ELA	0	0	0	0	0	0	0	0	18	32	0	0	0	0	50
Course failure in Math	0	0	0	0	0	0	0	0	30	47	0	0	0	0	77
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	58	67	0	0	0	0	125
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	62	45	0	0	0	0	107

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	55	81	0	0	0	0	136

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	1	7	0	0	0	0	8	
Students retained two or more times	0	0	0	0	0	0	0	20	12	0	0	0	0	32	

Part II: Needs Assessment/Analysis

School Data Review

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

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				52%	56%	54%	50%	50%	53%
ELA Learning Gains				55%	58%	54%	52%	51%	54%
ELA Lowest 25th Percentile				43%	51%	47%	42%	42%	47%
Math Achievement				58%	66%	58%	53%	56%	58%
Math Learning Gains				60%	65%	57%	54%	43%	57%
Math Lowest 25th Percentile				42%	51%	51%	45%	34%	51%
Science Achievement				51%	51%	51%	47%	47%	52%
Social Studies Achievement				71%	71%	72%	67%	67%	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
07	2021					
	2019	49%	53%	-4%	52%	-3%
Cohort Comparison						
08	2021					
	2019	52%	54%	-2%	56%	-4%
Cohort Comparison		-49%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2021					
	2019	60%	63%	-3%	54%	6%
Cohort Comparison						
08	2021					
	2019	33%	36%	-3%	46%	-13%
Cohort Comparison		-60%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	51%	52%	-1%	48%	3%
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	70%	72%	-2%	71%	-1%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	91%	64%	27%	61%	30%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	50%	-50%	57%	-57%

Grade Level Data Review - Progress Monitoring Assessments

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

iReady math and reading for both 7th and 8th grade

Grade 7				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	35	42	41
	Economically Disadvantaged			
	Students With Disabilities	4	12	18
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	26	36	42
	Economically Disadvantaged			
	Students With Disabilities	3	10	21
Civics	Number/% Proficiency	Fall	Winter	Spring
	English Language Learners	0	25	50
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 8				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	33	37	41
	Economically Disadvantaged			
	Students With Disabilities	5	15	12
	English Language Learners	0	0	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	14	23	32
	Economically Disadvantaged			
	Students With Disabilities	5	6	7
	English Language Learners	0	0	0
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	20	21	18	32	23	25	15	38	13		
ELL	50	57		80	64			69			
ASN	91	60		100	60						
BLK	35	32	24	36	29	21	29	54	40		
HSP	64	52		63	60		57	67	50		
MUL	48	38	31	52	40	46	53	61	69		
WHT	58	49	34	66	41	38	60	77	61		
FRL	39	37	29	45	33	32	41	59	41		
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	21	44	36	15	30	29	20	31			
ELL	45	46		36	33	20					

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
ASN	100	73		91	82						
BLK	31	44	38	35	45	39	20	60	58		
HSP	51	48	36	67	66	41	57	61	74		
MUL	48	60	33	44	48	18	52	63	50		
WHT	61	60	49	68	67	50	64	76	68		
FRL	40	49	39	48	52	39	40	62	52		
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	17	34	30	18	39	36	20	40			
ELL		40			75						
ASN	73	64		100	91						
BLK	32	42	36	29	40	39	27	51	52		
HSP	49	51	53	57	58	63	30	62	50		
MUL	50	44		51	60	54	32	62			
WHT	59	57	47	63	58	47	57	74	59		
FRL	43	47	42	47	50	44	42	61	55		

ESSA Data Review

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	47
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	427
Total Components for the Federal Index	9
Percent Tested	95%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	23
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

English Language Learners	
Federal Index - English Language Learners	64
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	78
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
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%	
Hispanic Students	
Federal Index - Hispanic Students	59
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	49
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	54
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	40
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

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

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

More than 50% of our seventh graders have been proficient in math for the past five years. Science scores continue to rise for the past three years. No matter the subgroup, Algebra I students scored equally well.

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

The lowest performance component was Grade 8 Pre-Algebra with a proficiency percent of 32.7%. ELA grades 7 and 8 also performed at a minimal level, scoring 49.3% and 52.4% respectively. The bottom 25% of our students in both ELA and Math had a learning gain of only 43% and 42% respectively.

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

Teachers need to target the lowest quartile students on their team, and have quarterly data meetings for accountability.

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

Based on 2019 state assessments, seventh grade math gained 6 percentage points.

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

Lake City Middle School tracked data for the bottom quartile. Teachers participated in monthly Professional Learning Communities discussing best practices and standards-based instruction. Math teachers completed monthly data chats.

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

Weekly data chats across core subjects to encourage students and continue to keep them accountable for their progress. Continue standards-based instruction and share best practices during Professional Learning Communities.

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.

Professional Learning Communities will be facilitated by the Instructional Coach. Professional development will include standards-based instruction, student engagement, student-teacher relationships.

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

Teacher to administration data chats bi-weekly for accountability.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Standards-aligned Instruction

Area of Focus Description and Rationale:	According to our current data, ELA, Civics, and math FSA scores are just below the state average.
Measurable Outcome:	Increase student proficiency and achievement by 3% through the implementation of best practices teaching strategies and professional development opportunities.
Monitoring:	We will use progress monitoring and unit assessments throughout the year.
Person responsible for monitoring outcome:	Candace Christie (christiec@columbiak12.com)
Evidence-based Strategy:	<ol style="list-style-type: none"> 1. School-wide data chats (between teacher and student and also lead team member and teacher) 2. Professional development on strategies to engage students during instruction 3. Peer observations 4. Resource teacher and paraprofessionals for small group instruction 5. Supplemental web-based software 6. Core subjects - data days
Rationale for Evidence-based Strategy:	<ol style="list-style-type: none"> 1. Teachers will become familiar with their students' data and their areas of concern. 2. To introduce new engagement strategies for teachers to implement in the classroom. 3. Teachers will be able to observe best practices in live classrooms. 4. Teacher support for standards-based instruction 5. Research-based supplemental instruction promoting student engagement 6. Accountability and monitor student progress

Action Steps to Implement

No action steps were entered for this area of focus

#2. Culture & Environment specifically relating to Parent Involvement

Area of Focus Description and Rationale:	At Lake City Middle School, we want to provide more opportunities for parents to be involved in the learning process.
Measurable Outcome:	Increase family involvement by 3% through events and workshops focusing more on teacher/family interaction.
Monitoring:	Sign-in sheets from parent involvement activities.
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy:	Professional development for teachers on parent communication and building student/parent relationships.
Rationale for Evidence-based Strategy:	Building positive relationships between home and school at Lake City Middle School is a priority. Research shows that more parent involved, the higher the student achievement.

Action Steps to Implement

No action steps were entered for this area of focus

#3. Culture & Environment specifically relating to Discipline

Area of Focus Description and Rationale:	Even though we have decreased the number of referrals over the past three years, we still had over 800 referrals last year. This results in students missing more school/ instruction time and therefore lowers their overall student achievement.
Measurable Outcome:	Decrease referrals by 3% by building relationships between teachers and students and teachers and families.
Monitoring:	We will use Focus, our data platform, to monitor the number of referrals monthly.
Person responsible for monitoring outcome:	Mitch Shoup (shoupm@columbiak12.com)
Evidence-based Strategy:	<ol style="list-style-type: none"> 1. Teachers will participate in PLCs discussing classroom management and building relationships. 2. Book Study, "Relentless" 3. Continue Falcon Feather Friday and Game room (incentive program)
Rationale for Evidence-based Strategy:	Research shows that positive relationships between teachers and students promotes student achievement.

Action Steps to Implement

No action steps were entered for this area of focus

Additional Schoolwide Improvement Priorities

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

The state average is 10 incident reports per 100 students. Currently, Lake City Middle School is at 7.9 per 100. Our primary focus will be fighting. With our focus on student behavior/relationships (using Relentless), we will provide strategies and support to deter this behavior. Students are encouraged to talk to an adult before an altercation is involved.

Part IV: Positive Culture & Environment

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

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

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

Building positive relationships between home and school at Lake City Middle School is a priority. We use various modes of communication between home and school including: Remind 101, school messenger, our school website, social media platforms, and reaching out to members of the community to encourage their school-based initiatives. We continuously offer opportunities for our stake holders to be included in the Title I School Improvement Plan and Family Engagement Plan by seeking input on activities and funding priorities. One such opportunity for input is the Lake City Middle School - School Advisory Council, which is a forum open to the public.

Lake City Middle School provides state certified teachers who use highly effective, research based teaching methods. Teachers who are certifiable, participate in the EPI program and are on track to be certified teachers within three years.

The mission of Lake City Middle School is to educate all students in a safe and supportive learning environment that will develop life-long learners and productive citizens.

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

Teachers - provide a quality, standards based education to our students and a positive, safe, equitable learning environment.

Guidance Counselors - provide support and guidance to any student in need or crisis. Schedule parent teacher conferences. Monitor & update 504 plans.

Families - attend scheduled parent trainings and conferences. Support students at home with schoolwork.

Community - actively attend and support the school through SAC meetings and campus activities. Serve as

partners investing in students.

Administration - provide a quality, standards based education to our students and a positive, safe, equitable learning environment. Provide support to our teachers and serve as a liaison between the school and the community. Ensure equity for all students.

Instructional Coach & Curriculum Resource Teacher - provide support for teachers and students through lesson

planning, professional development, monitoring and capacity building and small group instruction.

ESE Staffing Specialist - serve as a liaison between ESE students, families and teachers. Provide support to ESE

students and families. Monitor & update IEPs.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction				\$203,519.95
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	6300	100-Salaries	0241 - Lake City Middle School	Title, I Part A		\$68,476.57
<i>Notes: Curriculum Resource Teacher (100%)</i>						
	6400	100-Salaries	0241 - Lake City Middle School	Title, I Part A		\$32,457.61
<i>Notes: Instructional Coach (50%)</i>						
	5100	150-Aides	0241 - Lake City Middle School	Title, I Part A		\$49,738.46
<i>Notes: Paraprofessionals (Quantity - 2)</i>						
	5100	369-Technology-Related Rentals	0241 - Lake City Middle School	Title, I Part A		\$44,295.00
<i>Notes: iReady, Flocabulary, Study Island (Civics), BrainPop, Gizmos, Teacher ToolKit</i>						
	5100	510-Supplies	0241 - Lake City Middle School	Title, I Part A		\$3,704.11
<i>Notes: Supplemental Instructional Materials</i>						
	6400	330-Travel	0241 - Lake City Middle School	Title, I Part A		\$780.20
<i>Notes: Professional Development</i>						
	6400	750-Other Personal Services	0241 - Lake City Middle School	Title, I Part A		\$4,068.00
<i>Notes: Data days substitutes</i>						
2	III.A.	Areas of Focus: Culture & Environment: Parent Involvement				\$8,464.01
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	6150	370-Communications	0241 - Lake City Middle School	Title, I Part A		\$540.00
<i>Notes: Communication supplies</i>						

	6150	369-Technology-Related Rentals	0241 - Lake City Middle School	Title, I Part A		\$50.00
			Notes: All Pro Dads Software			
	6150	510-Supplies	0241 - Lake City Middle School	Title, I Part A		\$7,874.01
			Notes: Materials and supplies			
3	III.A.	Areas of Focus: Culture & Environment: Discipline				\$0.00
Total:						\$211,983.96