

Columbia County School District

Lake City Middle School



2022-23 Schoolwide Improvement Plan

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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: 1/7/2022

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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Asian Students Black/African American Students* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: C (47%) 2018-19: B (55%) 2017-18: C (52%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

This plan was approved by the Columbia County School Board on 10/25/2022.

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 7-8	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	47%

School Grades History

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

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Purpose and Outline of the SIP

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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

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

Name	Position Title	Job Duties and Responsibilities
Dotson, Dennis	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
Christie, Candace	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
Johnson, Julie	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 district assessments *Attends district meetings in support of professional learning *Assisting teachers with curriculum and technology *Responding to emails from teachers, parents, and community members

Name	Position Title	Job Duties and Responsibilities
Agans, Jennifer	Other	<ul style="list-style-type: none"> *Testing coordinator for state assessments *Meeting with parents and students to discuss student behavioral or learning concerns *Attends all district required professional development activities aligned with specific position requirements, and demonstrates active participation and follow-through at the school of assignment. *Provides training and technical assistance in the administration of the F.A.S.T. *Prepares, distributes, and collects the correct completion of state testing for all 7th and 8th graders to ensure compliance with federal, state, and local requirements. *Coordinates and conducts appropriate parent/teacher conferences related to student 504 plans. *Prepares, reviews, and monitors the correct completion of educational documentation in student records pertaining to 504 services to ensure compliance with federal, state, and local requirements.
Ronsonet, Leesa	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
Darby, Dede	School Counselor	<ul style="list-style-type: none"> *Meeting with parents and students to discuss student behavioral or learning concerns *Creating student schedules
Powe, Latoya	School Counselor	<ul style="list-style-type: none"> *Meeting with parents and students to discuss student behavioral or learning concerns *Creating student schedules
Mullins, Thayla	Behavior Specialist	<ul style="list-style-type: none"> *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

Demographic Information

Principal start date

Friday 1/7/2022, Dennis Dotson

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

3

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

18

Total number of teacher positions allocated to the school

60

Total number of students enrolled at the school

981

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

15

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

19

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	494	486	0	0	0	0	980
Attendance below 90 percent	0	0	0	0	0	0	0	137	150	0	0	0	0	287
One or more suspensions	0	0	0	0	0	0	0	63	47	0	0	0	0	110
Course failure in ELA	0	0	0	0	0	0	0	28	60	0	0	0	0	88
Course failure in Math	0	0	0	0	0	0	0	41	68	0	0	0	0	109
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	109	148	0	0	0	0	257
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	102	136	0	0	0	0	238
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	128	121	0	0	0	0	249

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	107	124	0	0	0	0	231

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Retained Students: Current Year	0	0	0	0	0	0	0	0	4	0	0	0	0	4	
Students retained two or more times	0	0	0	0	0	0	0	19	25	0	0	0	0	44	

Date this data was collected or last updated

Monday 9/19/2022

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	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	

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	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	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

Part II: Needs Assessment/Analysis

School Data Review

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

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	45%	48%	50%				52%	56%	54%
ELA Learning Gains	40%						55%	58%	54%
ELA Lowest 25th Percentile	32%						43%	51%	47%
Math Achievement	50%	32%	36%				58%	66%	58%
Math Learning Gains	48%						60%	65%	57%
Math Lowest 25th Percentile	33%						42%	51%	51%
Science Achievement	50%	52%	53%				51%	51%	51%
Social Studies Achievement	64%	50%	58%				71%	71%	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	2022					
	2019	49%	53%	-4%	52%	-3%
Cohort Comparison						
08	2022					
	2019	52%	54%	-2%	56%	-4%
Cohort Comparison		-49%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2022					
	2019	60%	63%	-3%	54%	6%
Cohort Comparison						
08	2022					
	2019	33%	36%	-3%	46%	-13%
Cohort Comparison		-60%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2022					
	2019					
Cohort Comparison						
08	2022					
	2019	51%	52%	-1%	48%	3%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	70%	72%	-2%	71%	-1%

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	91%	64%	27%	61%	30%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	50%	-50%	57%	-57%

Subgroup Data Review

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
SWD	19	31	26	27	34	24	28	33	21		
ELL	37	47		44	47						
ASN	67	55		75	55						
BLK	28	32	30	32	40	29	31	47	61		
HSP	44	43		44	33	33	70	75	45		
MUL	47	51	27	49	56		48	70	60		
WHT	54	42	33	60	53	37	57	72	64		
FRL	35	36	32	42	45	34	39	55	51		
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		

ESSA Data Review

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TSI
OVERALL Federal Index – All Students	47
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	425
Total Components for the Federal Index	9
Percent Tested	97%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	27
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	3
English Language Learners	
Federal Index - English Language Learners	44
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0

Asian Students	
Federal Index - Asian Students	63
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	37
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	48
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	51
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	52
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	41
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

Data Analysis

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

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

In grades 7 and 8, the percentage of students at level 3 or higher in both ELA and Math decreased. 7th ELA grade decreased by 4%, and 8th grade ELA decreased by 6%. 7th grade Math decreased by 5%, and 8th grade decreased by 3.5%. Algebra 1 showed no change from the 2020-2021 to 2021-2022 school year. The Black/ African American subgroup has decreased over the past 3 years in ELA scores. Students with Disabilities maintained the same.

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

The lowest performance component was Grade 8 Pre-Algebra with a proficiency of 32 percent.

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

The county did not have a district wide curriculum in place due to expiration of non renewal. Students in the lowest quartile did not make the gains that were expected. New curriculum is in place to help close the achievement gaps. Teachers will meet monthly to identify and discuss lowest quartile students.

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

Based off progress monitoring and 2022 state assessment, 7th Grade Civics showed the most improvement with 67% proficiency.

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

Students participated in a hands-on activities that aligned to the state civics standards called "Civics Saturday". Students would rotate between teachers to reinforce skill in order to obtain mastery of content.

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

Monthly data chats across core subjects to encourage students and continue to keep them accountable for their progress. Implementing the new BEST Standards, teachers will continue to create 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 Instructional Coach. Professional Development will include standards-based instruction, student engagement, and 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 monthly for accountability. Grade level teams will meet by subject area to analyze and discuss curriculum content, data, and best practices.

Areas of Focus

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

:

#1. Instructional Practice specifically relating to ELA

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

According to FLDOE State FSA Data, the percentage of students in grade 7 and 8 scoring a 3 or above in ELA decreased from 51% in 2020-2021 to 45% in 2021-2022. A drop of (-6%).

Lake City Middle School's ELA Subgroup Achievement Data:
SWD 19%, ELL 37%, ASN 67%, BLK 28%, HSP 44%, MUL 47%, WHT 54%, FRL 35%

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

Increase student proficiency and achievement by 3% through the implementation of best practices teaching strategies and professional development opportunities.

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

This area of focus will be monitored schoolwide through state progress monitoring. We will use data collaboration days to meet with teachers to discuss student progress toward this goal. Teachers will also collaborate and plan as a team. Teachers will also implement data chats with students to monitor student progress.

Person responsible for monitoring outcome:

Candace Christie (christiec@columbiak12.com)

Standards based teaching and differentiated instruction will be the evidence based strategy that is implemented in the classroom. Paraprofessionals and Inclusion teachers will be utilized in the classroom to help improve student achievement and close achievement gaps in ELA.

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

1. School-wide data chats (Between teacher and student and also lead team members and teacher)
2. Professional Development on strategies to engage student learning during instruction
3. Peer observation
4. Resource teacher and paraprofessionals for small group instruction/ interventions
5. Supplemental web-based software
6. Data days for core subject areas
7. 3 Inclusion teachers

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

1. Teacher 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
7. ESE Inclusion students will receive extra 1-on-1/ small group support

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.

No action steps were entered for this area of focus

#2. Positive Culture and Environment specifically relating to parent involvement

Area of Focus Description and

Rationale:

Include a rationale that explains how it was identified as a critical need from the data reviewed.

At Lake City Middle School, we want to provide more opportunities for parents to be involved in the learning process.

Measurable Outcome:

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

Increase student achievement by 3% through events and workshops focusing more on teacher/ family interaction.

Monitoring:

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

Sign-in sheets and parent involvement activities.

Person responsible for monitoring outcome:

Leesa Ronsonet (ronsonetl@columbiak12.com)

Evidence-based Strategy:

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

Professional development for teachers on parent communication and building student/ parent relationships.

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

Building positive relationships between home and school at Lake City Middle School is a priority. Research shows that the more the parent is involved, the higher the student achievement.

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.

No action steps were entered for this area of focus

#3. Positive Culture and Environment specifically relating to Discipline

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

2021-2022 Lake City Middle School processed 1936 discipline referrals. This is a 114% increase from the 2020-2021 school year. This results in students missing instructional time, which can lower overall student success.

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

Decrease referrals by 10% by building relationships between teachers and students, as well as teachers and families.

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

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

1) Positive Behavior Incentive: Falcon Feather Friday and Game room
 2) Tier Discipline Plan
 3) Teachers will participate in PLCs discussing classroom management and building relationships.

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

1) By providing incentives, acknowledging and rewarding positive behavior can result into an increase in positive behavior in ones community.
 2) Schoolwide discipline plan to reduce the number of referrals by providing teachers with the tools to implement documentation and interventions to defer negative behavior.
 3) Research shows that positive relationships between teachers and students promotes student achievement.

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.

No action steps were entered for this area of focus

#4. Instructional Practice specifically relating to Math

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

According to FLDOE State FSA Data, the percentage of students in grade 7 and 8 scoring a 3 or above in Math decreased from 56% in 2020-2021 to 49% in 2021-2022. A drop of (-7%).

Lake City Middle School's ELA Subgroup Achievement Data:
SWD 27%, ELL 45%, ASN 75%, BLK 32%, HSP 44%, MUL 49%, WHT 60%, FRL 42%

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

Increase student proficiency and achievement by 3% through the implementation of best practices teaching strategies and professional development opportunities.

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

This area of focus will be monitored schoolwide through state progress monitoring. We will use data collaboration days to meet with teachers to discuss student progress toward this goal. Teachers will also collaborate and plan as a team. Teachers will also implement data chats with students to monitor student progress.

Person responsible for monitoring outcome:

Candace Christie (christiec@columbiak12.com)

Standards based teaching and differentiated instruction will be the evidence based strategy that is implemented in the classroom. Paraprofessionals and Inclusion teachers will be utilized in the classroom to help improve student achievement and close achievement gaps in Math.

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

1. School-wide data chats (Between teacher and student and also lead team members and teacher)
2. Professional Development on strategies to engage student learning during instruction
3. Peer observation
4. Resource teacher and paraprofessionals for small group instruction/ interventions
5. Supplemental web-based software
6. Data days for core subject areas
7. 3 Inclusion teachers

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

1. Teacher 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
7. ESE Inclusion students will receive extra 1-on-1/ small group support

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.

No action steps were entered for this area of focus

#5. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a critical need from the data reviewed.

According to the Federal Percent of Points Index, Students with Disabilities in grades 7 and 8 scored below 41% in both ELA and Math on the 2022 FSA State Assessment.

Measurable Outcome:

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

Students with Disabilities will improve student achievement in the area of ELA and Math by 3% on the Florida Assessment for Student Thinking.

Monitoring:

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

Bi-monthly PLCs will provide time to analyze data and evaluate best instructional practices.

Data Days will allow for more in depth monitoring and analysis of data and instruction.

Administration will conduct walkthroughs on a consistent basis in order to monitor instruction.

Lesson plans will be evaluated by administration.

Progress monitoring assessments will be administer in order to monitor progress and drive instruction.

Person responsible for monitoring outcome:

Julie Johnson (johnsonj1@columbiak12.com)

Evidence-based Strategy:

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

The evidence based instruction being implemented for this area of focus is standards based teaching. Inclusion teachers and paraprofessionals will work one on one or in small groups with students with disabilities. The area of focus will be driven by their IEP.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

The rationale for selecting the above strategy is to help improve student achievement in the area of ELA and Math. The following ESSA evidence based resources will be used to help implement this strategy.

1. Study Island (moderate) for ELA and math
2. I-Ready Toolbox (moderate) for ELA and math
3. StudySync (promising) for ELA
4. Reveal (promising) for math
5. ALEKS (promising) for math

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.

No action steps were entered for this area of focus

#6. ESSA Subgroup specifically relating to Black/African-American**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

According to the Federal Percent of Points Index, African American students in grades 7 and 8 scored below 41% in both ELA and Math on the 2022 FSA State Assessment.

Measurable Outcome:

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

African American student will show a 3% increase in the area of ELA and Math by 3% on the Florida Assessment for Student Thinking.

Monitoring:

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

Bi-monthly PLCs will provide time to analyze data and evaluate best instructional practices.
Data Days will allow for more in depth monitoring and analysis of data and instruction.
Administration will conduct walkthroughs on a consistent basis in order to monitor instruction.
Lesson plans will be evaluated by administration.
Progress monitoring assessments will be administer in order to monitor progress and drive instruction.

Person responsible for monitoring outcome:

Julie Johnson (johnsonj1@columbiak12.com)

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

The evidence based instruction being implemented for this area of focus is standards based teaching. Paraprofessionals will work one on one or in small groups with this subgroup of students. African American students with an Individualized Educational Plan will receive services from Inclusion teachers as well.

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

The rationale for selecting the above strategy is to help improve student achievement in the area of ELA and Math. The following ESSA evidence based resources will be used to help implement this strategy.

1. Study Island (moderate) for ELA and math
2. I-Ready Toolbox (moderate) for ELA and math
3. StudySync (promising) for ELA
4. Reveal (promising) for math
5. ALEKS (promising) for math

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.

No action steps were entered for this area of focus

Positive Culture & Environment

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

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

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, 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 1 School Improvement Plan and Family Encouragement 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 are 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 school culture and environment.

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 conferences. Monitor and up date 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 bet ESE students, families and teachers. Provide support to ESE students and families. Monitor and update IEP.