

Columbia County School District

Lake City Middle School



2023-24

Schoolwide Improvement Plan (SIP)

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Lake City Middle School

843 SW ARLINGTON BLVD, Lake City, FL 32025

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

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.

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, with one goal; which is to prepare our students socially, emotionally, and academically for high school.

Provide the school's vision statement.

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

Our educators believe that all students can meet or exceed rigorous academic standards. Together, our teachers, staff, and administrators form a rich professional learning community where all are supported to hone their professional craft and improve 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, 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 |
|-------------------|-----------------------------|--|
| Dotson, Dennis | Principal | To provide the leadership and vision necessary to develop and administer middle grades' educational programs that optimize available human and material resources to provide successful high-quality educational experiences for students in a safe and orderly environment. |
| Christie, Candace | Assistant Principal | To assist the principal with all administrative and instructional functions to meet the educational needs of students and carry out the mission and goals of the middle school and the district. |
| Mullins, Thayla | Assistant Principal | To assist the principal with all administrative and instructional functions to meet the educational needs of students and carry out the mission and goals of the middle school and the district. |
| Johnson, Julie | Instructional Coach | To provide a schoolwide focus on generating improvement instruction and achievement across the curriculum. |
| Cadle, Michael | Curriculum Resource Teacher | To enhance school curriculum and parental involvement programs that are site specific, research based and data driven through coordination and effective communication with parents, teachers, administrators and community representatives. |

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.

Building positive relationships between home and school at Lake City Middle School is a priority. We use various tools for communication between home and school. These include ParentSquare, our school website, social media platforms, our school's electronic sign, and reaching out to members of the community to encourage their school-based initiatives.

We continuously offer opportunities for stakeholders to be included in the School Improvement Plan and the Title 1 Parent Family Engagement Plan by seeking input for activities and for funding priorities. Other opportunities for stakeholder contribution are the LCMS School Advisory Council and LCMS Parent Teacher Organization. These forums are open to the public.

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))

Monitoring and review of the School Improvement Plan will be derived from the input of multiple sources. These sources include but are not limited to a review of data for school-wide assessments, the implementation of a SIP/SIT group consisting of teachers and other school staff, as well as review and feedback from our School Advisory Council. We will also monitor feedback from the community and utilize surveys as needed or warranted. The CRT and Instructional Coach will consistently monitor and assess the SIP and its associated data with the School's Administrative Team.

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 7-8 |
| Primary Service Type (per MSID File) | K-12 General Education |
| 2022-23 Title I School Status | Yes |
| 2022-23 Minority Rate | 47% |
| 2022-23 Economically Disadvantaged (FRL) Rate | 100% |
| Charter School | No |
| RAISE School | No |
| ESSA Identification *updated as of 3/11/2024 | TSI |
| Eligible for Unified School Improvement Grant (UniSIG) | No |
| 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) Asian Students (ASN) 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: C 2019-20: B 2018-19: B 2017-18: C |
| 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 | 0 | 174 | 178 | 352 | |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 192 | 164 | 356 | |
| Course failure in English Language Arts (ELA) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 71 | 34 | 105 | |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 121 | 31 | 152 | |
| Level 1 on statewide ELA assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 106 | 137 | 243 | |
| Level 1 on statewide Math assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 96 | 130 | 226 | |
| Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 126 | 113 | 239 | |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | |

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 | 0 | 197 | 169 | 366 |

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 | 0 | 3 | 3 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 18 | 20 | 38 |

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 | 0 | 137 | 150 | 287 | |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 63 | 47 | 110 | |
| Course failure in ELA | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 28 | 60 | 88 | |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 41 | 68 | 109 | |
| Level 1 on statewide ELA assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 109 | 148 | 257 | |
| Level 1 on statewide Math assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 102 | 136 | 238 | |
| Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 128 | 121 | 249 | |

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 | 0 | 107 | 124 | 231 |

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 | 0 | 4 | 4 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 19 | 25 | 44 |

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 | 0 | 0 | 137 | 150 | 287 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 63 | 47 | 110 |
| Course failure in ELA | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 28 | 60 | 88 |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 41 | 68 | 109 |
| Level 1 on statewide ELA assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 109 | 148 | 257 |
| Level 1 on statewide Math assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 102 | 136 | 238 |
| Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 128 | 121 | 249 |

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 | 0 | 107 | 124 | 231 |

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 | 0 | 4 | 4 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 19 | 25 | 44 |

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* | 43 | 47 | 49 | 45 | 48 | 50 | 51 | | |
| ELA Learning Gains | | | | 40 | | | 43 | | |
| ELA Lowest 25th Percentile | | | | 32 | | | 29 | | |
| Math Achievement* | 51 | 52 | 56 | 50 | 32 | 36 | 57 | | |
| Math Learning Gains | | | | 48 | | | 39 | | |
| Math Lowest 25th Percentile | | | | 33 | | | 31 | | |
| Science Achievement* | 48 | 49 | 49 | 50 | 52 | 53 | 51 | | |
| Social Studies Achievement* | 61 | 61 | 68 | 64 | 50 | 58 | 69 | | |
| Middle School Acceleration | 63 | 63 | 73 | 63 | 41 | 49 | 57 | | |
| Graduation Rate | | | | | 50 | 49 | | | |
| College and Career Acceleration | | | | | 64 | 70 | | | |
| ELP Progress | | | 40 | | 63 | 76 | | | |

** 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) | TSI |
| OVERALL Federal Index – All Students | 53 |
| OVERALL Federal Index Below 41% - All Students | No |
| Total Number of Subgroups Missing the Target | 2 |
| Total Points Earned for the Federal Index | 266 |
| Total Components for the Federal Index | 5 |

2021-22 ESSA Federal Index

| | |
|-----------------|----|
| Percent Tested | 96 |
| Graduation Rate | |

2021-22 ESSA Federal Index

| | |
|--|-----|
| ESSA Category (CSI, TSI or ATSI) | TSI |
| OVERALL Federal Index – All Students | 47 |
| OVERALL Federal Index Below 41% - All Students | No |
| Total Number of Subgroups Missing the Target | 2 |
| Total Points Earned for the Federal Index | 425 |
| Total Components for the Federal Index | 9 |
| Percent Tested | 97 |
| 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 | 23 | Yes | 4 | 4 |
| ELL | 57 | | | |
| AMI | | | | |
| ASN | 82 | | | |
| BLK | 38 | Yes | 2 | |
| HSP | 52 | | | |
| MUL | 52 | | | |
| PAC | | | | |
| WHT | 61 | | | |
| FRL | 44 | | | |

| 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 | 27 | Yes | 3 | 3 |
| ELL | 44 | | | |
| AMI | | | | |
| ASN | 63 | | | |
| BLK | 37 | Yes | 1 | |
| HSP | 48 | | | |
| MUL | 51 | | | |
| PAC | | | | |
| WHT | 52 | | | |
| FRL | 41 | | | |

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 | 43 | | | 51 | | | 48 | 61 | 63 | | | |
| SWD | 19 | | | 25 | | | 18 | 31 | | | 4 | |
| ELL | 45 | | | 60 | | | | 67 | | | 3 | |
| AMI | | | | | | | | | | | | |
| ASN | 73 | | | 91 | | | | | | | 2 | |
| BLK | 26 | | | 33 | | | 27 | 48 | 56 | | 5 | |
| HSP | 40 | | | 53 | | | 57 | 55 | 57 | | 5 | |
| MUL | 40 | | | 56 | | | 39 | 54 | 73 | | 5 | |
| PAC | | | | | | | | | | | | |
| WHT | 53 | | | 60 | | | 60 | 70 | 64 | | 5 | |
| FRL | 34 | | | 41 | | | 39 | 54 | 51 | | 5 | |

| 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 | 45 | 40 | 32 | 50 | 48 | 33 | 50 | 64 | 63 | | | |
| SWD | 19 | 31 | 26 | 27 | 34 | 24 | 28 | 33 | 21 | | | |
| ELL | 37 | 47 | | 44 | 47 | | | | | | | |
| AMI | | | | | | | | | | | | |
| 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 | | | |
| PAC | | | | | | | | | | | | |
| WHT | 54 | 42 | 33 | 60 | 53 | 37 | 57 | 72 | 64 | | | |
| FRL | 35 | 36 | 32 | 42 | 45 | 34 | 39 | 55 | 51 | | | |

| 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 | 51 | 43 | 29 | 57 | 39 | 31 | 51 | 69 | 57 | | | |
| SWD | 20 | 21 | 18 | 32 | 23 | 25 | 15 | 38 | 13 | | | |
| ELL | 50 | 57 | | 80 | 64 | | | 69 | | | | |
| AMI | | | | | | | | | | | | |
| 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 | | | |
| PAC | | | | | | | | | | | | |
| WHT | 58 | 49 | 34 | 66 | 41 | 38 | 60 | 77 | 61 | | | |
| FRL | 39 | 37 | 29 | 45 | 33 | 32 | 41 | 59 | 41 | | | |

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.

| ELA | | | | | | |
|-------|---------------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 07 | 2023 - Spring | 41% | 44% | -3% | 47% | -6% |
| 08 | 2023 - Spring | 42% | 45% | -3% | 47% | -5% |

| MATH | | | | | | |
|-------|---------------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 07 | 2023 - Spring | 58% | 58% | 0% | 48% | 10% |
| 08 | 2023 - Spring | 29% | 32% | -3% | 55% | -26% |

| SCIENCE | | | | | | |
|---------|---------------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 08 | 2023 - Spring | 49% | 50% | -1% | 44% | 5% |

| ALGEBRA | | | | | | |
|---------|---------------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| N/A | 2023 - Spring | 71% | 54% | 17% | 50% | 21% |

| CIVICS | | | | | | |
|--------|---------------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| N/A | 2023 - Spring | 60% | 61% | -1% | 66% | -6% |

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.

In 2022-2023, student proficiency at level 3 or higher for 8th-grade Math was only at 29%. This might have been the product of a portion of 8th-grade students being placed into Algebra.

In 2022-2023, student proficiency at level 3 or higher was 41% for 7th-grade English Language Arts (ELA) and 42% for 8th-grade ELA. These percentages are 6% lower than state averages for 7th grade and 5% lower than state averages for 8th grade.

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

Assuming the newly implemented testing results level with the prior year's state standards and reporting indicators, student performance has decreased in multiple areas.

For 7th-grade ELA, proficiency at level 3 or higher was at 49% in 2020-21, 45% in 21-22, and 41% for 22-23. For 8th-grade ELA, proficiency at level 3 or higher was at 53% in 20-21, 46% in 21-22, and 42% for 22-23.

For 8th-grade Math, proficiency at level 3 or higher was at 53% in 20-21, 46% in 21-22, and 29% for 22-23.

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.

For 7th-grade Math, the percentage of students at LCMS who performed at level 3 or higher was 10% higher than the state average.

For 8th-grade Math, the percentage of students at LCMS who performed at level 3 or higher was 26% lower than state average.

At LCMS, 7th-grade students who performed at level 3 or higher on ELA were 6% lower than state average and the total number of 8th-grade students was 5% lower than state average.

For 8th-grade Science, the percentage of students at LCMS who performed at level 3 or higher was 5% higher than state average.

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

Student proficiency at level 3 or higher in 7th-grade math went from 53% in 21-22 to 58% in 22-23.

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

Two student subgroups have been identified as potential areas of concern. Less than 31% of Students with Disabilities had proficiencies at level 3 or higher. This has occurred for the last 3 years. Less than 41% of students who were identified as Black had proficiencies at level 3 or higher.

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

Instructional Practice specifically relating to English Language Arts

Instructional Practice specifically relating to Math

Positive Culture and Environment specifically relating to Student Behavior and Classroom Management

Positive Culture and Environment specifically relating to Parent and Family Engagement

ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups

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 ELA**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.

Student proficiency for English Language Arts, (ELA) during the 2022-2023 school year indicates 41% of 7th-grade students scored a level 3 or higher and 42% of students scored a level 3 or higher in 8th grade.

The 2022-2023 results for 7th-grade results were 6% lower than the state average. In 2021-2022, 7th-grade proficiency at level 3 or higher was 46%. The 2022-2023 results for 8th-grade students showed 5% lower than the state average. In 2021-2022, 8th-grade proficiency at level 3 or higher was 46%.

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 along with professional development strategies 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 and assessment data. Coaches and Administrators 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 bring awareness to student progress.

Person responsible for monitoring outcome:

Candace Christie (christiec@columbiak12.com)

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.)

LSM will utilize standards-based teaching, direct instruction, and differentiated instruction will be the evidence-based strategy that is implemented in the classroom. Additionally, paraprofessionals, teachers specializing in inclusion, and coaches will be strategically placed in the classrooms to help improve student achievement and close achievement gaps.

1. School-wide data chats. This will be between Administrators and Teachers, between teacher leaders and teachers in peer groups, and between teachers and students.
2. Professional Development on strategies to engage student learning during instruction.
3. Peer observations.
4. Resource teacher and paraprofessionals for small group instruction or interventions.
5. Supplemental web-based software.
6. Data days for core subject areas.
7. 3 Inclusion teachers.
8. Implementation of the Falcon Block.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

1. Teachers will become familiar with their student's data and their areas of concern.
2. Introduction of 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 or small-group support.
8. A 30-minute uninterrupted intensive intervention, remediation, and enrichment block designed for rigorous intervention with a scripted curriculum.

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?

No

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. Instructional Practice specifically relating to Math**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.

Student proficiency for Math during the 2022-2023 school year indicates 29% of 8th-grade students scored a level 3 or higher. For the year, 8th-grade students performed 26% lower than the state average. In 2021-2022, 8th-grade proficiency at level 3 or higher was 46%. However, a proportion of 8th grade students were enrolled in Algebra 1 courses.

The 2022-2023 results for 7th-grade results were 10% higher than the state average. In 2021-2022, 7th-grade proficiency at level 3 or higher was 53%.

Lake City Middle School's Math 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 and assessment data. Coaches and Administrators 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 bring awareness to student progress.

Person responsible for monitoring outcome:

Candace Christie (christiec@columbiak12.com)

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.)

LCMS will utilize standards-based teaching, direct instruction, and differentiated instruction will be the evidence-based strategy that is implemented in the classroom. Additionally, paraprofessionals, teachers specializing in inclusion, and coaches will be strategically placed in the classrooms to help improve student achievement and close achievement gaps.

1. School-wide data chats. This will be between Administrators and Teachers, between teacher leaders and teachers in peer groups, and between teachers and students.
2. Professional Development on strategies to engage student learning during instruction.
3. Peer observations.
4. Resource teacher and paraprofessionals for small group instruction or interventions.
5. Supplemental web-based software.
6. Data days for core subject areas.
7. 3 Inclusion teachers.
8. Implementation of the Falcon Block

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

1. Teachers will become familiar with their student's data and their areas of concern.
2. Introduction of 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, or both.
8. A 30-minute uninterrupted intensive intervention, remediation, and enrichment block designed for rigorous intervention with a scripted curriculum.

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?

No

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 Other**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.

2022-2023 Lake City Middle School processed 1648 discipline referrals. This is a 15% decrease from the 2021-2022 school year. However, student referrals decrease 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 15% by improving classroom management and building positive relationships between teachers and students through PLC's.

Monitoring:

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

Admin and BRT will use Focus, our data platform, to monitor the number of referrals monthly. We will analyze attitude, attendance, academics (AAA) quarterly and overall student discipline on a weekly basis. We will also monitor the percentage of students with SWD or who are identified as BLK.

Person responsible for monitoring outcome:

Thayla Mullins (mullinst@columbiak12.com)

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.)

- 1) Positive Behavior Incentive: Falcon Feather Friday and Gameroom
- 2) Tier Discipline Plan: designed to give teachers interventions in lieu of writing referrals
- 3) Teachers will participate in PLCs discussing classroom management and building relationships
- 4) Multi-Tiered System of Supports (MTSS) and differentiation for student behavior will also be implemented

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

- 1) By providing incentives, acknowledging and rewarding positive behavior can result in an increase in positive behavior.
- 2) Schoolwide discipline plans 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 promote higher levels of student achievement.
- 4) Students have different needs to correct negative behavior and some may require additional supports to encourage positive actions, behavior, and decision-making processes.

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?

No

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. Positive Culture and Environment specifically relating to Other**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.

Lake City Middle School will provide more opportunities for students to be supported in their learning growth. Parent Family Engagement (PFE) is a vital part of this process. Therefore, we want 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 parent participation by 10% as documented by hosting events and workshops that focus on engaging students in the learning process. Increase student performance by 3% in all core classes.

Monitoring:

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

Student achievement data will be monitored schoolwide through state progress monitoring and assessment data.

Parent participation will be tracked through sign-in sheets and other monitoring tools as warranted depending on the activity.

Teacher participation will be tracked via monitoring tools deemed warranted depending on the activity.

Person responsible for monitoring outcome:

Michael Cadle (cadlem@columbiak12.com)

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.)

1. Effective communication
2. Professional Learning Communities
3. Hosting of parent workshop activities designed for Parent and Family Engagement (PFE). This includes All Star Mom meetings, All Pro Dad meetings, Ed Fair, FAST Night, and other activities.
4. Parent Teacher Compacts
5. Parent and Family Engagement Plan

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

1. LCMS must utilize effective communication to communicate with parents. This includes messaging systems, calling systems, social media posts, newsletters, event flyers and more.
2. PLC meetings provide an opportunity to provide strategies to teachers and implement opportunities to positively and effectively communicate with parents.
3. The previously noted events have been designed to encourage parents to positively engage with student learning.
4. Indicates the importance of sharing the responsibility of student learning between teachers, parents, and students.
5. Our Parent and Family Engagement Plan is a comprehensive document that outlines planned PFE activities for the school year.

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?

No

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 Outcomes for Multiple Subgroups**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.

Student performance for student subgroups as identified by the Every Student Succeeds Act indicate Students With Disabilities (SWD) performed at 27%. This is below both the 41% and 32% benchmarks as identified by the Federal Percent of Points Index. LCMS has been below these marks for the last three years. As such, LCMS has been identified as in need for Targeted Support and Improvement (TSI).

Student performance for student subgroups as identified by the Every Student Succeeds Act indicate students who were registered as Black (BLK) performed at 37%. This is below the 41% benchmark as identified by the Federal Percent of Points Index. The 2022-2023 school year has been the only occurrence.

Measurable Outcome:

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

For SWD, increase student proficiency and achievement by 5%.

For BLK, increase student proficiency and achievement by 4%.

Both will be accomplished 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 and assessment data. Coaches and Administrators 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 bring awareness to student progress.

Person responsible for monitoring outcome:

Candace Christie (christiec@columbiak12.com)

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.)

Standards-based teaching, direct instruction, and differentiated instruction will be the evidence-based strategy that is implemented in the classroom. Additionally, paraprofessionals, teachers specializing in inclusion, and coaches will be strategically placed in the classrooms to help improve student achievement and close achievement gaps.

1. School-wide data chats. This will be between Administrators and Teachers, between teacher leaders and teachers in peer groups, and between teachers and students.
2. Professional Development on strategies to engage student learning during instruction.
3. Peer observations.
4. Resource teacher and paraprofessionals for small group instruction or interventions.
5. Supplemental web-based software.
6. Data days for core subject areas.
7. 3 Inclusion teachers.
8. Implementation of the Falcon Block

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

1. Teachers will become familiar with their student's data and their areas of concern.
2. Introduction of 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. Software includes: Study Island (ELA and Math), I-Ready Toolbox (ELA and Math), StudySync (ELA), Reveal (Math), ALEKS (Math), Gizmos (Science), IXL (ELA)
6. Accountability and monitor student progress.
7. ESE Inclusion students will receive extra 1-on-1, small-group support, or both.
8. A 30-minute uninterrupted intensive intervention, remediation, and enrichment block designed for rigorous intervention with a scripted curriculum.

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?

No

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

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)).

Information was reviewed and assessed based on the areas of critical needs. With the key areas identified, additional attention was given to the results derived from students registered as Black (BLK) and Students with Disabilities (SED). From these needs assessments and the needs of the students on campus, LCMS jointly developed a plan to help improve learning, improve instructional efforts, and improve any derived interventions.

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.

Information about the SIP/SWP is disseminated in the following ways:

- 1) During the Annual Title I meeting held at the beginning of the school year (September), the SIP/SWP is incorporated. Copies of the plan are available at these meetings and through other sources which include the school and district website. A notice is sent home to parents informing them that the SIP/SWP is located on the websites and that they may request a copy of the plan and who to request it from;
- 2) The school will distribute information concerning the SIP/SWP at parent meetings (PTO, School Advisory Council meetings) and through newsletters and flyers sent home throughout the year;
- 3) Reports are translated into Spanish and/or other languages, as needed.

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))

Communication will be facilitated through multiple methods. Some of which include the use of ParentSquare, letters, newsletters, flyers, and social media. Teachers will be given strategies that focus on building positive relationships with families and students through PLC meetings and other coaching opportunities. Regular assessments of student academic progress will be distributed via progress reports, report cards, and tools derived from school-wide data chats. Events will be hosted on campus which encourage families to engage in student learning. These events include SAC, Parent Teacher Conferences, Student Compacts, All Star Mom and All Pro Dad, FAST Night, and the Ed Fair.

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)

For 2023-2024, LCMS will implement the Falcon Block. This period will be held for 30 minutes each day and focus on targeted intervention, remediation, or enrichment for every student on campus. Additionally, Teachers meet regularly in Professional Learning Communities with the Instructional Coach and the Curriculum Resource Teacher for the development and enabling of support systems. PLCs occur two times per month and provide a method for district and school-related initiatives regarding student learning growth to be implemented.

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))

The development of this plan is coordinated with other programs funded under ESSA, as follows:

1. Title I, Part A, Title II, Part A and Title V funds collaborate to provide professional development opportunities to assist teachers in Title I schools in developing skills needed to work with students to improve academic achievement among all subgroups.
2. Title I, Part A, Title II, Part A, Title V, Part B and state funds collaborate to provide instructional coaches that provide embedded professional development, intensive coaching cycle, modeling of best practices and instructional resources to teachers.
3. Title I and Title IX collaborate to provide needed services and materials for homeless students;
4. Title I and ESE collaborate to avoid duplication of services provided by Title I and IDEA, as well as to

maximize resources.

5. Title I, Part A and Title II, Part A collaborate with professional development.

6. Title V and Title I collaborate with technology/software purchases.

7. State and Local funds are used to support the instructional program in all core content areas.

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))

The school employs two guidance counselors to serve approximately 1,000 students in 7th and 8th grades. Each year the school presents at least 5-hours of instruction in Teen Safety Matters by the Monique Burr Foundation. These hours of instruction meet the required instruction mandates by the state of Florida.

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))

Not applicable.

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).

The infraction code tiered model is designed to curve student behavior. Teachers are given a list of interventions to implement prior to writing a referral. Open communication between the parent, teacher, and student will be paramount in negating negative behaviors. Additionally, conferencing with the IEP team along with the Behavior Resource Teacher at regular intervals will ensure students' needs are met in order to decrease infractions. The model is created based on the individual need of the student, therefore positively impacting all learners. The school will also provide incentives and positive behavioral interventions via Positive Behavior Intervention and Support (PBIS) through the Falcon Feather Program.

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))

The school provides professional learning for instructional and administrative leaders to support adult learning. The use of Instructional Coaches to provide job-embedded professional learning to all paraprofessionals, other school personnel, and teachers regardless of where each teacher's skill level resides on the mastery spectrum. The Professional Learning activities provide consistency and understanding of instructional methodology, high-impact instructional strategies, data analysis of student performance assessment outcomes, and other professional learning activities that are focused on the learning needs of students that are unique to the school. The school will recruit and retain effective teachers...

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))

Not applicable.

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: ELA | | | | \$68,276.54 |
|---|----------|--|--------------------------------|-----------------|-----|-------------|
| | Function | Object | Budget Focus | Funding Source | FTE | 2023-24 |
| | 5100 | 150 | 0241 - Lake City Middle School | Title, I Part A | | \$19,570.00 |
| Notes: Salaries and Benefits - Basic Instruction | | | | | | |
| | 5100 | 210 | 0241 - Lake City Middle School | Title, I Part A | | \$2,791.35 |
| Notes: Retirement Benefits - Basic Instruction | | | | | | |
| | 5100 | 220 | 0241 - Lake City Middle School | Title, I Part A | | \$1,573.61 |
| Notes: Social Security and Medical Benefits - Basic Instruction | | | | | | |
| | 5100 | 230 | 0241 - Lake City Middle School | Title, I Part A | | \$5,800.00 |
| Notes: Group Insurance Benefits - Basic Instruction | | | | | | |
| | 5100 | 240 | 0241 - Lake City Middle School | Title, I Part A | | \$308.55 |
| Notes: Worker's Compensation Benefits - Basic Instruction | | | | | | |
| | 5100 | 369 | 0241 - Lake City Middle School | Title, I Part A | | \$7,860.67 |
| Notes: Rentals - Software Licensing | | | | | | |
| | 5100 | 390 | 0241 - Lake City Middle School | Title, I Part A | | \$881.67 |
| Notes: Printing, binding, and reproduction of materials by vendors. | | | | | | |
| | 5100 | 510 | 0241 - Lake City Middle School | Title, I Part A | | \$1,198.62 |
| Notes: General Materials and Supplemental Instructional Materials | | | | | | |
| | 5100 | 519 | 0241 - Lake City Middle School | Title, I Part A | | \$1,666.66 |
| | 6400 | 139 | 0241 - Lake City Middle School | Title, I Part A | | \$19,923.75 |
| Notes: Salaries and Benefits - Instructional Coach | | | | | | |

| | | | | | | |
|--|---------------|--|--------------------------------|-----------------|-----|--------------------|
| | 6400 | 120 | 0241 - Lake City Middle School | Title, I Part A | | \$2,703.65 |
| <i>Notes: Retirement Benefits - Instructional Coach</i> | | | | | | |
| | 6400 | 220 | 0241 - Lake City Middle School | Title, I Part A | | \$1,524.16 |
| <i>Notes: Social Security and Medicare - Instructional Coach</i> | | | | | | |
| | 6400 | 230 | 0241 - Lake City Middle School | Title, I Part A | | \$2,175.00 |
| <i>Notes: Group Insurance Benefits - Instructional Coach</i> | | | | | | |
| | 6400 | 240 | 0241 - Lake City Middle School | Title, I Part A | | \$298.85 |
| <i>Notes: Worker's Compensation - Instructional Coach</i> | | | | | | |
| 2 | III.B. | Area of Focus: Instructional Practice: Math | | | | \$68,276.54 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2023-24 |
| | 5100 | 150 | 0241 - Lake City Middle School | Title, I Part A | | \$19,570.00 |
| <i>Notes: Salaries and Benefits - Basic Instruction</i> | | | | | | |
| | 5100 | 210 | 0241 - Lake City Middle School | Title, I Part A | | \$2,791.35 |
| <i>Notes: Retirement Benefits - Basic Instruction</i> | | | | | | |
| | 5100 | 220 | 0241 - Lake City Middle School | Title, I Part A | | \$1,573.61 |
| <i>Notes: Social Security and Medicare - Basic Instruction</i> | | | | | | |
| | 5100 | 230 | 0241 - Lake City Middle School | Title, I Part A | | \$5,800.00 |
| <i>Notes: Group Insurance Benefits - Basic Instruction</i> | | | | | | |
| | 5100 | 240 | 0241 - Lake City Middle School | Title, I Part A | | \$308.55 |
| <i>Notes: Worker's Compensation Benefits - Basic Instruction</i> | | | | | | |
| | 5100 | 369 | 0241 - Lake City Middle School | Title, I Part A | | \$7,860.67 |
| <i>Notes: Rentals - Software Licensing</i> | | | | | | |
| | 5100 | 390 | 0241 - Lake City Middle School | Title, I Part A | | \$881.67 |
| <i>Notes: Printing, binding, and reproduction services by vendors.</i> | | | | | | |
| | 5100 | 510 | 0241 - Lake City Middle School | Title, I Part A | | \$1,198.62 |
| <i>Notes: General and Supplemental Instructional Materials</i> | | | | | | |
| | 5100 | 519 | 0241 - Lake City Middle School | Title, I Part A | | \$1,666.66 |
| <i>Notes: Technology-related materials and supplies</i> | | | | | | |

| | | | | | | |
|----------|---------------|---|--|-----------------|-----|--------------------|
| | 6400 | 139 | 0241 - Lake City Middle School | Title, I Part A | | \$19,923.75 |
| | | | <i>Notes: Salaries and Benefits - Instructional Coach</i> | | | |
| | 6400 | 210 | 0241 - Lake City Middle School | Title, I Part A | | \$2,703.65 |
| | | | <i>Notes: Retirement benefits - Instructional Coach</i> | | | |
| | 6400 | 220 | 0241 - Lake City Middle School | Title, I Part A | | \$1,524.16 |
| | | | <i>Notes: Social Security and Medicare - Instructional Coach</i> | | | |
| | 6400 | 230 | 0241 - Lake City Middle School | Title, I Part A | | \$2,175.00 |
| | | | <i>Notes: Group insurance benefits - Instructional Coach</i> | | | |
| | 6400 | 240 | 0241 - Lake City Middle School | Title, I Part A | | \$298.85 |
| | | | <i>Notes: Worker's Compensation - Instructional Coach</i> | | | |
| 3 | III.B. | Area of Focus: Positive Culture and Environment: Other | | | | \$2,728.51 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2023-24 |
| | 5900 | 120 | 0241 - Lake City Middle School | Title, I Part A | | \$2,223.36 |
| | | | <i>Notes: Salary - Behavior After School Program</i> | | | |
| | 5900 | 210 | 0241 - Lake City Middle School | Title, I Part A | | \$301.71 |
| | | | <i>Notes: Retirement - Behavior After School Program</i> | | | |
| | 5900 | 220 | 0241 - Lake City Middle School | Title, I Part A | | \$170.09 |
| | | | <i>Notes: Social Security - Behavior After School Program</i> | | | |
| | 5900 | 240 | 0241 - Lake City Middle School | Title, I Part A | | \$33.35 |
| | | | <i>Notes: Worker's Compensation Benefits - Behavior After School Program</i> | | | |
| 4 | III.B. | Area of Focus: Positive Culture and Environment: Other | | | | \$73,931.07 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2023-24 |
| | 6300 | 139 | 0241 - Lake City Middle School | Title, I Part A | | \$51,778.23 |
| | | | <i>Notes: Salaries and Benefits - CRT</i> | | | |
| | 6300 | 210 | 0241 - Lake City Middle School | Title, I Part A | | \$7,026.31 |
| | | | <i>Notes: Retirement Benefits - CRT</i> | | | |
| | 6300 | 220 | 0241 - Lake City Middle School | Title, I Part A | | \$3,961.03 |
| | | | <i>Notes: Social Security and Medicare - CRT</i> | | | |
| | 6300 | 230 | 0241 - Lake City Middle School | Title, I Part A | | \$5,800.00 |

| | | | | | | |
|----------|---------------|--|---|-----------------|---------------|---------------------|
| | | | <i>Notes: Group Insurance - CRT</i> | | | |
| | 6300 | 240 | 0241 - Lake City Middle School | Title, I Part A | | \$776.67 |
| | | | <i>Notes: Worker's Compensation - CRT</i> | | | |
| | 6150 | 369 | 0241 - Lake City Middle School | Title, I Part A | | \$100.00 |
| | | | <i>Notes: Rentals - Software Licensing</i> | | | |
| | 6150 | 510 | 0241 - Lake City Middle School | Title, I Part A | | \$4,488.83 |
| | | | <i>Notes: Materials and Supplies</i> | | | |
| 5 | III.B. | Area of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups | | | | \$43,651.13 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2023-24 |
| | 5100 | 150 | 0241 - Lake City Middle School | Title, I Part A | | \$20,570.00 |
| | | | <i>Notes: Salaries and Benefits - Basic Instruction</i> | | | |
| | 5100 | 210 | 0241 - Lake City Middle School | Title, I Part A | | \$2,791.35 |
| | | | <i>Notes: Retirement benefits - Basic Instruction</i> | | | |
| | 5100 | 220 | 0241 - Lake City Middle School | Title, I Part A | | \$1,573.61 |
| | | | <i>Notes: Social Security and Medicare - Basic Instruction</i> | | | |
| | 5100 | 230 | 0241 - Lake City Middle School | Title, I Part A | | \$5,800.00 |
| | | | <i>Notes: Group Insurance benefits - Basic Instruction</i> | | | |
| | 5100 | 240 | 0241 - Lake City Middle School | Title, I Part A | | \$308.55 |
| | | | <i>Notes: Worker's Compensation - Basic Instruction</i> | | | |
| | 5100 | 369 | 0241 - Lake City Middle School | Title, I Part A | | \$8,860.67 |
| | | | <i>Notes: Rentals - Software Licensing</i> | | | |
| | 5100 | 390 | 0241 - Lake City Middle School | Title, I Part A | | \$881.67 |
| | | | <i>Notes: Printing, binding, and reproduction of materials from vendors</i> | | | |
| | 5100 | 510 | 0241 - Lake City Middle School | Title, I Part A | | \$1,198.62 |
| | | | <i>Notes: Supplemental and General Instructional Materials</i> | | | |
| | 5100 | 519 | 0241 - Lake City Middle School | Title, I Part A | | \$1,666.66 |
| | | | <i>Notes: Technology Related Materials and Supplies</i> | | | |
| | | | | | Total: | \$256,863.79 |

Budget Approval

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

No