

Marion County Public Schools

Lake Weir Middle School



2019-20 Schoolwide Improvement Plan

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Lake Weir Middle School

10220 SE SUNSET HARBOR RD, Summerfield, FL 34491

[no web address on file]

Demographics

Principal: Jason Jacobs

Start Date for this Principal: 5/28/2018

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students* Multiracial Students White Students Economically Disadvantaged Students*
School Grades History	2018-19: C (49%) 2017-18: C (47%) 2016-17: C (45%) 2015-16: D (38%) 2014-15: D (36%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	N/A
Support Tier	N/A

ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	Yes	85%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	49%

School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	C	C	C	D

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Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Lake Weir Middle School exists to prepare middle school learners, within three years, for participation in rigorous academic and vocational programs at any secondary school.

Provide the school's vision statement.

Lake Weir Middle School will be a safe and caring school environment that equips learners with knowledge, skills, and a desire to succeed. Learners will leave with Lakeside Pride prepared for a future that includes high school graduation, college and workforce readiness, and citizenship that promotes positive social change.

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team:

Name	Title	Job Duties and Responsibilities
Greene, Brian	Principal	Vision and mission within a safe and supportive school environment.
McCleery, Jessica	Assistant Principal	Student Services, ESE Self-Contained, Paraprofessionals, Orderly Campus Coordination and Duty Stations, Positive Behavior Intervention and Supports, and School Facilities.
Crawford, Beth	Assistant Principal	School Counseling, ESE Support Facilitation, Master Schedule, State and Local Assessment, Curriculum: Subject Maps and Instructional Materials, Grades, Learner Grades, Units, and Clubs.
Carpenter, Constance	Instructional Coach	Instructional Support/Coaching, Pedagogy, Content Expertise, and PLCs.
Hamel, Helen	Instructional Coach	Magent Coordinator, MYP Implementation, Advance Academy, and Awards Ceremonies.
Kutz, Laura	Instructional Media	Media Services and Literacy Implementation.
Turner, Miranda	Administrative Support	SIG Staff, After-School Programs, Unit Recovery, At-Risk Learner Intervention and Transition.
Brooks, Michelle	School Counselor	School Counseling Services, Multi-Disciplinary Team, Social Service Coordination, and Student/Family Support.
Wulff, Carey	School Counselor	School Counseling Services, Multi-Disciplinary Team, Social Service Coordination, and Student/Family Support.
Styles, Jennifer	School Counselor	School Counseling Services, Multi-Disciplinary Team, Social Service Coordination, and Student/Family Support.
Anderson, Henry	Dean	Student Services, Positive Behavior Support, and Proactive Discipline.
Alexander, Jody	Dean	Student Services, Positive Behavior Support, and Proactive Discipline.
Choquette, Nora	Instructional Coach	Instructional Support/Coaching, Pedagogy, Content Expertise, and PLCs.
Shelton, Tami	Instructional Coach	Instructional Support/Coaching, Pedagogy, Content Expertise, and PLCs.

Early Warning Systems

Current Year

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	355	359	358	0	0	0	0	1072	
Attendance below 90 percent	0	0	0	0	0	0	83	73	87	0	0	0	0	243	
One or more suspensions	0	0	0	0	0	0	121	117	112	0	0	0	0	350	
Course failure in ELA or Math	0	0	0	0	0	0	19	24	25	0	0	0	0	68	
Level 1 on statewide assessment	0	0	0	0	0	0	116	157	125	0	0	0	0	398	

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	169	164	224	0	0	0	0	557	

The number of students identified as retainees:

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

FTE units allocated to school (total number of teacher units)

72

Date this data was collected or last updated

Thursday 7/25/2019

Prior Year - As Reported
The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Attendance below 90 percent	0	0	0	0	0	0	122	119	78	0	0	0	0	319	
One or more suspensions	0	0	0	0	0	0	128	133	82	0	0	0	0	343	
Course failure in ELA or Math	0	0	0	0	0	0	18	16	27	0	0	0	0	61	
Level 1 on statewide assessment	0	0	0	0	0	0	166	167	158	0	0	0	0	491	

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	168	182	183	0	0	0	0	533	

Prior Year - Updated
The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Attendance below 90 percent	0	0	0	0	0	0	122	119	78	0	0	0	0	319	
One or more suspensions	0	0	0	0	0	0	128	133	82	0	0	0	0	343	
Course failure in ELA or Math	0	0	0	0	0	0	18	16	27	0	0	0	0	61	
Level 1 on statewide assessment	0	0	0	0	0	0	166	167	158	0	0	0	0	491	

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	168	182	183	0	0	0	0	533	

Part II: Needs Assessment/Analysis

School Data

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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	38%	49%	54%	36%	45%	52%
ELA Learning Gains	53%	54%	54%	42%	48%	54%
ELA Lowest 25th Percentile	50%	46%	47%	30%	36%	44%
Math Achievement	45%	54%	58%	39%	47%	56%
Math Learning Gains	52%	58%	57%	51%	54%	57%
Math Lowest 25th Percentile	44%	50%	51%	44%	45%	50%
Science Achievement	36%	46%	51%	38%	44%	50%
Social Studies Achievement	57%	70%	72%	53%	64%	70%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Number of students enrolled	355 (0)	359 (0)	358 (0)	1072 (0)
Attendance below 90 percent	83 (122)	73 (119)	87 (78)	243 (319)
One or more suspensions	121 (128)	117 (133)	112 (82)	350 (343)
Course failure in ELA or Math	19 (18)	24 (16)	25 (27)	68 (61)
Level 1 on statewide assessment	116 (166)	157 (167)	125 (158)	398 (491)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

NOTE: 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
06	2019	39%	45%	-6%	54%	-15%
	2018	35%	44%	-9%	52%	-17%
Same Grade Comparison		4%				
Cohort Comparison						
07	2019	35%	46%	-11%	52%	-17%
	2018	37%	43%	-6%	51%	-14%
Same Grade Comparison		-2%				
Cohort Comparison		0%				
08	2019	41%	50%	-9%	56%	-15%
	2018	40%	49%	-9%	58%	-18%
Same Grade Comparison		1%				
Cohort Comparison		4%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	42%	46%	-4%	55%	-13%
	2018	33%	42%	-9%	52%	-19%
Same Grade Comparison		9%				
Cohort Comparison						
07	2019	41%	49%	-8%	54%	-13%
	2018	47%	49%	-2%	54%	-7%
Same Grade Comparison		-6%				
Cohort Comparison		8%				
08	2019	28%	41%	-13%	46%	-18%
	2018	31%	43%	-12%	45%	-14%
Same Grade Comparison		-3%				
Cohort Comparison		-19%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019	35%	44%	-9%	48%	-13%
	2018	41%	46%	-5%	50%	-9%
Same Grade Comparison		-6%				
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	57%	65%	-8%	71%	-14%
2018	50%	64%	-14%	71%	-21%
Compare		7%			
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	91%	54%	37%	61%	30%
2018	88%	57%	31%	62%	26%
Compare		3%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

Subgroup Data

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	16	36	34	24	40	31	11	41			
ELL	27	56	50	40	49	37	19	35	69		
ASN	36	45		64	36						
BLK	32	53	65	41	59	50	22	52	69		
HSP	38	57	47	42	49	42	40	62	72		
MUL	37	43		37	43	20	31	41			
WHT	42	52	46	48	52	46	39	58	70		
FRL	35	52	51	43	51	44	32	54	68		
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	16	35	34	17	47	42	20	19			
ELL	11	33	40	29	41	27	11	41			
BLK	28	38	34	29	49	42	22	46			
HSP	29	38	37	40	54	33	29	50	42		
MUL	40	59	60	37	54		29	53			
WHT	43	51	51	48	58	50	47	55	69		

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
FRL	35	44	43	40	55	43	37	49	62		
2017 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 2015-16	C & C Accel 2015-16
SWD	8	30	28	13	43	38	8	29			
ELL	17	33	20	20	38	40	21	30			
BLK	25	39	38	24	43	30	25	29	61		
HSP	31	36	21	41	58	51	32	56	70		
MUL	33	39	9	43	56	50	33	60			
WHT	41	46	31	43	52	50	45	57	74		
FRL	32	41	29	36	49	41	33	48	68		

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	52
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	76
Total Points Earned for the Federal Index	520
Total Components for the Federal Index	10
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	29
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	46
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	

Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	45
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	49
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	53
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	36
Multiracial Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	50
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	51
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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

The area with the lowest performance was our Science Achievement, which dropped 3% from the previous year and 2% from 2017, currently at 36% from the 2019 assessment results. We had been increasing slowly (7% from 2015 to 2018), but this year we saw a drop in performance. Our Science Achievement is also below the district average (44%) and state average (48%). We have had a significant turnover in our science department and we are working on helping our new teachers understand not only the standards, but also the rigor of the standard needed to guide instruction. We are also helping our Science team understand the importance of each grade level's instruction on the 8th grade NGSSS exam, as this information is cumulative over the three years of instruction. Another factor is our ELA achievement stands at 38%. A student's ability to read, comprehend, and analyze the text at a proficient level, does play a role in their overall proficiency on the science assessment.

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

Our math learning gains showed the greatest decline from the prior year, dropping from 56% in 2018 to 52% in 2019. We had quite a bit of turnover in one of our three seventh grade math positions, filling it twice this year and still ending up with a position that was filled by a permanent substitute by the end of the school year. When looking at the seventh grade level data, this is the grade level we had the most trouble filling a permanent teacher into a math position. Our same grade comparison showed a 2% decrease and our cohort comparison showed no growth or decline. Our 8th grade also struggled with a new 8th grade pre-Algebra teacher filling 1/3 of the positions in 8th grade. This also contributed to the overall decline in learning gains for math. Finally, we have a number of students who are non-proficient in math and there is a greater need for intensive math positions within our school, to help support the needs of these students.

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

While reviewing the data, the area that has the greatest gap to the state average is in ELA Achievement. We are at 38%, while the state average is 54%, creating a 16% gap. We have had continued gains in this area, growing 1% this past year from 37% to 38%. Since 2016, we have grown 4%, a rate between 1% to 2% each year of growth. While we had growth in our ELA learning gains this year, many of our students remain non-proficient. This means that while our students are still working toward growth each year, they remain level 1 or level 2 non-proficient readers.

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

The area that we have shown the most improvement is in our ELA learning gains, growing from 46% in 2018 to 53% in 2019. This represents 7% growth overall. Many of our students arrive as non-proficient, but we work very hard through intensive reading courses, literacy as a school focus, and deliberate scheduling to help support this growth. We have instituted Drop Everything and Read time each day to support our learners in gaining the necessary skills to improve their reading, writing, and comprehension. We have also given a whole school focus to reading, writing, speaking, and reasoning through the formation of a literacy committee and targeted professional development with

our teachers. Finally, we have incorporated literacy into all of our Middle Years Program (MYP-International Baccalaureate) professional development, ensuring that our MYP roll-out also supports our literacy focus.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

As a school, we have been working hard to remove barriers for learners so that they are hear learning. This shows in the decrease of students missing school (319 to 243) and the level of students earning a level 1 on their FSA (491 to 398). But, there was statistically no change, and in raw numbers a small increase, in the number of students with course failures, two or more suspensions, and those who have at least two early warning indicators. This data shows that getting learners to school, on time, every day is vital to their educational process. It does not matter if their absence is due to their choice to stay home or their choice to make a poor decision at school. Research and our own data show that if they are not in school, they cannot learn. The other concern is that the number of students who had at least two indicators grew. This means some of our most struggling learners are not attending school and when they are attending school, they are having difficulty either academically or behaviorally. Attendance and making the right choice each day must continue to be a focus for our staff to support and problem solve.

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

1. ELA Achievement - Although we continue to show growth, we need to push in this area to grow past our 38% achievement; the state average is 54%.
2. Science Achievement - We must turn around the slide and show growth; we are 12% below the state average.
3. Math Achievement - While our overall math achievement did increase 3% from 2018 to 2019, we need to continue to focus on this area as we are 13% behind the state average.
4. Social Studies Achievement - We did show a 6% increase in this area, but we are still 14% below the state average.
5. Math lowest 25th percentile - We showed no change in this area from 2018 to 2019, and we had a decrease in math learning gains from 2018 to 2019. If we focus on our lowest 25th percentile we will show an increase in this area and we will also have the ability to produce positive math learning gains overall.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	If Lake Weir Middle School engages learners through literacy, then learner achievement will improve by 3%, as measured by the Florida Standards Assessment.
Rationale	If embedded literacy skills are applied daily across all subjects, then learners will be better equipped and prepared to apply the skills of reading, writing, speaking, and reasoning in their daily learning objectives and mastery of the state standards. However, this only effectively occurs if learners are engaged through the learning environment, active participation, and with formative processes and tools.
State the measurable outcome the school plans to achieve	If Lake Weir School engages learners through literacy, then learner achievement will improve by 3%, as measured by the Florida Standard Assessment. The intended outcome for: 1) English Language Arts at 41% or greater proficiency, 56% or greater learning gains, and 53% or greater learning gains of the bottom quartile, 2) Math at 48% or greater proficiency, 55% or greater learning gains, and 47% or greater learning gains of the bottom quartile, 3) Civics at 57% or greater proficiency, and 4) Science at 39% or greater proficiency.
Person responsible for monitoring outcome	Brian Greene (brian.greene@marion.k12.fl.us)
Evidence-based Strategy	<p>-Learning Environment: 1) Learners encouraged to take risk and persevere through productive struggle, 2) Learners are praised for demonstrating commitment to learning, 3) Learners demonstrate respect for peers, teacher, and the learning environment, and 4) Clear classroom learning procedures and routines are visible and consistently implemented.</p> <p>-Active Participation: 1) Learners remain on-task and respond to frequent opportunities for active engagement throughout the lesson, 2) The lesson is led by both teacher and learner, where learners productively progress through new learning, and 3) The lesson provides multiple strategies designed to maximize learner engagement, where contribution is monitored to ensure full participation.</p> <p>-Formative Processes and Tools: 1) Learners demonstrate mastery by completing a variety of formative assessments that allow for reciprocal feedback, 2) Results demonstrate learners are meeting expectations, 3) Learners are strategically partnered/grouped based on data, and 3) Lesson content, process, and/or product is differentiated to support varying learner needs.</p>
Rationale for Evidence-based Strategy	Data from the countries most rapidly improving schools based on research from the International Center for Leadership in Education, and showcased at the annual Model Schools conference, demonstrates evidence that supports the essential focus of engaging learning environments in order for schools to attain relevance and rigor of their intended goal(s) (literacy integration) and outcomes (growth in learner achievement).
Action Step	
Description	<p>1. Literacy committee comprised of members from all subject content at the school. A total of 17 literacy team core meetings have been established throughout the year with the task of developing cross curricular literacy initiatives that are teacher/team developed and lead.</p> <p>2. Quarterly literacy focus on reading and writing integration throughout all content. Support provided through ongoing teacher selected literacy training and formative checks of at-large school-wide progress toward literacy integration, as well as individualized teacher feedback and support for literacy integration.</p> <p>3. Teacher support provided based on their level/tier of need. Greater the need for support of literacy integration into their content, the greater the tiered level of support the teacher</p>

receives.

4. Formative, individualized, feedback focused on learner engagement (learning environment, active participation, and formative processes and tools) throughout the school year with support based on the teacher level/tier of need.

5. Teacher and support team learning walks focused on the quarterly literacy (reading, writing...) focus.

Person Responsible	Brian Greene (brian.greene@marion.k12.fl.us)
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#2	
Title	If Lake Weir Middle School focuses resources for academic intervention on learners with disability and multiracial learners, then their overall achievement gap will begin to narrow, as measured by the Every Student Succeeds Act subgroup ratings.
Rationale	If reading and math intervention programming are implemented with fidelity each day, then learners with disability and multiracial learners will better apply the intervention skills of reading, writing and math computation into their daily English Language Arts and Math objectives for growth toward mastery of the state standards. However, this more effectively occurs if learners with disability and multiracial learners are engaged through the learning environment, active participation, and often measured along the way with formative processes and tools.
State the measurable outcome the school plans to achieve	<p>If Lake Weir Middle school focuses resources for academic intervention on learners with disability and multiracial learners, then their overall achievement gap will begin to narrow, as measured by ESSA subgroup ratings.-Intended outcome for learners with disability: 1) English Language Arts at 20% or greater proficiency, 40% or greater learning gains, and 38% or greater learning gains of the bottom quartile, 2) Math at 28% or greater proficiency, 45% or greater learning gains, and 35% or greater learning gains of the bottom quartile, 3) Civics at 44% or greater proficiency, and 4) Science at 15% or greater proficiency.</p> <p>-Intended outcome for multiracial learners: 1) English Language Arts at 40% or greater proficiency, and 50% or greater learning gains (if there are enough members for this current school year, intended outcome is 50% or greater learning gains of the bottom quartile), 2) Math at 40% or greater proficiency, 47% or greater learning gains, and 40% or greater learning gains of the bottom quartile, 3) Civics at 45% or greater proficiency, and 4) Science at 35% or greater proficiency.</p>
Person responsible for monitoring outcome	Brian Greene (brian.greene@marion.k12.fl.us)
Evidence-based Strategy	<p>In addition to the evidence-based strategy identified in the first school goal of the learning environment, active participation, and formative processes and tools, as well as embedded reading and writing across all content, includes:</p> <ul style="list-style-type: none"> -Targeted enrollment of learners with disability and multiracial learners for after school programming through the 21st Century program and academic advisement alongside tutoring that is offered before and after school. -Florida Inclusion Network scheduling for learners with disability, which also affects 10% of the current multiracial population at the school for the current school year. -Scheduling of learners in self-contained settings, which includes some multiracial learners, rotations where they are able to see multiple teachers and access electives (greater self-efficacy). -Expanded advanced English Language Arts offerings throughout all grades, as identified in the additional school-wide improvement priorities, expanded diversity in these classes, inclusive of multiracial learners. This also improves upon multiracial learner self-efficacy.
Rationale for Evidence-based Strategy	<ul style="list-style-type: none"> -Using the Florida Inclusion Network model to specifically schedule inclusion learners upon bringing in the inclusion teachers to look at the needs of each learner and to place them with the correct inclusion and classroom teacher in support of their needs. Throughout the year, the inclusion teachers will be working closely with school administration to monitor these students and to make adjustments as needed. -Research on the effects of self-efficacy and through the work of The Opportunity Gap,

demonstrates the ability for closing the achievement gap when learners are provided the same opportunities as their non-disabled and non-minority peers (i.e. expanded advanced course offerings, inclusion of more traditional scheduling with elective opportunity for those who are self-contained...). When high expectations are in place and built on the belief of the teacher and learner that achievement will occur, gaps in achievement are narrowed.

Action Step

1. Inclusive scheduling with the Florida Inclusion Network model of scheduling for learners with disability.
2. Expanding advanced academic offerings by broadening English Language Arts (ELA) advanced courses and adding 8th grade advanced ELA for greater inclusivity of learners with disabilities and Multiracial learners.
3. Increasing learner self-efficacy through the expanded advanced course offerings.
4. School Improvement Grant staff (three staff members) expanding the transition program to include those learners with disability and multiracial learners for targeting intervention focused on academic advisement, goal setting, mentorship, and related intervention activities.
5. Providing priority enrollment into the after school 21st Century program and before/ afterschool academic advising/tutoring program for learners with disability and multiracial learners.
6. Providing priority enrollment of learners with disability and multiracial learners into the Check and Connect program.

Person Responsible [no one identified]

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

1) Learner self-efficacy by adding 8th grade ELA advanced and through greater identification of learners who are placed into advanced ELA courses to address overall ELA proficiency and learning gains, as well as greater diversity in advanced classes, 2) Automated Essay Scoring program initiative in 7th grade to address overall ELA proficiency and learning gains, as well as to remove barriers to timely writing feedback, calibration, and to close writing achievement gap, 3) Common short formative assessment imitative in 6th ELA and MA, 7th Civics, and 8th Physical Science to provide timely feedback as to learner progress toward essential standard mastery, 4) Acceleration initiative for advanced 6th grade learners with virtual 7th grade math enrollment support for 7th and 8th grade acceleration opportunities, as well as growing from one industry certification offering to three for greater opportunity to accelerate learners, 5) At-risk learner identification with targeted and individualized support through the transition program funded with School Improvement Funds, and 6) Ongoing attendance initiative targeting each month those who miss 10% or more of school to identify and work through barriers to school attendance.

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

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

Please see attached PFEP plan.

PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

This year, we are instituting Tier 1 Counseling to all of our learners through the Start with Hello Program, in conjunction to our Peers Making Peace Club. We also have a weekly Multi-Disciplinary Team meeting (MDT) where we meet to discuss learners who have been referred by parents, teachers, staff, or community members. Once BESS screened, the MDT members review the referral and gather data (attendance, grades, discipline, mental health info, IEP info, etc.) to help discuss and evaluate the needs of the learner. These learners may be referred to Tier 2 Interventions led by our guidance counselors, school psychologist, social worker, or a team of all those mentioned above. The learners may also be referred to community based interventions, if deemed appropriate, through our MDT meetings. Finally, those that exhibit a growing need are given Tier 3 interventions by our school psychologist, as she can refer our learners to one to one counseling or refer the learner out to community based resources that are needed to help support this learner. We also will have a counselor from the Centers 2.5 days a week this upcoming school year to help coordinate the community counseling needs of our learners who struggle to find transportation for their follow up appointments at the Centers.

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

Each incoming student cohort is provided support by the grade-level teachers, the grade-level school counselor and dean (who follows the cohort), academic coaches, and the administration. Teachers meet by team and grade level to ensure that the needs of the cohort are met and that the teachers are proactive in providing resources and support for the learners. As each cohort moves throughout middle school, the learners are provided support to prepare them for becoming high school learners prepared for the level of academic rigor and ready to take advantage of the many opportunities available in high school. Close monitoring of course failures regularly occurs. Additionally, a Graduation Coach has been hired with SIG 4 funds to assist learners in getting to high school. Finally, the school has a Multi-disciplinary team consisting of guidance, deans, administration, social worker, school psychologist and any other necessary support. This team meets weekly to review social-emotional learner needs and makes determinations for counseling, mentoring, and other in-house or referral based services a learner(s) is in need of.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

The focus of school leadership is the creation and maintenance of a safe, orderly, and supportive learning environment and the implementation of research based high effect teaching and learning strategies. Funds are prioritized for personnel followed by professional development and ongoing support for implementation of initiatives that support transitioning learners. Administration is responsible for creating a year-long meeting schedule that addresses the diversity of faculty and learner needs, inclusive of collaboration and professional learning communities, instructional focus meetings, leadership meetings, and other teacher and learner focused meetings aimed at the successful transition of

learners from on school to another (incoming and outgoing). The school also employs three staff who focus on learner transition.

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

Our mission is to prepare learners within 3-years for rigorous academic success and industry certification at the high school level. Our mission supports our vision for learners to graduate prepared for college and/or career readiness. The school obtained a business partner for the 19-20 school year who works closely with the school to provide those in need with food, clothing, hygiene products, and other school supplies.

Part V: Budget

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

1	III.A.	Areas of Focus: If Lake Weir Middle School engages learners through literacy, then learner achievement will improve by 3%, as measured by the Florida Standards Assessment.	\$0.00
2	III.A.	Areas of Focus: If Lake Weir Middle School focuses resources for academic intervention on learners with disability and multiracial learners, then their overall achievement gap will begin to narrow, as measured by the Every Student Succeeds Act subgroup ratings.	\$0.00
Total:			\$0.00