

Marion County Public Schools

# Lake Weir Middle School



## 2021-22 Schoolwide Improvement Plan

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## Table of Contents

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<b>School Demographics</b>	<b>3</b>
<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>7</b>
<b>Needs Assessment</b>	<b>11</b>
<b>Planning for Improvement</b>	<b>19</b>
<b>Positive Culture &amp; Environment</b>	<b>25</b>
<b>Budget to Support Goals</b>	<b>26</b>

# 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: 8/12/2021

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Middle School 6-8
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2020-21 Title I School</b>	Yes
<b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2020-21 ESSA Subgroups Represented</b> (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*
<b>School Grades History</b>	2018-19: C (49%) 2017-18: C (47%) 2016-17: C (45%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Northeast
<b>Regional Executive Director</b>	<a href="#">Cassandra Brusca</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	N/A
<b>Support Tier</b>	N/A
<b>ESSA Status</b>	

\* 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](http://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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## Table of Contents

---

<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>7</b>
<b>Needs Assessment</b>	<b>11</b>
<b>Planning for Improvement</b>	<b>19</b>
<b>Title I Requirements</b>	<b>0</b>
<b>Budget to Support Goals</b>	<b>26</b>

## Lake Weir Middle School

10220 SE SUNSET HARBOR RD, Summerfield, FL 34491

[ no web address on file ]

### School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	Yes	78%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	56%

### School Grades History

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

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### SIP Authority

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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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at

<https://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.

## 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, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
North, Jamie	Principal	The principal's responsibility is to provide the visionary leadership necessary to design, develop, and implement a comprehensive program of instructional and support services which optimize available resources and to provide successful high quality experiences for students in a safe and orderly environment. The employee in this position supervises all Administrative, Instructional, and Non-Instructional Personnel assigned to the school and reports to the assigned administrator.
McCleery, Jessica	Assistant Principal	The assistant principal is mainly responsible for the overall academic and administrative responsibilities. assistant principal oversees curriculum, preparing students' and teachers' schedules, order textbooks and supplies.
Shelton, Tammy	Instructional Coach	The role of the instructional support coach is to assist in the pedagogy and content expertise of all instructional staff, grades 6-8.
Helfrey, Edward	Instructional Coach	The role of the instructional support coach is to assist in the pedagogy and content expertise of all instructional staff, grades 6-8.
Anderson, Henry	Dean	The dean develops and administers disciplinary procedures in accordance with district policies and state laws; receives referrals and confers with students, parents, teachers, community agencies, and law enforcement; responds to and resolves parent, student, and staff concerns and complaints; serves on discipline or expulsion panels as assigned. The dean also supervises students on campus before and after school; monitors students during lunch, recess, passing periods, and other activities; instructs students in appropriate behavior; disciplines students in accordance with established guidelines. Monitors and organizes attendance functions; prepares letters, calls parents, and attends meetings as needed, regarding absent or tardy students; provides leadership for attendance improvement efforts.
Hamel, Helen	Instructional Coach	The instructional coach position oversees as Magent Coordinator, MYP Implementation, Advance Academy, and Awards Ceremonies.
Brooks, Michelle	School Counselor	The counselor serves in school counseling services, is a member of the Multi-Disciplinary Team, assist with Social Service Coordination, and provides Student/Family Support.
Turner, Miranda	Administrative Support	SIG Staff, After-School Programs, Unit Recovery, At-Risk Learner Intervention and Transition.



Name	Position Title	Job Duties and Responsibilities
Sugar, Brenda	School Counselor	The counselor serves in school counseling services, is a member of the Multi-Disciplinary Team, assist with Social Service Coordination, and provides Student/Family Support.
Fowler, Dedra		Student Services, ESE Self-Contained, Paraprofessionals, Orderly Campus Coordination and Duty Stations, Positive Behavior Intervention and Supports, and School Facilities.

## Demographic Information

### Principal start date

Thursday 8/12/2021, Jason Jacobs

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

6

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

19

**Total number of teacher positions allocated to the school**

63

**Total number of students enrolled at the school**

1,145

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

19

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

11

### Demographic Data

## Early Warning Systems

### 2021-22

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	356	422	350	0	0	0	0	1128
Attendance below 90 percent	0	0	0	0	0	0	171	185	150	0	0	0	0	506
One or more suspensions	0	0	0	0	0	0	128	156	119	0	0	0	0	403
Course failure in ELA	0	0	0	0	0	0	62	140	95	0	0	0	0	297
Course failure in Math	0	0	0	0	0	0	81	160	112	0	0	0	0	353
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	110	130	99	0	0	0	0	339
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	124	171	92	0	0	0	0	387
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	164	243	176	0	0	0	0	583

#### 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	2	1	6	0	0	0	0	9
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

#### Date this data was collected or last updated

Wednesday 8/18/2021

#### 2020-21 - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	431	342	362	0	0	0	0	1135
Attendance below 90 percent	0	0	0	0	0	0	124	90	115	0	0	0	0	329
One or more suspensions	0	0	0	0	0	0	94	66	85	0	0	0	0	245
Course failure in ELA	0	0	0	0	0	0	5	8	11	0	0	0	0	24
Course failure in Math	0	0	0	0	0	0	6	5	7	0	0	0	0	18
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	132	92	128	0	0	0	0	352
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	177	84	120	0	0	0	0	381

#### 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	70	64	72	0	0	0	0	206

**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	20	0	0	0	0	20
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

**2020-21 - Updated****The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	431	342	362	0	0	0	0	1135
Attendance below 90 percent	0	0	0	0	0	0	124	90	115	0	0	0	0	329
One or more suspensions	0	0	0	0	0	0	94	66	85	0	0	0	0	245
Course failure in ELA	0	0	0	0	0	0	5	8	11	0	0	0	0	24
Course failure in Math	0	0	0	0	0	0	6	5	7	0	0	0	0	18
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	132	92	128	0	0	0	0	352
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	177	84	120	0	0	0	0	381

**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	70	64	72	0	0	0	0	206

**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	20	0	0	0	0	20
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

**Part II: Needs Assessment/Analysis****School Data Review**

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

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				38%	49%	54%	37%	47%	53%
ELA Learning Gains				53%	54%	54%	46%	50%	54%
ELA Lowest 25th Percentile				50%	46%	47%	44%	45%	47%
Math Achievement				45%	54%	58%	42%	52%	58%
Math Learning Gains				52%	58%	57%	56%	61%	57%
Math Lowest 25th Percentile				44%	50%	51%	44%	52%	51%
Science Achievement				36%	46%	51%	39%	46%	52%
Social Studies Achievement				57%	70%	72%	51%	66%	72%

**Grade Level Data Review - State Assessments**

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	39%	45%	-6%	54%	-15%
Cohort Comparison						
07	2021					
	2019	35%	46%	-11%	52%	-17%
Cohort Comparison		-39%				
08	2021					
	2019	41%	50%	-9%	56%	-15%
Cohort Comparison		-35%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	42%	46%	-4%	55%	-13%
Cohort Comparison						
07	2021					
	2019	41%	49%	-8%	54%	-13%
Cohort Comparison		-42%				
08	2021					
	2019	28%	41%	-13%	46%	-18%
Cohort Comparison		-41%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	35%	44%	-9%	48%	-13%
Cohort Comparison						

<b>BIOLOGY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2021					
2019					
<b>CIVICS EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2021					
2019	57%	65%	-8%	71%	-14%
<b>HISTORY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2021					
2019					
<b>ALGEBRA EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2021					
2019	91%	54%	37%	61%	30%
<b>GEOMETRY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2021					
2019					

### Grade Level Data Review - Progress Monitoring Assessments

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

The progress monitoring tools used by grade level to compile the data below are:

- English Language Arts, Grades 6-8: ELA Quarters 1, 2, and 3 Quarterly Standards Mastery Assessment (QSMA)
- Mathematics Grades 6-8: Math Quarters 1, 2, and 3 Quarterly Standards Mastery Assessment (QSMA)
- Algebra: Algebra Quarters 1, 2, and 3 Quarterly Standards Mastery Assessment (QSMA)
- Geometry: Geometry Quarters 1, 2, and 3 Quarterly Standards Mastery Assessment (QSMA)
- Civics: Civics Quarters 1, 2, and 3 Quarterly Standards Mastery Assessment (QSMA)
- Science: Grade 8 Science Quarters 1, 2, and 3 Quarterly Standards Mastery Assessment (QSMA)

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	85/30%	67/20%	71/22%
	Economically Disadvantaged	60/26%	47/18%	46/18%
	Students With Disabilities	4/8%	2/3%	2/4%
	English Language Learners	2/22%	1/8%	0/0%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	"Math 125 / 46% "	"Math 102 / 33% "	"Math 97 / 32% "
	Economically Disadvantaged	"Math 94 / 44% "	"Math 70 / 28% "	"Math 69 / 28% "
	Students With Disabilities	"Math 8 / 17% "	"Math 7 / 12% "	"Math 3 / 6% "
	English Language Learners	"Math 4 / 50% "	"Math 1 / 8% "	"Math 1 / 8% "
Grade 7				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	175/47%	141/35%	115/30%
	Economically Disadvantaged	140/45%	109/33%	89/28%
	Students With Disabilities	11/18%	8/13%	3/5%
	English Language Learners	1/8%	0/0%	0/0%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	"Math 177 / 52% Algebra 13 / 65% "	"Math 168 / 45% Algebra 14 / 67% "	"Math 129 / 35% Algebra 15 / 75% "
	Economically Disadvantaged	"Math 146 / 51% Algebra 9 / 69% "	"Math 135 / 43% Algebra 8 / 57% "	"Math 102 / 33% Algebra 9 / 69% "
	Students With Disabilities	"Math 18 / 32% "	"Math 25 / 40% "	"Math 11 / 18% "
	English Language Learners	"Math 5 / 42% "	"Math 5 / 33% "	"Math 3 / 23% "
	Number/% Proficiency	Fall	Winter	Spring
Civics	All Students	141/41%	157/46%	158/46%
	Economically Disadvantaged	109/38%	123/38%	126/40%
	Students With Disabilities	7/12%	7/11%	7/11%
	English Language Learners	0/0%	0/0%	0/0%

Grade 8				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	66/23%	61/20%	59/20%
	Economically Disadvantaged	47/21%	42/17%	44/19%
	Students With Disabilities	1/3%	2/5%	2/5%
	English Language Learners	1/10%	0/0%	0/0%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	"Math 74 / 39% Algebra 32 / 49% Geo 15 / 88%"	"Math 102 / 48% Algebra 29 / 44% Geo 15 / 88%"	"Math 73 / 36% Algebra 31 / 48% Geo 14 / 82%"
	Economically Disadvantaged	"Math 63 / 40% Algebra 26 / 53% Geo 7 / 78%"	"Math 84 / 49% Algebra 26 / 52% Geo 7 / 78%"	"Math 59 / 36% Algebra 27 / 55% Geo 6 / 67%"
	Students With Disabilities	"Math 8 / 21% "	"Math 15 / 38% "	"Math 7 / 19% "
	English Language Learners	"Math 7 / 70% "	"Math 5 / 50% "	"Math 3 / 30% "
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	84 / 30%	105/34%	101/34%
	Economically Disadvantaged	60/27%	78/32%	77/33%
	Students With Disabilities	3/8%	4/10%	4/11%
	English Language Learners	0/0%	1/9%	1/11%

## Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	4	18	18	16	27	21	4	17			
ELL	14	24	24	22	31	35	17	27			
ASN	33	58		42	50						
BLK	23	33	24	26	34	30	24	39	62		
HSP	30	36	26	28	29	31	23	38	58		
MUL	30	36	27	31	33	33	25	42			
WHT	40	43	34	47	47	39	29	54	66		
FRL	30	36	30	34	38	32	24	44	60		

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		
FRL	35	44	43	40	55	43	37	49	62		

### ESSA Data Review

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	39
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	6
Progress of English Language Learners in Achieving English Language Proficiency	50
Total Points Earned for the Federal Index	392
Total Components for the Federal Index	10
Percent Tested	96%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	16
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	27
English Language Learners Subgroup Below 41% in the Current Year?	YES
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	46
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	33
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	35
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	32
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	44
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	38
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

## Analysis

### Data Analysis

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

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

Learning gains across subgroups, and bottom quartile continue to increase over the three year period, 2018-2020, ranging from 48% to 51%.

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

ELA and Science achievement are the greatest areas in need for improvement for Lake Weir Middle. ELA proficiency averages at 38% over the past three academic years, 2018-2020. Science proficiency averages 36% over the past three academic years, 2018-2020.

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

Instructional alignment to the standards, as well as intentional planning for task alignment to the standards were contributing factors. An action step this year is mandated collaborative planning sessions with our content area specialist to ensure rigorous task alignment and instruction. Instructional coaches will provide modeling support during collaborative planning and offer professional development opportunities throughout the year.

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

Based on the data, learning gains and bottom quartile learning gains showed the most consistent improvement. Learning gains average 51% over the past three academic years. Bottom quartile learning gains average 48% over the past three academic years.

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

School-wide focus on reading and writing across all content areas targeted students' ability to apply reading skills across all content areas. School-wide reading strategies were implemented across content areas to increase reading comprehension and reading proficiency.

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

Teachers will need to analyze instructional resources in order to engage in instructional design conversations that result in Tier 1 task aligned lessons and activities.

**Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.**

Teachers will be working with academic coaches in all content areas to design rigorous tasks aligned to the standards. As a result, Tier 1 instruction will become intentional and standards focused.

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

In order to sustain instructional and academic improvement, as a leadership team, we will need to ensure instructional growth through consistent professional support, development, progress monitoring and instructional feedback. Instructional coaches will provide one on one instructional support and professional development for Tier I instruction and standards based task alignment.

### **Part III: Planning for Improvement**

#### **Areas of Focus:**

**#1. Instructional Practice specifically relating to Professional Learning**

<b>Area of Focus Description and Rationale:</b>	When professional learning occurs around collaboration best practices with a focus on task alignment to the standards, and when teachers and school leadership members engage in regular and frequent observation and support, then instruction will begin to reflect the instructional alignment knowledge and skills we expect teachers to master.
<b>Measurable Outcome:</b>	Lake Weir Middle School will engage learners through literacy, then learner achievement will improve by 5%, as measured by the Florida Standard Assessment. The intended outcome for: 1) English Language Arts at 43% 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 41% or greater proficiency.
<b>Monitoring:</b>	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 as measured by daily checks for understanding.
<b>Person responsible for monitoring outcome:</b>	Jamie North (jamie.north@marion.k12.fl.us)
<b>Evidence-based Strategy:</b>	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.
<b>Rationale for Evidence-based Strategy:</b>	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.
<b>Rationale for Evidence-based Strategy:</b>	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 Steps to Implement**

Instructional coaches will meet weekly to plan with all content areas.  
 Instructional coaches will engage in standards based instructional alignment best practices.  
 Administration will progress monitor task alignment through daily classroom walkthroughs.  
 Administration will support

**Person Responsible** Helen Hamel (helen.hamel@marion.k12.fl.us)

**#2. Instructional Practice specifically relating to ELA****Area of Focus Description and Rationale:**

As identified by the 2020-2021 FSA data, teachers will develop the instructional expertise for instructional practice in ELA and literacy-based standards-aligned instruction. As a result Tier I instruction in literacy will be strengthened.

Our 2021 ELA FSA data shows the following percent of grades 6-8 students scored below a level 3: 66% of 6th grade, 64% of 7th grade, and 72% of 8th grade.

Learners will perform ELA standards-based aligned tasks at 80% or higher in grades 6-8, and will be able to perform at grade level proficiency on the 2021-2022 Florida Standards Assessment in ELA. This will improve in a 10% increase in ELA from 33% to 43%.

**Measurable Outcome:**

On the 2021 ELA FSA, 34 % of our 6th grade students scored 3 or higher, 35 % of our 7th grade students scored a 3 or higher, and 28 % of our 8th grade students scored a 3 or higher. On the 2022 ELA FSA. 44% of 6th grade, 45 % of 7th grade and 38% of 8th grade will score a 3 or higher.

**Monitoring:**

Teachers will collect and analyze student tasks to determine the level of content mastery on literacy based tasks. Teachers will also collaborate, plan, and align student task to ensure 80% mastery. If mastery is not achieved, a collaborative plan for remediation of the standard is then developed. Small group and ability based instructional strategies will be implemented to ensure targeted remediation on ELA standards, as measured by district quarterly ELA assessments.

**Person responsible for monitoring outcome:**

Helen Hamel (helen.hamel@marion.k12.fl.us)

**Evidence-based Strategy:**

Based on Hattie's index of Teaching and Learning Strategies, inferential reasoning, summarizing and chunking text across all content areas will increase literacy for all students. Instructional coaches will provide ongoing professional development on Florida based standards literacy tasks as aligned to incorporate Hattie's strategies during Tier I instruction so student know what strategy to apply during a Tier 1 task..

**Rationale for Evidence-based Strategy:**

Based on Hattie's effect size of .62 "teaching and learning" size and how it relates to our goal of 10% improvement on the ELA scores, teachers will learn how to implement and teach learners ability based grouping strategies that promote authentic literacy tasks.

**Action Steps to Implement**

1. Professional development on standards-aligned task during Tier 1 instruction
2. Modeling instructional strategies through side by side coaching
3. Collaborative planning and student work analysis
4. Classroom walkthroughs and look fors as it aligns to literacy standards-based task
5. Regular feedback will be given to ELA teachers
6. Progress Monitoring of ELA tasks and assessments

**Person Responsible**

Jessica McCleery (jessica.mccleery@marion.k12.fl.us)

**#3. ESSA Subgroup specifically relating to Multi-Racial**

<b>Area of Focus Description and Rationale:</b>	Lake Weir Middle School engages learners through literacy aligned with standards based task, then learner achievement will improve by 3%, as measured by the Florida Standards Assessment. Embedded standards based 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 effectively occurs if learners are engaged through rigorous and relevant instruction. A need to improve literacy instructional practice through professional learning was identified during school's administrators' debriefing of walkthroughs, informal and formal observations, and ongoing data review. It was evident that teachers were in need of additional support when trying to successfully incorporate literacy across content areas, while engaging learners through rigorous and relevant instruction. This focus will affect learner engagement and performance in ELA, Math, and Science.
<b>Measurable Outcome:</b>	Lake Weir Middle School engages learners through standards based literacy tasks, then learner achievement will improve by 5%, as measured by the Florida Standard Assessment. The intended outcome for: 1) English Language Arts will improve from 36% to 41% 2) Math will increase from 37% to 42% and 3) Science will increase from 31% to 36%.
<b>Monitoring:</b>	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.
<b>Person responsible for monitoring outcome:</b>	Jessica McCleery (jessica.mccleery@marion.k12.fl.us)
<b>Evidence-based Strategy:</b>	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. -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. 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.
<b>Rationale for Evidence-based Strategy:</b>	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 Steps to Implement**

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 targeted intervention focused on academic advisement, goal setting, mentorship, and related intervention.
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** Jamie North (jamie.north@marion.k12.fl.us)



**#4. ESSA Subgroup specifically relating to Students with Disabilities****Area of Focus**

**Description and Rationale:** Based on our 2019-2020 reading FSA, only 16 % of our students with disabilities demonstrated proficiency.

**Measurable Outcome:**

Based on the 2019-2020 FSA data, only 16 percent of our students with disabilities are proficient in reading. To ensure we are maintaining our area of focus in increasing reading proficiency for all students, as a school we need to strategically monitor the reading proficiency levels for students with disabilities to increase from 16% to 41%.

**Monitoring:**

Teachers will provide targeted small group instruction aligned to student reading deficits, then we can increase reading proficiency to 21% for our students with disabilities and increase academic achievement from 16% to 41% as measured by the FSA. This goal can be achieved by ensuring academic instruction that is rigorous and at grade level standard. Monitoring of academic progression in reading can be done through local quarterly assessment outcomes, as well as consistent progress monitoring through daily checks for understanding.

**Person responsible for monitoring outcome:**

Jessica McCleery (jessica.mccleery@marion.k12.fl.us)

**Evidence-based Strategy:**

Evidence from the Florida Standards Assessment continue to show how students with disabilities at Lake Weir Middle continue to fall significantly under the 41% expectation. Based on the trend of data over time, there is a gap in Tier I targeted instruction and differentiation.

**Rationale for Evidence-based Strategy:**

If teachers are not cognizant of how to effectively provide tiered instruction for students with disabilities then through professional development in designing and aligning tiered intervention lessons, teachers will learn how to implement instructional strategies that promote authentic reading opportunities across all content areas. As a result, reading proficiency will increase by 5% as measured by local progress monitoring assessments.

**Action Steps to Implement**

Monitor instructional lesson plans to ensure adequate accommodations and provisions are being done with fidelity.

**Person Responsible**

Jessica McCleery (jessica.mccleery@marion.k12.fl.us)

Monitor Tier 2-3 instructional practice for remediation and differentiation.

**Person Responsible**

Jamie North (jamie.north@marion.k12.fl.us)

Monitor support facilitation for fidelity

**Person Responsible**

Tammy Shelton (tammy.shelton@marion.k12.fl.us)

**Additional Schoolwide Improvement Priorities**



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

**Based on the Safe Schools for Alex reporting system, Lake Weir Middle ranks 358/553 middle schools statewide in reported disciplinary incidents. Due to some inconsistencies in implementing our school-wide behavior plan, student behaviors escalated throughout the year. For 2021-2022, our behavior matrix has been redesigned to increase the fidelity of student accountability and engage in behavior modification through our PBIS program.**

#### **Part IV: Positive Culture & Environment**

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

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

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

Lake Weir has a fully implemented PBIS school program. Positive behaviors and school culture are our focus when developing and fulfilling a learning environment that engages and supports positive peer relationships. By implementing our PBIS program with fidelity, we are able to engage with our business and community partners to celebrate and recognize the academic and social/emotional gains of our learners.

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

Our SAC (School Advisory Council) committee will develop, implement, and evaluate all aspects of the Schoolwide Improvement Plan (SIP) and Parent and Family Engagement Plan (PFEP). The committee reviews the SIP, school data, develops revisions, and presents proposals to the SAC. All SAC members are provided opportunity to review and offer input to the plan, prior to offering their approval. Throughout the year, parents are presented with school involvement surveys to evaluate the school's current parent activities. Data collected from parent surveys guides the activities planned for the following school year.

The Rock and LoveINC are community stakeholders and business partners that invest in our community learners through food, clothing and school supply donations.

PFEP Goal: If we provide capacity-building strategies to parents and families through two-way meaningful communication that addresses and promotes opportunities for active learning, then learners will attend school daily with the capacity to learn, as measured by the Florida Standards English Language Arts and Math Assessment.

## Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Professional Learning	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00
3	III.A.	Areas of Focus: ESSA Subgroup: Multi-Racial	\$0.00
4	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities	\$0.00
Total:			\$0.00