Lake Butler Middle School

2021-22 Schoolwide Improvement Plan

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Lake Butler Middle School

150 SW 6TH ST, Lake Butler, FL 32054

www.union.k12.fl.us/lbms

Demographics

Principal: Marcie Tucker

Start Date for this Principal: 6/30/2020

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 5-8
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	88%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* Black/African American Students* Hispanic Students Multiracial Students* White Students Economically Disadvantaged Students
School Grades History	2018-19: B (59%) 2017-18: B (57%) 2016-17: B (60%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

This plan is pending approval by the Union 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)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 5-8	No	88%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	21%

School Grades History

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

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of the Union County School District is to provide a collaborative learning culture where students are dedicated to excel with commitment from staff, families, and community.

Provide the school's vision statement.

The vision of Lake Butler Middle School is to become a foundation of educational excellence for all.

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
Ricks, Denise	Assistant Principal	Assistant Principal - Collaborates with Principal in order to provide a vision and leadership for data based decision making. Oversees student based curriculum, monitors teachers' implementation of the Florida Standards, facilities, safety and security as well as discipline at LBMS.
Peeling, Bob	School Counselor	Guidance - Facilitates communication through teacher/parent conferences. Develops and maintains master schedule and classroom roster assignments for LBMS. Provides counseling as needed.
Woodall, Chrystal	Staffing Specialist	Guidance - Oversees implementation of ESE support services, including but not limited to planning and program evaluation. Facilitates communication through teacher/parent conference. Provides counseling as needed.
Thompson, Robert	Other	Guidance - LBMS testing coordinator. Facilitates communication through teacher/parent conferences. Develops and maintains master schedule and classroom roster assignments for LBMS. Provides counseling as needed. Drop out prevention coordinator.
Riherd, Barbara	Math Coach	Math Coach Develops, leads, and evaluates school math content standards and programs. Supports math department with support for effective implementation and delivery of Florida Math Standards. Analyzes math data so that the appropriate professional development is planned. Assists with school progress monitoring assessments. Develops, leads, and facilitates teacher professional development. Supports new teachers and teachers needing improvement by modeling, coaching of best practices and instructional strategies.
Neville, Judy	Reading Coach	Reading Coach - Develops leads, and evaluates school reading content standards and programs. Identifies and supports intervention strategies suggested by team. Assists with school progress monitoring assessments. Assist with school wide screening programs that provide intervention for "at risk students". Develops professional development including daily classroom coaching/ modeling of best practices and instructional strategies for teachers. MTSS Coordinator- Coordinates the MTSS program. Identifies students that need to be monitored by the program and suggests intervention strategies. Assist with school wide screening programs that provide intervention for "at risk students".

Demographic Information

Principal start date
Tuesday 6/30/2020, Marcie Tucker

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.*

13

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.*

17

Total number of teacher positions allocated to the school

55

Total number of students enrolled at the school

690

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

5

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

18

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	167	171	162	170	0	0	0	0	670
Attendance below 90 percent	0	0	0	0	0	64	69	41	80	0	0	0	0	254
One or more suspensions	0	0	0	0	0	8	12	15	20	0	0	0	0	55
Course failure in ELA	0	0	0	0	0	1	6	13	6	0	0	0	0	26
Course failure in Math	0	0	0	0	0	1	9	14	4	0	0	0	0	28
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	13	31	22	28	0	0	0	0	94
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	17	32	32	28	0	0	0	0	109
Number of students with a substantial reading deficiency	0	0	0	0	0	13	31	22	28	0	0	0	0	94

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	29	53	41	53	0	0	0	0	176

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	2	8	17	8	0	0	0	0	35
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

Tuesday 8/3/2021

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	160	165	175	209	0	0	0	0	709
Attendance below 90 percent	0	0	0	0	0	0	15	16	40	0	0	0	0	71
One or more suspensions	0	0	0	0	0	0	2	3	9	0	0	0	0	14
Course failure in ELA	0	0	0	0	0	0	2	2	12	0	0	0	0	16
Course failure in Math	0	0	0	0	0	0	1	1	10	0	0	0	0	12
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	6	6	27	22	0	0	0	0	61
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	9	6	19	24	0	0	0	0	58

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

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

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	1	1	7	6	0	0	0	0	15
Students retained two or more times	0	0	0	0	0	0	32	23	29	0	0	0	0	84

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	160	165	175	209	0	0	0	0	709
Attendance below 90 percent	0	0	0	0	0	0	15	16	40	0	0	0	0	71
One or more suspensions	0	0	0	0	0	0	2	3	9	0	0	0	0	14
Course failure in ELA	0	0	0	0	0	0	2	2	12	0	0	0	0	16
Course failure in Math	0	0	0	0	0	0	1	1	10	0	0	0	0	12
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	6	6	27	22	0	0	0	0	61
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	9	6	19	24	0	0	0	0	58

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

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

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	1	1	7	6	0	0	0	0	15
Students retained two or more times	0	0	0	0	0	0	32	23	29	0	0	0	0	84

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				57%		54%	55%		53%
ELA Learning Gains				56%		54%	56%		54%
ELA Lowest 25th Percentile				46%		47%	50%		47%
Math Achievement				77%		58%	72%		58%
Math Learning Gains				67%		57%	61%		57%
Math Lowest 25th Percentile				55%		51%	51%		51%
Science Achievement				54%		51%	53%		52%
Social Studies Achievement				79%		72%	65%		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**
05	2021					
	2019	57%	56%	1%	56%	1%
Cohort Comparison						
06	2021					
	2019	61%	60%	1%	54%	7%
Cohort Comparison		-57%				
07	2021					
	2019	56%	55%	1%	52%	4%
Cohort Comparison		-61%				
08	2021					
	2019	50%	49%	1%	56%	-6%
Cohort Comparison		-56%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2021					
	2019	71%	71%	0%	60%	11%
Cohort Comparison						
06	2021					
	2019	72%	71%	1%	55%	17%
Cohort Comparison		-71%				
07	2021					
	2019	75%	74%	1%	54%	21%
Cohort Comparison		-72%				
08	2021					
	2019	78%	75%	3%	46%	32%
Cohort Comparison		-75%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2021					
	2019	56%	56%	0%	53%	3%
Cohort Comparison						
08	2021					
	2019	47%	46%	1%	48%	-1%
Cohort Comparison		-56%				

BIOLOGY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2021					

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

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	79%	79%	0%	71%	8%

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	100%	52%	48%	61%	39%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	68%	-68%	57%	-57%

Grade Level Data Review - Progress Monitoring Assessments

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

Reading uses iReady for progress monitoring.
Math, Science, and Civics use Mastery Connect for progress monitoring.

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	30	34	48
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	0		8
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	39		85
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 6				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	23	37	46
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	3		39
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 7				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	28	41	39
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	3		15
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Civics	All Students	40		85
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 8				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	29	34	31
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	0		15
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	24		49
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	21	23	13	28	27	19	12	44			
BLK	43	44	19	39	29	23	23	59	36		
HSP	59	57		58	30		33				
MUL	47	57		40	21						
WHT	54	44	33	60	38	26	47	69	45		
FRL	45	40	29	43	29	22	34	60	37		
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	27	40	40	48	51	45	34	57	17		
BLK	40	48	48	66	64	49	20	71	29		
HSP	54	63		58	58						
MUL	52	52		67	76			90			

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
WHT	60	57	46	79	68	58	61	79	44		
FRL	50	53	45	70	61	53	39	75	30		
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	27	52	50	44	53	45	22	55			
BLK	39	49	45	65	60	49	28	46			
HSP	50	53		65	68	60	58				
MUL	43	63	80	52	52	42	64				
WHT	58	57	49	74	61	52	57	68	49		
FRL	49	54	51	69	60	52	48	60	32		

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	45
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	402
Total Components for the Federal Index	9
Percent Tested	97%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	23
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
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	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	

Black/African American Students	
Federal Index - Black/African American Students	35
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	47
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	41
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	

Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	46
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?

Decrease in gains in both overall and in the lowest quartile for both math and reading as based on the 2021 FSA data.

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

After data analysis of progress monitoring, vocabulary and comprehension of informational text were the two lowest areas in reading.

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

Covid quarentines and Distance Learning were major factors contributing to learning challenges this year. It caused gaps in instruction and affected learning gains across the board.
We are tracking students with the objective of monitoring and addressing thier deficits.

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

This was a challenging year. We dropped in every area, however, ELA had the smallest decrease on FSA Achievement.

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

Tier 3 reading groups with a ratio of 5 to 1, with certified reading teachers, were implemented with all level 1 reading students based on the previous years FSA data.

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

LBMS is continuing the Tier 2 intensive reading and math groups as additional intervention supports. LBMS is continuing the Tier 3 intensive reading groups, as well as adding one Tier 3 math group in each grade.

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.

We have scheduled professional development to analyze data to help teachers identify students that need extra monitoring. We have scheduled data chats with teacher to help analyze data and come up with interventions. LBMS will focus on providing standards training to both math and ela teachers to deepen their understanding of the Best standards.

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

Teachers will be provided in depth professional development of the new Florida Best Standards to ensure effective implementation in their classrooms.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	LBMS is Focusing on increasing learning gains - This area of focus was selected becaue ELA learning gains dropped frrom 56% in 2019 to 45% including the ELA lowest quartile learning gains dropped from 46% in 2019 to 32% in 2021 as based on the ELA FSA Assessement.
Measurable Outcome:	LBMS will increase the number of students with learning gains to 55% and learing gains of the lowest quartile to 50% as based on the 2022 ELA FSA .
Monitoring:	ELA teachers adopted a new curriculum which will be implemented for tier 1 instruction this year. Teachers will focus on using this curriculum to bridge to the new Best ELA standards. Progress moinitoring using i-Ready and Savvas will be implemented to ensure student success with the new standards. Coaches will push into classrooms to observe and offer guidance to teachers on best practices. Administration will conduct literacy walkthroughs to ensure quality instruction. Admistration and coaches will facilitate data chats with teachers to ensure data driven instruction.
Person responsible for monitoring outcome:	Angel Thomas (thomasang@union.k12.fl.us)
Evidence-based Strategy:	Data Driven instruction: Monitoring achievement gaps through data analysis to help reduce students deficits and increase student skills on grade level standards. Placing Level 1 and Level 2 Reading students in an additional intensive reading classes, in order to enhance prior grade level skills that are prerequisites to current grade level standards. Increasing teachers knowledge on standards and teaching strategies through professional development.
Rationale for Evidence-based Strategy:	According to Hattie's Influences on Student Achievement using data to drive instruction was selected because data driven instruction is condered to accellerate student achievement. The intensive reading classrooms were developed to focus on students who have additional learning needs. Increasing teachers knowledge in both content and strategies improves their ability to affect student outcomes.

Action Steps to Implement

Provide additional intensive reading classes to provide scaffoled supports for tier 2 and tier 3 students. Tier 3 classes having a 5:1 ratio.

Person Responsible	Angel Thomas (thomasang@union.k12.fl.us)

Admistration and academic coaches will facilitate data analysis with teachers throughout the year.

Person Responsible	Angel Thomas (thomasang@union.k12.fl.us)

Provide teacher professional development on Standards and best teaching practices.

Person Responsible	Judy Neville (nevillej@union.k12.fl.us)

Academic Coaches will push into classrooms to observe and offer guidance to teachers on best practices.

Person Responsible	Judy Neville (nevillej@union.k12.fl.us)

Administration will conduct literacy walkthroughs to ensure quality instruction and provide feedback to teachers.

Person Responsible Angel Thomas (thomasang@union.k12.fl.us)

#2. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale:	Their was a decrease in learning gains in both overall and lowest quartile in math as based on the 2021 FSA when compared to previous year's learning gains. Learning gains had a 30 point overall decrease, with the lowest quartile having a 20 point drop in learing gains as compared to the 2019 FSA.
Measurable Outcome:	LBMS will Increase overall learning gainsl 67% on the 2022 Mathematics FSA. LBMS will increase learning gains for the lowest quartile math students to 50% as based on the 2022 Mathematics FSA..
Monitoring:	Teacher will provide data driven instruction and remediation to close any achievement gaps. Academic Coaches and adiministration will facilitate data meetings with teachers to monitor student progress. iReady data will be used to monitior the lowest quartile student's progress and growth through the year. Academic Coaches will push into classrooms to observe and offer guidance to teachers on best practices. Administration will conduct literacy walkthroughs to ensure quality instruction.
Person responsible for monitoring outcome:	Barbara Riherd (riherdb@union.k12.fl.us)
Evidence-based Strategy:	Data Driven instruction: Monitoring achievement gaps through data analysis to help reduce students deficits and increase student skills on grade level standards. Placing Level 1 math students in an additional intensive math class, in order to enhance prior grade level skills that are prerequisites to current grade level standards. Increasing teachers knowledge on standards and teaching strategies through professional development.
Rationale for Evidence-based Strategy:	According to Hattie's Influences on Student Achievement using data to drive instruction was selected because data driven instruction is condered to accellerate student achievement. The intensive math classrooms were developed to focus on students who have additional learning needs. Increasing teachers knowledge in both content and strategies improves their ability to affect student outcomes.

Action Steps to Implement	

Provide teacher professional development on Standards and best teaching practices.

Person Responsible	Barbara Riherd (riherdb@union.k12.fl.us)

Provide intensive math classes, including Tier 3 classes, to give additional supports to Level 1 math students.

Person Responsible	Angel Thomas (thomasang@union.k12.fl.us)

Facilitate data analysis meetings with teachers throughout the year.

Person Responsible	Barbara Riherd (riherdb@union.k12.fl.us)

Administration will conduct walkthroughs and observations to ensure quality instruction and provide feedback to teachers.

Person Responsible	Angel Thomas (thomasang@union.k12.fl.us)

Academic coaches will push into classrooms to observe and offer guidance to teachers on best practices.

Person Responsible	[no one identified]

Additional Schoolwide Improvement Priorities

Using the 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.

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.

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

Part V: Budget

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

1	III.A.	**Areas of Focus: Instructional Practice: ELA**				**$89,524.40**
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	520-Textbooks	0022 - Lake Butler Middle School	General Fund		$59,614.40
			Notes: 6th-8th Grade Savvas My Perspective ELA Curriculum - Best Standards			
	5100	520-Textbooks	0022 - Lake Butler Middle School	General Fund		$29,910.00
			Notes: 5th Grade Benchmark ELA Curriculum - Best Standards			

2	III.A.	Areas of Focus: Instructional Practice: Math				$2,990.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	520-Textbooks	0022 - Lake Butler Middle School	General Fund		$2,990.00
					Total:	$92,514.40