Lake Weir High School

2022-23 Schoolwide Improvement Plan

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Lake Weir High School

10351 SE MARICAMP RD, Ocala, FL 34472

[no web address on file]

Demographics

Principal: Colleen Wade   Start Date for this Principal: 8/4/2022

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: C (43%) 2018-19: C (46%) 2017-18: C (50%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

This plan 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)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	Yes	100%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	53%

School Grades History

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

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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.

Our mission is to motivate students and teachers to strive for excellence in academics, where habits of lifelong learning are developed. Our school strives to teach responsibility and caring for each other and the environment. Social and emotional growth is nurtured, and cooperation among all members of the school community is encouraged. In preparing our students to meet life's challenges, we encourage them to respect themselves and others and to embrace cultural differences.

Provide the school's vision statement.

At Lake Weir High School our vision is for students, staff, parents and the community to work together in developing high-achieving, confident, life-long learners and responsible citizens.

School Leadership Team

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

Name	Position Title	Job Duties and Responsibilities
Wade, Colleen	Principal	The principal provides visionary leadership necessary to design, develop, and implement a comprehensive program of instructional and support services which optimize available resources to provide successful high quality experiences for students in a safe and orderly environment.
Cobelo, Amy	Assistant Principal	The Assistant Principal of Curriculum aids the principal in providing leadership and vision necessary to create an atmosphere conducive to student learning at the highest possible level and assist in the operation of the guidance department and areas of curriculum.
Busbee, Heather	Assistant Principal	The Assistant Principal of Instruction aids the principal in providing leadership and vision necessary to create an atmosphere conducive to student learning at the highest possible level and assist in the areas of assessment, facilities, and instructional materials.
MacMillan, Robert	Assistant Principal	The Assistant Principal of Student Services aids the principal in providing leadership and vision necessary to create an atmosphere conducive to student learning at the highest possible level and assist in the operations of the Student Services Department and School Safety.
Ingram, Samantha	Dean	The Dean implements disciplinary and safety policies and procedures to ensure a safe and orderly learning environment on the campus.
May, Larry	Dean	The Dean implements disciplinary and safety policies and procedures to ensure a safe and orderly learning environment on the campus.
Tufts Haeser, Twila	Instructional Coach	The Instructional Coach aids teachers in implementing evidence-based strategies and improving instructional practices in order to meet school goals.
Brazell-Smith, Karen	School Counselor	The School Counselor provides students with educational, personal, and vocational counseling. They identify and coordinate resources to empower students to reach their full potential.

Demographic Information

Principal start date
Thursday 8/4/2022, Colleen Wade

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
2

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

33

Total number of teacher positions allocated to the school

75

Total number of students enrolled at the school

1,476

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

24

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

24

Demographic Data

Early Warning Systems

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Number of students enrolled	0	0	0	0	0	0	0	0	0	378	313	342	274	1307
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	97	124	154	121	496
One or more suspensions	0	0	0	0	0	0	0	0	0	127	101	83	52	363
Course failure in ELA	0	0	0	0	0	0	0	0	0	164	164	183	95	606
Course failure in Math	0	0	0	0	0	0	0	0	0	274	195	200	127	796
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	159	126	90	11	386
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	187	143	115	10	455
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Students with two or more indicators	0	0	0	0	0	0	0	0	0	203	190	213	133	739

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

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

Date this data was collected or last updated

Tuesday 7/12/2022

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	334	354	323	259	1270
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	145	179	200	121	645
One or more suspensions	0	0	0	0	0	0	0	0	0	85	74	56	32	247
Course failure in ELA	0	0	0	0	0	0	0	0	0	187	194	177	87	645
Course failure in Math	0	0	0	0	0	0	0	0	0	212	212	210	99	733
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	120	96	99	92	407
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	114	89	62	98	363
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	224	225	227	129	805

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	0	0	0	0	35	35
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	1	1	0	2

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	334	354	323	259	1270
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	145	179	200	121	645
One or more suspensions	0	0	0	0	0	0	0	0	0	85	74	56	32	247
Course failure in ELA	0	0	0	0	0	0	0	0	0	187	194	177	87	645
Course failure in Math	0	0	0	0	0	0	0	0	0	212	212	210	99	733
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	120	96	99	92	407
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	114	89	62	98	363
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	224	225	227	129	805

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	0	0	0	0	35	35
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	1	1	0	2

Part II: Needs Assessment/Analysis

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

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	33%	46%	51%				37%	46%	56%
ELA Learning Gains	37%						42%	48%	51%
ELA Lowest 25th Percentile	26%						33%	39%	42%
Math Achievement	24%	38%	38%				38%	40%	51%
Math Learning Gains	35%						39%	43%	48%
Math Lowest 25th Percentile	45%						35%	37%	45%
Science Achievement	46%	31%	40%				55%	61%	68%
Social Studies Achievement	54%	41%	48%				63%	71%	73%

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

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	55%	64%	-9%	67%	-12%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	61%	70%	-9%	70%	-9%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	35%	54%	-19%	61%	-26%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	40%	51%	-11%	57%	-17%

Subgroup Data Review

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
SWD	9	23	20	11	32	32	8	21		65	18
ELL	8	21	20	8	40	60	10	17		89	19
BLK	26	38	25	19	36	48	36	47		91	30
HSP	30	39	30	19	36	44	42	49		88	32
MUL	26	20		24	28		30	58		89	41
WHT	38	39	26	29	35	41	52	58		81	47
FRL	31	36	27	22	34	44	41	51		83	39

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	5	30	35	7	21	28	13	44		75	18
ELL	7	32	38	8	17	21	20	27			
BLK	24	28	33	11	23	33	21	40		90	30
HSP	27	34	30	17	22	36	36	44		88	47
MUL	17	23		9	16		30	50		92	29
WHT	42	43	35	31	26	35	38	50		86	47
FRL	33	37	29	22	22	36	30	43		86	38

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	12	28	23	14	32	47	33	42		61	13
ELL	6	31	36	21	38		29			53	
BLK	29	46	33	27	38	40	41	48		82	22
HSP	28	36	30	35	43	52	41	57		70	45
MUL	39	47		27	17		50	57		73	
WHT	42	42	35	43	41	28	63	68		73	43
FRL	35	42	35	34	36	35	52	60		73	38

ESSA Data Review

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TSI
OVERALL Federal Index – All Students	43
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	50
Total Points Earned for the Federal Index	476

ESSA Federal Index	
Total Components for the Federal Index	11
Percent Tested	95%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	24
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	3
English Language Learners	
Federal Index - English Language Learners	31
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	1
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	40
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	42
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	40
Multiracial Students Subgroup Below 41% in the Current Year?	YES

Multiracial Students	
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0

Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0

White Students	
Federal Index - White Students	45
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	41
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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

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

Proficiency and Learning gains increased for Mathematics, Science and Social Studies. In ELA, the 9th grade showed an increase in proficiency but the 10th grade decreased. Similarly, the Algebra (mostly 9th grade) showed a slight increase and the Geometry (mostly 10th grade) decreased. Subgroups did not show an increase in proficiency with four falling below the 41% threshold for ESSA Federal Index. They are SWD, ELL, African American/Black and Multiracial.

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

ELA and Math achievement data for our SWD and ELL students were the lowest (under 41%). Overall, ELA achievement data indicate the greatest need is literacy.

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

The greatest contributing factors for the lacking achievement scores were poor students attendance and the impact of learning gaps. Targeted interventions resulted in learning gains in mathematics but need to be improved for ELA. New actions needed are increased parent engagement and improved targeted interventions for reading and overall literacy across all content areas.

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

The areas of greatest improvement are Science achievement (+12), Learning gains for mathematics (+11), and Social Studies achievement (+8).

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

Subject area collaboration was more focused this year on the results on progress monitoring. Teachers analyzed data collected from common assessments and district progress monitoring.

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

Teacher capacity for implementing high yield teaching strategies related to literacy need to be increased. Literacy needs to be a point of focus in all content areas. A literacy committee made up of teachers from all subject areas along with the instructional coach, and administrators will be instrumental in creating the professional development needed to increase teacher capacity.

Parents need to be invited to reengage with the school for the purpose of improving student achievement. A family engagement team made up of teachers, parents, community members and administrator will be used to create and implement events for parents to come and learn more about their child's progress and how to support the learning at home. Parents and the school must be actual partners in the process.

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.

Weekly collaboration within subject areas will continue with a greater emphasis on analyzing various sources of data. Collaborations will be facilitated by the instructional coach, administrators, and selected district personnel.

A Literacy Committee will be formed which will lead the implementation of strategies to improve student literacy across all contents areas. Teachers will be utilized to train and lead their peers for increased buy-in. Results of the new strategies will be shared school wide in faculty meetings to increase teacher buy-in and school culture.

A Family and Community Engagement Team will be formed which will develop a Family Engagement Plan for the school. The activities and events planned will start a paradigm shift to see the relationship between parents and the school more as partners in the education process of their children. Parents will be more likely to enforce school attendance if they understand more about the school and the benefits of consistent, daily attendance.

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

Home School Liaisons, Social Workers, Social Worker Assistants, Family and Community Engagement Team and Graduation Facilitators will provide ongoing support to improve parent-school relations and student attendance. The progress monitoring assessments provided by the state as well as the district progress monitoring will increase the data teachers can use to analyze student growth.

Areas of Focus

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

:

#1. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Student achievement related to literacy declined schoolwide with a significant impact on Students with Disabilities and English Language Learners. Therefore we need to implement school-wide instructional strategies to engage students in developing literacy skills across all content areas.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	If teachers implement engaging reading strategies in all content areas, then the SWD subgroup will improve from 24% to 32% and the ELL subgroup will improve from 36% to 41%.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Progress will be monitored utilizing data collected from district and state progress monitoring assessments as well as data collected through weekly classroom visits. The implementation of the reading strategies will be monitored by the administrators and instructional coach through out the school year utilizing a data collection tool.
Person responsible for monitoring outcome:	Amy Cobelo (amy.cobelo@marion.k12.fl.us)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Teachers will focus on implementing reading strategies across all content areas. Strategies will be selected and taught to the faculty by the Literacy Team during professional development and faculty meetings. The impact of the strategy in the areas of student engagement and improved progress will be monitored and shared within collaboration groups and celebrated in faculty meetings when appropriate.

Teachers and school leaders will also participate in learning walks. This opportunity provides educators with the chance to see each other in action in order to observe, reflect, and learn from their peers. |
| **Rationale for Evidence-based Strategy:** Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy. | Students in the SWD and ELL subgroups are identified as the most in need of intervention. Increasing the use of reading strategies that both engage the student and improves their literacy skills will help close the achievement gap between these subgroups and their peers ultimately moving them above the established goals. |

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

AP Curriculum (Amy Farino), Instructional Coach (Twila Tufts-Haeser) and teachers from all subject areas will form a Literacy Team that will review reading strategies that are engaging and high-yield. This team

will meet monthly to create professional development plans and evaluation the implementation of the strategies.

Person Responsible   Amy Cobelo (amy.cobelo@marion.k12.fl.us)

#2. Positive Culture and Environment specifically relating to Family Engagement	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	The vision of Lake Weir High School is to educate students who are to graduate as life-long learners and responsive, productive citizens. Graduation requires the successful completion of many educational requirements. Many students do not graduate on time due to lack of tangible academic support from their families and community.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	If Lake Weir High School provides learning opportunities for families to join the school as partners, showing families what it takes to graduate and how to support their child at home, then the graduation rate will increase from 75% to 85% for the Class of 2023.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The Family and Community Engagement team will design and host events for families and community to learn what is required to graduate on time. Parents will be given information specifically about what their child's progress. Parents will also be given strategies to use at home to keep their student engaged in school. Data collected by the Family and Community Engagement Team, senior dean and the senior counselor will be reviewed monthly in grade level meetings and leadership meetings to monitor student progress.
Person responsible for monitoring outcome:	Colleen Wade (colleen.wade@marion.k12.fl.us)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Parent engagement in secondary schools increases the likelihood a student will graduate on time. The Family and Community Engagement team will work to increase parent engagement for our students, especially the seniors, through welcoming learning opportunities for parents. Parents of at-risk students will be encouraged to attend through personal invitations that are positive and welcoming.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria	When parents re-engage in their child's education, it increases the importance of graduation to the student. It will open lines of communication between the student, parents, and school that will benefit the student in many ways. When the school and parents see each other as equal partners in the education process, students will achieve more and be more satisfied in school.

used for selecting this strategy.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

The Family and Community Engagement Team will be formed by recruiting teachers, parents, community members, and school leaders to serve as team members. This team will work together to create events that are meaningful and welcoming to parents. During these events, parents and community members will learn how to partner with the school and through professional development, teachers will learn how to partner with parents.

Person Responsible   Colleen Wade (colleen.wade@marion.k12.fl.us)

Positive Culture & Environment

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

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

The motto of Lake Weir High School is #lakesidepride. Students are encouraged daily to show their #lakesidepride by remembering they have Purpose, be Respectful, get Involved in your learning and school activities, show others they are Dependable and pursue Excellence in everything they do.

Teachers are encouraged to build relationships with students and families through strategies learned from relationship building professional development. Communication is the key to success in this area.

The school is creating a Family and Community Engagement Team that will focus on increasing the ways parents can partner with the school in educating their child.

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

Students are expected to show their PRIDE to promote a positive school culture.
Office personnel are expected to welcome guests to the campus and on the phone in a pleasant, positive tone.
Teachers are expected to build authentic relationships with students and their families.
Club sponsors and Athletic coaches encourage students involvement in school activities.
Students Services monitor behaviors to maintain a safe, respectful and orderly environment.
Guidance Counselors, Social Workers and other Specialized personnel help create an environment that supports student mental health.
School Administrators monitor all activities of the school from the facilities to the community to promote open communication, mutual respect, and student achievement.