Lake Weir Middle School

2022-23 Schoolwide Improvement Plan

Table of Contents

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: 7/13/2022

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
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: D (39%) 2018-19: C (49%) 2017-18: C (47%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	N/A
Support Tier	N/A
ESSA Status	CSI
* 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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10220 SE SUNSET HARBOR RD, Summerfield, FL 34491

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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)
Middle School 6-8	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	57%

School Grades History

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

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SIP Authority

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Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

Lake Weir Middle School will be a safe and caring school environment that equips learners with the knowledge, skills, and 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
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
Jacobs, Jason	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 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.
Rowe, James	Assistant Principal	The assistant principal is mainly responsible for the overall discipline and administrative responsibilities. The assistant principal oversees the discipline of the school.
Shelton, Tammy	Math Coach	The role of the instructional support coach is to assist in the pedagogy and content expertise of all instructional staff, grades 6-8.
Turner, Miranda	Administrative Support	Work with at-risk students to ensure students move on to high school.

Demographic Information

Principal start date
Wednesday 7/13/2022, Jason Jacobs

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.*

0

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.*

1

Total number of teacher positions allocated to the school

76

Total number of students enrolled at the school

1,163

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

29

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

19

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	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	378	441	0	0	0	0	1175
Attendance below 90 percent	0	0	0	0	0	0	169	187	194	0	0	0	0	550
One or more suspensions	0	0	0	0	0	0	158	150	207	0	0	0	0	515
Course failure in ELA	0	0	0	0	0	0	119	146	109	0	0	0	0	374
Course failure in Math	0	0	0	0	0	0	68	130	116	0	0	0	0	314
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	146	157	192	0	0	0	0	495
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	159	157	172	0	0	0	0	488
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	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	152	177	194	0	0	0	0	523

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	89	0	0	0	0	89
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 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	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	

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	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	

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	28%	42%	50%				38%	49%	54%
ELA Learning Gains	32%						53%	54%	54%
ELA Lowest 25th Percentile	28%						50%	46%	47%
Math Achievement	34%	30%	36%				45%	54%	58%
Math Learning Gains	43%						52%	58%	57%
Math Lowest 25th Percentile	38%						44%	50%	51%
Science Achievement	30%	45%	53%				36%	46%	51%
Social Studies Achievement	54%	49%	58%				57%	70%	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	2022					
	2019	39%	45%	-6%	54%	-15%
Cohort Comparison						
07	2022					
	2019	35%	46%	-11%	52%	-17%
Cohort Comparison		-39%				
08	2022					
	2019	41%	50%	-9%	56%	-15%
Cohort Comparison		-35%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	42%	46%	-4%	55%	-13%
Cohort Comparison						
07	2022					
	2019	41%	49%	-8%	54%	-13%
Cohort Comparison		-42%				
08	2022					
	2019	28%	41%	-13%	46%	-18%
Cohort Comparison		-41%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	35%	44%	-9%	48%	-13%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	57%	65%	-8%	71%	-14%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	91%	54%	37%	61%	30%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

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	7	18	19	11	34	36	3	17			
ELL	20	29	25	29	38	31	16	41			
BLK	20	28	26	22	38	36	21	45	65		
HSP	25	32	31	28	42	40	23	46	55		
MUL	28	31	30	32	39	25	17	54	42		
WHT	34	34	29	42	45	42	40	61	65		
FRL	25	31	29	30	41	37	26	50	55		
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						

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
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		

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)	CSI
OVERALL Federal Index – All Students	38
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	30
Total Points Earned for the Federal Index	379
Total Components for the Federal Index	10
Percent Tested	97%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	18
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	29

English Language Learners	
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	33
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	35
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	33
Multiracial Students Subgroup Below 41% in the Current Year?	YES
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	44
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	36
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
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?

ELA data has shown a slow decline over the last 3 years, with 43% of students achieving level 1 in the 21-22 school year. Math data has shown a decline over the last 3 years, with 42% of students achieving level 1 in the 21-22 school year. Science also has had a continual decline, with 70% of 8th grades not passing the state assessment. A subgroup trend has emerged with 18% of SWD not making gains over a 3-year period.

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

ELA proficiency has suffered the steepest decline in performance. Over the last 3 years, we have seen a decline in proficiency over all grade levels in ELA. When looking at our grade levels, 70% of 6th graders, 69% of 7th graders, and 73% of 8th graders are none proficient. In total, 72% of students are not proficient in ELA. Based on these trends, the greatest need for improvement at Lake Weir Middle School must be focused on overall proficiency in ELA.

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

There are a couple of factors that led to the need for improvement. One factor is teachers engaging students in activities that have a high effect on student learning. Another factor stems from students not being exposed to grade-level text across content areas. The new actions set in place to address the needs for improvement involve changing the instructional practice specifically related to literacy across content areas and engaging students in grade-level text.

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

Social Studies (Civics) showed the most improvement in 2022, with a 9-point increase from the previous year. Algebra 1 also showed a 2-point increase from the previous year.

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

The contributing factors to the improvement were the teachers' Professional Learning Community. Teachers shared best practices in their meetings in which teachers would demonstrate and explain different activities that were successful in the classroom.

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

Professional learning must take place for staff in literacy across the content areas. We have to get our students reading across the board for proficiency to increase.

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.

The leadership team will provide professional development in interdisciplinary literacy, which will assist teachers in preparing students to approach vocabulary, reading, writing, and thinking relative to the parameters of specific subject areas.

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

The administrative team will include more formative feedback to the teachers. We will use our Home School Liaison to assist students and provide assistance in supporting students' academic initiatives. They will build relationships with families and the school with the hope of increasing parent participation in school initiatives.

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.**	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. As identified by the 2021-2022 FSA data, our ELA data indicates that 72% of students in the 6th, 7th, and 8th grades are not proficient as measured by the FSA. This is a decrease in ELA proficiency from the previous year.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	If we bring literacy across the content areas, then we will raise ELA proficiency by 10% or more in the first school year.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	The leadership team will monitor data collected from progress monitoring from district assessments, state assessments, and student work in order to provide support to both teachers and students. Data will be taken from walk-through tool to monitor effectiveness of collaborative planning.
Person responsible for monitoring outcome:	Jason Jacobs (jason.jacobs@marion.k12.fl.us)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Teachers will receive professional development focused on literacy across the content, which will focus on reading/writing within the content area.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Students who experienced reading and writing instruction across content areas experienced major improvements in reading comprehension and overall reading skills.

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.

Professional development on disciplinary literacy will take place during common collaboration time throughout the week. Teachers will be expected to provide opportunities for students to read, write, and think critically, mainly through activities that allow students to both interpret text and compose and revise texts.

Person Responsible   Jason Jacobs (jason.jacobs@marion.k12.fl.us)

#2. ESSA Subgroup specifically relating to Students with Disabilities	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	2021-2022 FSA data identifies that 7% of SWD are proficient in ELA.

Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	If the school provides support to our students with disabilities in classrooms through disciplinary literacy and tutoring, then our students will move 10 percentage points in proficiency in ELA .
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The leadership team will monitor data collected from progress monitoring from district assessments, state assessments, and student work in order to provide support to both teachers and students. Data will be taken from walk-through tool to monitor effectiveness of collaborative planning.
Person responsible for monitoring outcome:	Jason Jacobs (jason.jacobs@marion.k12.fl.us)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Teachers will receive professional development focused on literacy across the content, which will focus on vocabulary development and reading/writing within the content area.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Students who experienced reading and writing instruction across content areas experienced major improvements in reading comprehension and overall reading skills.

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.

Professional development on disciplinary literacy will take place during common collaboration time throughout the week. Teachers will be expected to provide opportunities for students to read, write, and think critically, mainly through activities that allow students to both interpret text, and compose and revise texts.

Person Responsible	Jason Jacobs (jason.jacobs@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.

At Lake Weir Middle School, parent involvement is a part of our Tier 1 procedures. All staff members are expected to communicate with parents via phone or parent conferences. In addition, we are focusing on increasing parent involvement this year by empowering parents to become involved in their children's education. The entire faculty and staff are looking forward to a productive partnership with our parents to ensure our children can achieve their highest potential. We recognize that in order to be successful in school, our children need support from both the home and school. We know a strong partnership with parents will make a great difference in our student's education. As partners, we share the responsibility for our children's success and want our parents to know that we will do our very best to carry out our responsibilities. We are asking that our parents guide and support our students learning by being a positive part of the school culture. We are always pushing our "Big 3" Do what's right, Do your best, Treat others the way you wish to be treated.

The administration at Lake Weir Middle consistently works to increase trust and positive relationships with teachers and staff. We strive to have our teachers feel comfortable coming to the administration with any concerns they may have. The administration also makes itself available to teachers during class changes, lunch, and after school. The administration will maintain transparency by communicating the action steps taken to resolve all issues brought forth by the teachers and staff in various forms of communication.

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

The principal is key in establishing the culture of the school. With the help of the assistant principals and leadership team, goals are set at the beginning of the year to achieve a positive culture and environment within the school. The principal interacts with all stakeholders to ensure a positive culture is established in the school and community. The assistant principals work with teachers and other school staff to promote a positive culture and environment both in and out of the classroom. The assistant principals also work closely with parents in building relationships that extend to the greater community outside of the school campus.

Teachers are the backbone of the culture and have the greatest impact on helping to develop a positive culture and environment throughout the school. By building strong working relationships with the students and parents, they can have a dramatic impact on how students and parents view the school and community around them.

Business partners (Love Inc., Ocala Fiber, Ray Mears Realtor) provide resources that directly impact the school. Their interactions with the community and school provide valuable resources and insight into the culture and climate in the school. Working together as a team ensures that everyone is heard and moving in the right direction is helping every student every day.