

Marion County Public Schools

Lake Weir High School



2023-24

Schoolwide Improvement Plan (SIP)

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Lake Weir High School

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[no web address on file]

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team

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 as it relates to SIP implementation for each member of the school leadership team.:

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.
May, Larry	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.
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.
Wisdom, Colby	Other	The Athletic Director coordinates all athletics for the school giving students the opportunity to participate in sports.
Ingram, Samantha	Dean	The Dean implements disciplinary and safety policies and procedures to ensure a safe and orderly learning environment on the campus.
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.
Fronius, Michael	Dean	The Dean implements disciplinary and safety policies and procedures to ensure a safe and orderly learning environment on the campus.
Bonnett, Cassandra	Magnet Coordinator	The Magnet Coordinator works with parents, students and teachers who participate in our academic and career choice programs.
TalaveraPerez, Zulleiry	Other	The Family Engagement Liaison works with all stakeholders to remove the barriers between families and school. They work with parents to

Name	Position Title	Job Duties and Responsibilities
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gather information for the school to use in hosting meaningful events for families to improve their skills in supporting their child's learning.

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The process begins with the school sharing the student achievement data with parents through the Skyward Family Access platform. The student achievement data along with the results of the annual climate survey are shared with our faculty then the School Advisory Council. The School Advisory Council is made up of parents, teachers, leadership team, students, alumni, and business partners. The group discusses the trends seen in the data and decides on the areas of focus and goals for the School Improvement Plan.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The goals will be monitored quarterly using formative assessment data collected for all students but especially the students in the targeted focus areas (Students with Disabilities, English Language Learners, Multiracial Students and Black students.) The data will be reviewed by the leadership team and the teachers to determine whether the strategies being used are making a positive impact or if changes need to be made. The data is also shared with parents through the Skyward Family Access as well as the School Advisory Council. If changes need to be made, the changes will be discussed with the School Advisory Council after each grading period.

Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	53%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	TSI

Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL)* Black/African American Students (BLK)* Hispanic Students (HSP) Multiracial Students (MUL)* White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: C 2018-19: C 2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	34	44	50	33	46	51	34		
ELA Learning Gains				37			38		
ELA Lowest 25th Percentile				26			32		
Math Achievement*	29	32	38	24	38	38	23		
Math Learning Gains				35			24		
Math Lowest 25th Percentile				45			34		
Science Achievement*	54	59	64	46	31	40	34		
Social Studies Achievement*	54	67	66	54	41	48	46		
Middle School Acceleration					41	44			
Graduation Rate	71	86	89	85	54	61	88		
College and Career Acceleration	50	63	65	41	67	67	43		
ELP Progress	56	46	45	50			65		

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	TSI
OVERALL Federal Index – All Students	50
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	348
Total Components for the Federal Index	7
Percent Tested	95
Graduation Rate	71

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	TSI
OVERALL Federal Index – All Students	43
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	4
Total Points Earned for the Federal Index	476
Total Components for the Federal Index	11
Percent Tested	95
Graduation Rate	85

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	28	Yes	4	4
ELL	35	Yes	4	
AMI				

2022-23 ESSA SUBGROUP DATA SUMMARY

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
ASN				
BLK	44			
HSP	45			
MUL	51			
PAC				
WHT	54			
FRL	46			

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	24	Yes	3	3
ELL	31	Yes	3	1
AMI				
ASN				
BLK	40	Yes	1	
HSP	42			
MUL	40	Yes	1	
PAC				
WHT	45			
FRL	41			

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	34			29			54	54		71	50	56
SWD	11			15			27	23		18	6	

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
ELL	15			22			38	17			6	56
AMI												
ASN												
BLK	28			20			45	58		40	6	
HSP	31			25			46	46		37	7	53
MUL	47			31			63			42	5	
PAC												
WHT	37			34			62	60		58	6	
FRL	30			25			51	52		48	6	

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	33	37	26	24	35	45	46	54		85	41	50
SWD	9	23	20	11	32	32	8	21		65	18	
ELL	8	21	20	8	40	60	10	17		89	19	50
AMI												
ASN												
BLK	26	38	25	19	36	48	36	47		91	30	
HSP	30	39	30	19	36	44	42	49		88	32	50
MUL	26	20		24	28		30	58		89	41	
PAC												
WHT	38	39	26	29	35	41	52	58		81	47	
FRL	31	36	27	22	34	44	41	51		83	39	

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	34	38	32	23	24	34	34	46		88	43	65
SWD	5	30	35	7	21	28	13	44		75	18	
ELL	7	32	38	8	17	21	20	27				65
AMI												
ASN												

2020-21 ACCOUNTABILITY 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	ELP Progress
BLK	24	28	33	11	23	33	21	40		90	30	
HSP	27	34	30	17	22	36	36	44		88	47	67
MUL	17	23		9	16		30	50		92	29	
PAC												
WHT	42	43	35	31	26	35	38	50		86	47	
FRL	33	37	29	22	22	36	30	43		86	38	65

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
10	2023 - Spring	36%	44%	-8%	50%	-14%
09	2023 - Spring	32%	43%	-11%	48%	-16%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	28%	44%	-16%	50%	-22%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	32%	43%	-11%	48%	-16%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	53%	57%	-4%	63%	-10%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	54%	65%	-11%	63%	-9%

III. Planning for Improvement

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

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

Our Students with Disabilities and English Language Learners showed the lowest achievement levels of all the subgroups in the 2022-2023 data. These groups continue to struggle with achievement, attendance and there is an additional language barrier for the students and families of the English Language Learners. As far as the achievement of the school as a whole, the graduation rate for the Class of 2023 was lower than the previous class. There are several factors to consider with this particular class such as the loss of true classroom time and the social-emotions struggles due to the pandemic. The overall student achievement scores increased in all tested areas.

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

The graduation rate was the lowest area of achievement during the 2022-2023 school year. The factors that contributed to this decline included the increased number of students dropping out of school to either work or take care of family members. The students who remained in school had mixed experiences with the new online learning that was required during their first two years in high school.

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

Even though our students' achievement in math increased more than 10 points, we remain behind the state in this component. The trend line shows improvement since 20-21. The factors that contributed to the gap are tied to chronic absenteeism in the feeder pattern as a whole.

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

The component with the most improved achievement was Algebra. Our data improved by 14 points over the previous year. This improvement is the result of the Algebra teachers working closely with the intervention teachers to focus attention of the gaps in student learning.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

We are concerned about attendance. Last year, 48% of our students displayed a pattern of chronic absenteeism.

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

Our priorities for the 23-24 school year will be: increase the graduation rate, reduce the amount of chronic absenteeism, increase daily attendance rates, increase the engagement of families and continue to improve Tier 1 instruction in all classrooms.

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Positive Culture and Environment specifically relating to Early Warning System**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed.

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Poor attendance can be attributed to several factors: economic conditions in the home, social-emotional needs of the students, expectations of parents, and what is happening in the classrooms. We realize that we cannot solve the problem of poor attendance without the help of the families. We will be focusing on increasing our family involvement in the school by being responsive to their needs and creating environments where parents can participate in their child's learning. This area of focus impacts the whole school but emphasis will be placed on our lower performing subgroups - Students with Disabilities, English Language Learners, Multi-racial students, as well as our Black students.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

We have increased our communication with families through newsletters, phone calls, emails and text messaging. Based on their feedback, we will be hosting eight events, not including SAC meetings, which is double the amount in previous years. We hope this activity will reduce the chronic absenteeism by 5%, from 48% to 43%.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

This area will be monitored by reviewing attendance monthly with our Family Engagement Liaison. The Family Engagement Liaison will reach out to the families and identify the barriers keeping the student from attending school. We will use positive incentives for the students with perfect attendance each quarter.

Person responsible for monitoring outcome:

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

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Interventions will include parent contact, mentoring, tutoring, goal setting and positive incentives for improved attendance. Students from each subgroup performing below the ESSA threshold (Students with disabilities, English Language Learners, Multi-racial students, and Black students) who are chronically absent will be identified and assigned a mentor who will meet with the student regularly to establish a relationship with the student and family.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

These incentives are tied back to relationship building which evidence shows will improve the culture of the school as a whole while increasing a student satisfaction in school. Research conducted by Henderson and Mapp show that building relationships with families and their students will increase student attendance and student performance.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Students who are chronically absent will be identified based on previous year data and contact will be made with families via letter.

Person Responsible: Zulleiry TalaveraPerez (zulleiry.talaveraperez@marion.k12.fl.us)

By When: This will take place during the first 30 days of school.

Students who were chronically absent from the previous year as well as those showing attendance concerns will be monitored and contacted by a mentor throughout the year.

Person Responsible: Zulleiry TalaveraPerez (zulleiry.talaveraperez@marion.k12.fl.us)

By When: This will be done throughout the year with formal reports to the leadership team monthly.

#2. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Student achievement for our English Language Learners decreased in three of the four state assessments - reading, science and social studies.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

It is the goal to increase the achievement score of the English Language Learner on the state reading assessment by 5%. We also have a goal for increase the participation of our English Language Learner families by 25%.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Family engagement for this subgroup will be monitored by the number of families participating in our English Language Learners academic nights as well and parent conferences. Progress towards proficiency will be monitored by the ELL team monthly using achievement reports from Rewards and Lexia reading programs, classroom grades and feedback from the ESOL teacher.

Person responsible for monitoring outcome:

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

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

The first change made to support this subgroup was the strategic hiring of professional educators. The size of our ELL support team has doubled and students will be taught by bilingual professional educators. The ELL students will also use the Rewards reading program to supplement the classroom instruction. We have also partnered with Lexia to offer our students Lexia English Language Development and Lexia PowerUp. Parent engagement in the work of a school has positive impact on student learning so we will try to reduce the language barrier by hosting events on campus in Spanish. The parents of our ELL students will learn about graduation requirements, the importance of attendance, and strategies to help their students at home during the events.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Hiring bilingual teachers will increase effective communication in the classroom and between the school and the families. Removing the language barrier for parents will give them more confidence to help their student and participate in preparing their child for graduation and beyond. Adding additional supports offered by the specialized reading and language programs will provide students instruction in their home language as well as English.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

English Language Learners will be scheduled in the classes of bilingual English, Math, and Social Studies teachers. These classrooms will utilize the communication skills of the teachers as well as Lexia and Rewards programs.

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

By When: The English Language Learners will be scheduled with the bilingual teachers upon registration.

ELL student progress will be reviewed monthly by the ELL support team made up of the teachers, school counselor, paraprofessional supporting the students and the leadership team.

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

By When: Progress monitoring meetings will begin in the second month of school and will continue monthly from September through April.

#3. Graduation specifically relating to Graduation**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Historically speaking, graduation rate at Lake Weir High School has been below the state average. During the 2022-2023 school year, the state average dropped by 2.8% whereas the graduation rate at Lake Weir High School dropped over 10% to 19 points under the state average. The population around Lake Weir High School is low socio-economic so recovery from the pandemic takes longer. We must make graduation rate a focus because our vision is to prepare students for life after high school and they will need a high school diploma to be successful in most careers. This focus impacts all subgroups.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

The graduation rate at Lake Weir High School will increase by 5% from 71% to 76%. This increase will represent 18 students earning a high school diploma over the previous year.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

The progress of the at-risk seniors will be reviewed monthly by the Leadership Team, Graduation Facilitators, Senior School Counselor and senior teachers.

Person responsible for monitoring outcome:

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

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Students at risk of not graduating will be identified over the summer and intentionally schedule to prepare them for test prep or credit recovery. All of the senior teachers will meet monthly to review the progress of each struggling senior. Mentors will be assigned to each at risk senior who will work with them throughout the year. Students will use Edgenuity for Credit Recovery, StudySync and Teen Engagement for increasing reading proficiency.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Students will perform better in school if they have relationships with the school faculty. The mentors will be encouraging while communicating high expectations. Edgenuity allows students to fill in the gaps of missed learning. The combination of mentoring and StudySync will increase student confidence which should lead to higher achievement.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Students at risk of graduating on time will be identified, mentors assigned, and parents notified. Students will also be strategically placed in classes with additional supports using Edgenuity, StudySync, and Teen Engagement.

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

By When: Identification of the at-risk seniors as well as the mentors will be completed during the first 60 days of school.

The Graduation Facilitator will facilitate monthly meetings to discuss the progress of the seniors with the school counselor, senior teachers, mentors and leadership team.

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

By When: These meetings will take place monthly until graduation.

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

School improvement initiatives will be funded by local school budget and Title 1 funds.

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))

List the school's webpage* where the SIP is made publicly available.

The SIP will be shared with the School Advisory Council and posted on our school website. It will also be included in our parent newsletter and made available during all family engagement events. The school website is www.marionschools.net/lwh

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

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

The school faculty will receive training on building productive relationships with families using the work of Karen Mapp, Ilene Carver, and Jessica Lander, called Powerful Partnerships. The school has doubled the number of family engagement events on campus this year to build positive relationships with parents and provide teachers and parents the opportunity to work collaboratively to improve student achievement. We will have events addressing progress monitoring, pathways to graduation along with

events to introduce parents to the various programs we have on campus. We will also host events for our English Language Learner parents where the information will be shared in Spanish. There will be two events for parents where their individual child's scores will be reviewed and we will share with them ways they can support their child's learning at home. Our plan is posted on our school website but we will also send out invitations, make calls through our automated phone system, send emails, and post it on our marquee. The Family Engagement Plan will be located on our website at www.marionschools.net/lwh.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

Training for our teachers will be focused around highly effective Tier 1 engagement strategies. Our new teachers will be fully supported by a completely new teacher mentoring program where they will be supported by a buddy teacher as well as a clinical education trained mentor teacher. To increase the academic opportunities our students to take rigorous coursework, we will be increasing the Cambridge AICE course offering with the addition of AICE Global Perspectives, AICE US History, and AICE English Literature.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

The career and technical education courses continue to grow. An additional instructor has been added to our construction program and local companies have partnered with the school to better prepare our students for future careers.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System	\$0.00
2	III.B.	Area of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups	\$0.00
3	III.B.	Area of Focus: Graduation: Graduation	\$0.00
Total:			\$0.00

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No