

Marion County Public Schools

LAKE WEIR MIDDLE SCHOOL

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2025-26 Schoolwide Improvement Plan

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School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

SIP Authority

Section (s.) 1001.42(18)(a), 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, F.S., by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S. Code (U.S.C.) § 6311(c)(2); 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, F.S., and as calculated under s. 1008.34(3)(b), F.S., 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, F.S.; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate.

SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

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.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

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

Provide the school's vision statement

Lake Weir Middle School will be a safe and caring school environment that equips learners with knowledge, skills, and a desire to succeed. Learners will leave with Lakeside Pride prepared for a future that includes high school graduation, college and workforce readiness, and citizenship that promotes positive social change.

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Brian Greene

Brian.Greene@marion.k12.fl.us

Position Title

Principal

Job Duties and Responsibilities

To provide the visionary leadership in achieving the school's vision and mission within a safe, orderly, and supportive school environment. This is accomplished through the implementation of a comprehensive instructional and support services program by way of aligning resources that achieve the goals identified in the School Improvement Plan. The principal is responsible for all instructional, operational, financial functions of the school, as well as and supervision of all personnel.

Leadership Team Member #2

Employee's Name

Constance Carpenter

Constance.Carpenter@marion.k12.fl.us

Position Title

Assistant Principal; Curriculum

Job Duties and Responsibilities

Supports the Principal in providing leadership in the vision and mission of the school necessary to create a safe, orderly, and supportive school environment conducive to learning. Core duties are inclusive of leading the School Counseling Department, Information Processing, ESE Support Facilitation, Curriculum Maps, Grades and Units (progress reports/report cards), Professional Development, Master School Schedule, as well as School Bells and Instructional Minutes.

Leadership Team Member #3

Employee's Name

April Godwin

April.Godwin@marion.k12.fl.us

Position Title

Assistant Principal; Instruction

Job Duties and Responsibilities

Supports the Principal in providing leadership in the vision and mission of the school necessary to create a safe, orderly, and supportive school environment conducive to learning. Core duties are inclusive of leading State and Local Assessment, Content Area Specialists, Mentee Program, Professional Development, School SharePoint and Website, Paraprofessional Schedules, End of Year Award Ceremony Coordinator, School Events (e.g., Title 1, Orientation, AttenDANCES, Veteran's Day trip, Science Fair, Spanish Spelling Bee, Open House...), Afterschool Tutoring Program, and Lesson Plans/Emergency Lesson Plans.

Leadership Team Member #4

Employee's Name

Steven Powell

Steven.Powell@marion.k12.fl.us

Position Title

Assistant Principal; Discipline

Job Duties and Responsibilities

Supports the Principal in providing leadership in the vision and mission of the school necessary to create a safe, orderly, and supportive school environment conducive to learning. Core duties are inclusive of leading the Discipline Department, Positive Behavior Intervention and Supports, Duty Schedules (morning/dismissal/transition/cafe), ESE Self-Contained/Manifestations, Instructional Materials/Textbooks, School Based Threat Management Team, Centegix Safety Badges, Child Study Team, Multi-Disciplinary Team, Learner Behavior Interventions, School Passes/PikMyKid, Crisis Management (e.g., drills...), and In-School Suspension.

Leadership Team Member #5

Employee's Name

Tina Irwin

Tina.Irwin@marion.k12.fl.us

Position Title

Instructional Coach

Job Duties and Responsibilities

To assist in the pedagogy and content expertise of all instructional staff, specifically with literacy.

Leadership Team Member #6

Employee's Name

Stacey Sauls

Stacey.Sauls@marion.k12.fl.us

Position Title

Content Area Specialist

Job Duties and Responsibilities

To assist in the pedagogy and content expertise of all instructional staff, specifically with math.

Leadership Team Member #7

Employee's Name

Shannon Sigmon

Shannon.Sigmon@marion.k12.fl.us

Position Title

Instructional Coach

Job Duties and Responsibilities

To assist in the pedagogy of all instructional staff, and to serve as the testing facilitator.

2. Stakeholder Involvement

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 (20 U.S.C. § 6314(b)(2), ESEA Section 1114(b)(2)).

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

Lake Weir Middle School involves all stakeholders through surveys provided throughout the school year and parent engagement activities, inclusive of School Advisory Council members. School events provide an opportunity for both learners and parents to provide input into the development of this plan. The school leadership team and lead teachers also provided critical feedback and insight that was used in the development of the School Improvement Plan.

3. 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 academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

The School Improvement Plan will be regularly monitored for effective implementation by creating checkpoints throughout the year to ensure fidelity of implementation is occurring for each of the identified goals and action steps within each goal. School goals and actions will be visible and will be often referenced and monitored with staff as the team provides and receives necessary information to and from stakeholders to adjust actions as needed throughout the school year. The school will revise actions based on data and learner needs to ensure that learner achievement continues to increase throughout the school year.

C. Demographic Data

2025-26 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	MIDDLE/JR. HIGH 6-8
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2024-25 TITLE I SCHOOL STATUS	YES
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	100.0%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	CSI
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2024-25 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) ASIAN STUDENTS (ASN) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2024-25: C 2023-24: C 2022-23: C 2021-22: D 2020-21:

D. Early Warning Systems

1. Grades K-8

Current Year 2025-26

Using 2024-25 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	
School Enrollment							399	329	409	1,137
Absent 10% or more school days							223	256	264	743
One or more suspensions							101	109	110	320
Course failure in English Language Arts (ELA)							3	24.5	39	66
Course failure in Math							120	102	134	356
Level 1 on statewide ELA assessment							120	102	134	356
Level 1 on statewide Math assessment							143	106	90	339
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)							230	180	232	642
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)							251	215	173	639

Current Year 2025-26

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators							36	65	75	176

Current Year 2025-26

Using the table above, complete the table below with the number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year							1	7	29	37
Students retained two or more times									7	7

Prior Year (2024-25) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL								TOTAL	
	K	1	2	3	4	5	6	7		8
Absent 10% or more school days							209	272	261	742
One or more suspensions							120	167	125	412
Course failure in English Language Arts (ELA)							1	15	29	45
Course failure in Math							1	8	39	48
Level 1 on statewide ELA assessment							113	186	118	417
Level 1 on statewide Math assessment							115	135	90	340
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Prior Year (2024-25) As Last Reported (pre-populated)

The number of students by current grade level that had two or more early warning indicators:

INDICATOR	GRADE LEVEL								TOTAL	
	K	1	2	3	4	5	6	7		8
Students with two or more indicators							228	251	211	690

Prior Year (2024-25) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL								TOTAL	
	K	1	2	3	4	5	6	7		8
Retained students: current year							1	8	24	33
Students retained two or more times									3	3

2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

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.

Data for 2024-25 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	42	51	58	35	45	53	29	40	49
Grade 3 ELA Achievement			27			21			
ELA Learning Gains	54	56	59	48	52	56			
ELA Lowest 25th Percentile	51	49	52	41	48	50			
Math Achievement*	46	54	63	42	52	60	35	48	56
Math Learning Gains	57	57	62	54	57	62			
Math Lowest 25th Percentile	55	53	57	60	60	60			
Science Achievement	29	42	54	29	40	51	30	40	49
Social Studies Achievement*	55	68	73	39	57	70	49	61	68
Graduation Rate									
Middle School Acceleration	72	75	77	66	70	74	68	71	73
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)	35	52	53	58	54	49	35	36	40

*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.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2024-25 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL FPPI – All Students	50%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	496
Total Components for the FPPI	10
Percent Tested	96%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
50%	47%	40%	38%	39%		52%

* Any school that was identified for Comprehensive or Targeted Support and Improvement in the previous school year maintained that identification status and continued to receive support and interventions in the 2020-21 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

** Data provided for informational purposes only. Any school that was identified for Comprehensive or Targeted Support and Improvement in the 2019-20 school year maintained that identification status and continued to receive support and interventions in the 2021-22 school year. In April 2021, the U.S. Department of Education approved Florida's amended waiver request to keep the same school identifications for 2020-21 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2024-25 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%
Students With Disabilities	30%	Yes	6	6
English Language Learners	42%	No		
Asian Students	75%	No		
Black/African American Students	48%	No		
Hispanic Students	49%	No		
Multiracial Students	49%	No		
White Students	53%	No		
Economically Disadvantaged Students	47%	No		

D. 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.

2024-25 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L2.5%	MATH ACH.	MATH LG	MATH LG L2.5%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	42%		54%	51%	46%	57%	55%	29%	55%	72%			35%
Students With Disabilities	13%		40%	42%	18%	48%	48%	7%	22%				
English Language Learners	33%		56%	49%	39%	54%	47%	22%	39%				35%
Asian Students	82%		91%		73%	55%							
Black/African American Students	35%		54%	55%	43%	55%	46%	20%	44%	76%			
Hispanic Students	42%		52%	45%	47%	56%	52%	28%	58%	72%			40%
Multiracial Students	39%		50%	45%	39%	59%	63%	36%	59%				
White Students	44%		54%	55%	47%	58%	61%	35%	56%	70%			
Economically Disadvantaged Students	39%		52%	51%	44%	57%	58%	27%	49%	75%			17%

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	35%		48%	41%	42%	54%	60%	29%	39%	66%			58%
Students With Disabilities	13%		31%	31%	15%	44%	46%	8%	10%				
English Language Learners	32%		36%	14%	34%	55%	65%	14%	25%	70%			58%
Asian Students	60%		55%		80%	64%							
Black/African American Students	26%		49%	44%	32%	52%	52%	15%	40%	68%			
Hispanic Students	36%		46%	29%	44%	57%	66%	28%	36%	67%			60%
Multiracial Students	41%		54%	57%	45%	62%	67%	21%	27%				
White Students	36%		47%	44%	44%	52%	60%	36%	40%	61%			
Economically Disadvantaged Students	31%		45%	40%	39%	54%	57%	22%	36%	59%			

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 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	29%				35%			30%	49%	68%			35%
Students With Disabilities	4%				10%			4%	16%				
English Language Learners	15%				30%			19%	37%	80%			29%
Black/African American Students	22%				25%			13%	37%	73%			
Hispanic Students	22%				34%			27%	45%	73%			29%
Multiracial Students	33%				34%			37%	52%	64%			
White Students	36%				41%			38%	56%	67%			
Economically Disadvantaged Students	26%				31%			26%	43%	67%			

E. 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.

SUBJECT	GRADE	2024-25 SPRING				
		SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	6	41%	51%	-10%	60%	-19%
ELA	7	43%	50%	-7%	57%	-14%
ELA	8	39%	46%	-7%	55%	-16%
Math	6	34%	46%	-12%	60%	-26%
Math	7	29%	44%	-15%	50%	-21%
Math	8	45%	46%	-1%	57%	-12%
Science	8	28%	40%	-12%	49%	-21%
Civics		52%	65%	-13%	71%	-19%
Algebra		85%	42%	43%	54%	31%
Geometry		100%	43%	57%	54%	46%

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

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

Most Improvement

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

Civics was the largest area of growth from 38% proficiency in 2024 to 51% proficiency in 2025, a 13% increase.

Action(s) taken included: The Civics Team demonstrated the largest area of growth in the 2024-2025 school year, largely due to targeted support following a significant performance decline in 2023-2024. In response to this drop, the school implemented Tier 3 instructional support by assigning a District Coordinator with specialized expertise in Civics to work directly with the team. Through ongoing coaching, lesson modeling, data chats, and collaborative planning, the Civics Team deepened their understanding of the new benchmarks, refined their instructional practices, and increased student engagement—resulting in notable academic gains.

Lowest Performance

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

Science was the lowest area of growth from 28% in 2024 and maintaining 28% in 2025.

Contributing factor(s) included: Science has represented Lake Weir Middle School's lowest area of academic growth in both the 2024 and 2025 school years. A significant contributing factor has been the ongoing challenge of hiring and retaining certified science teachers. In 2025, the Science Department faced three vacancies, with two of the three occurring in 8th-grade science—further impacting student achievement and instructional continuity.

Greatest Decline

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

N/A, all data components either improved or maintained from the year prior.

Greatest Gap

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.

Two data components had the largest gap between the school and the state averaged.

6th grade Math was 34% proficient as compared to the state's 60% proficiency, a 26% gap.

Factor(s) that contributed to this gap included: Although the 6th-grade mathematics team has demonstrated growth over the past few years, there remains a performance gap between Lake Weir Middle School and the state average. A key factor contributing to this gap is the complete turnover of the 6th-grade math team between 2024 and 2025, with each team member being new to both Lake Weir Middle School and the teaching profession. In response, Lake Weir Middle School implemented a strategic plan providing common planning time for the 6th-grade math team, coupled with Tier 3 support from the school's math content specialist. This support includes ongoing collaboration focused on task alignment, formative assessment development, and strategies to increase student engagement. As a result, the 6th-grade team achieved a two-point gain in performance; however, this progress indicates that continued and consistent support is essential for sustained growth.

8th grade Science was 28% proficient as compared to the state's 49% proficiency, a 21% gap.

Factor(s) that contributed to this gap included: During the 2024–2025 school year, Lake Weir Middle School experienced challenges in securing certified teachers for 8th-grade science, resulting in paraprofessionals supporting instruction throughout the year. Additionally, the Science Department continues to develop its understanding of effective, standards-aligned science pedagogy. Addressing these areas remains a priority to support improved instructional quality and student achievement in science.

EWS Areas of Concern

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

While a number of our students scored non-proficient, specifically level 1 on the statewide assessment in ELA (386) and on the statewide assessment in Math (339), the area of most concern that will also address proficiency in ELA and Math was the number of students who were absent 10% or more (chronically absent) numbering well above those who scored level 1 in ELA and Math. Attendance must be a strong area of focus and will be for the 2025-2026 school year.

Highest Priorities

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

The highest priorities for the 2025-2026 school year include:

- 1) Instructional pedagogy via student engagement.
- 2) Integration of authentic literacy throughout all content via students Reading, Discussing, and

Writing to learn.

3) Student Attendance.

4) Positive Learning Environment inclusive of practices aligned to Positive Behavior Intervention and Support.

5) Professional Development and Learning to bring the prior highest priorities together.

B. Area(s) of Focus (Instructional Practices)

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

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Student Engagement

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Lake Weir Middle School remains committed to developing educators in research-based instructional practices that emphasize task alignment, rigorous engagement with benchmark standards, and meaningful student participation. Over the past two academic years, the consistent implementation of these strategies has contributed to measurable growth in both student proficiency and learning gains. Building on this momentum, the school will continue to refine and strengthen instructional approaches, with a focused commitment to increasing student engagement and ensuring mastery of the benchmarks. This work will be supported through targeted small group instruction and the intentional use of Authentic Literacy through Reading, Writing, and Discussing to learner strategies to deepen student understanding and promote academic success, as reflected in school data.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

The focus on student engagement remains critical to our continued efforts, as data indicates opportunities for growth across all subject areas and grade levels. To maximize this potential, Lake Weir Middle School is committed to the following goals within each respective content area.

24-25 achievements: 42% ELA Proficiency | 54% ELA Learning Gains | 51% ELA Bottom Quartile Learning Gains | 46% Math Proficiency | 57% Math Learning Gains | 55% Math Bottom Quartile Learning Gains | 29% Science Proficiency | 55% Social Studies Proficiency | 72% Acceleration | Total= 51% (C)

25-26 goals: 47% ELA Proficiency | 59% ELA Learning Gains | 56% ELA Bottom Quartile Learning Gains | 51% Math Proficiency | 62% Math Learning Gains | 60% Math Bottom Quartile Learning Gains | 41% Science Proficiency | 60% Social Studies Proficiency | 77% Acceleration | Total= 57% (B)

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Lake Weir Middle School will monitor student engagement through a deliberate emphasis on Small Group Instruction, incorporating both intervention and acceleration models. Additionally, a school-wide focus on Authentic Literacy through Reading, Writing, and Discussion strategies will be implemented to promote deeper student learning and engagement across all content areas.

To ensure the success of this initiative, the leadership team will conduct weekly formative observational walkthroughs to assess the consistency and fidelity of implementation. These walkthroughs will focus on verifying that research-based instructional practices are embedded within daily lessons and that student engagement is actively promoted.

Furthermore, leadership will regularly analyze local and state student achievement data to evaluate the impact of these strategies and make informed decisions for continuous instructional improvement.

Person responsible for monitoring outcome

Brian Greene, Principal

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Lake Weir Middle School strives to embed small group instruction, content area reading, and disciplinary literacy strategies via reading, discussing, and writing to learn in order to support student engagement across all subject areas.

Rationale:

By consistently utilizing evidence-based practices, Lake Weir Middle School anticipates measurable growth in both student proficiency and learning gains. Increased student engagement and active participation in rigorous, standards-aligned instruction will drive this progress and support continued academic success. Targeted Small Group Instruction: According to the Center for Student Achievement Solutions, "Small group instruction offers an effective, research-backed way to differentiate instruction and provide focused support to help all students succeed." The impact of targeted small group instruction is significant, as it accelerates student learning by providing individualized feedback, personalized learning opportunities, and support tailored to specific student needs. Disciplinary Literacy and Student Engagement: Disciplinary literacy refers to the specific ways of reading, writing, thinking, and communicating that are unique to each academic discipline. It emphasizes the tools, skills, and thought processes used by experts within fields such as science, mathematics, history, and the arts (Shanahan & Shanahan, 2012). Each discipline has a specialized vocabulary, text structure, and approach to constructing knowledge that secondary students must be

explicitly taught. As Moje (2007) notes, students must understand the “nuanced differences in producing knowledge via written language across multiple disciplines” (p. 9). While content literacy strategies—such as predicting, paraphrasing, and summarizing—are helpful for general comprehension, they are not sufficient for deep understanding within specific fields. Students must also learn discipline-specific strategies to navigate complex texts and tasks. For example, in history, students should be taught to: 1) Contextualize information (When was it written? What was happening at that time?), 2) Source documents (Who wrote it? For what purpose?), and 3) Corroborate conclusions (Do other sources from the same time agree or conflict?). By intentionally integrating disciplinary literacy practices, educators promote active engagement in reading, writing, and discussion across content areas. This approach fosters deeper comprehension, critical thinking, and the ability to transfer knowledge, resulting in higher levels of student engagement and academic achievement.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Targeted Small Group Instruction

Person Monitoring:

Leadership Team

By When/Frequency:

Weekly and Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Lake Weir Middle School will implement Targeted Small Group Instruction to actively engage students in learning experiences that address their specific, identified needs—whether for intervention or acceleration. Teachers will utilize state, local, and classroom-level data to analyze student performance in relation to benchmark standards and determine areas of focus for each learner. Based on this data, small group instruction will be designed to provide differentiated support, ensuring that students receive instruction tailored to their individual learning goals. To support this work, teachers will participate in collaborative planning meetings to: 1) Review and analyze current data, 2) Develop actionable plans for small group instruction, 3) Discuss implementation processes and share best practices, and 4) Reflect and revise instructional strategies as needed to ensure effectiveness. This ongoing cycle of data-driven decision-making, collaboration, and refinement will support improved student outcomes and foster deeper academic engagement.

Action Step #2

Disciplinary Literacy & Student Engagement

Person Monitoring:

Leadership Team

By When/Frequency:

Weekly and Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Lake Weir Middle School will implement Disciplinary Literacy and Content Area Reading Strategies to actively engage students in meaningful learning experiences across all content areas. These strategies are designed to foster deep academic engagement through reading, writing, and

discussing to learn, helping students build both content knowledge and literacy skills. Teachers will participate in ongoing professional learning focused on evidence-based best practices and how to effectively integrate these strategies into daily instruction. In addition, teachers will engage in collaborative planning sessions to: 1) Discuss the selection and implementation of disciplinary literacy strategies, 2) Share instructional approaches and reflect on practice, and 3) Review student data to monitor academic progress and adjust instruction as needed. This professional learning and collaborative process will ensure that students are provided with consistent opportunities to engage with complex texts and disciplinary-specific thinking, promoting both content mastery, engagement with the content, and academic success.

Action Step #3

Classroom Walkthrough Tool

Person Monitoring:

Administrative team

By When/Frequency:

Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Lake Weir Middle School's administrative team will conduct weekly classroom walkthroughs to monitor the implementation and success of school improvement goals focused on student engagement and literacy strategy integration. Administrators will utilize a digital walkthrough tool to collect quantifiable data on: 1) The level of student engagement, 2) Alignment to academic benchmarks, and 3) The depth of student learning through the implementation of authentic literacy (reading, discussing, writing to learn) strategies. Collected data will be reviewed weekly during administrative team meetings to assess trends, celebrate successes, and identify areas for growth. Based on this analysis, the leadership team will determine next steps and make necessary revisions to action plans, ensuring that strategies to promote student engagement are effectively implemented and continuously improved.

Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

ESSA Subgroups specifically relating to Students With Disabilities (SWD)

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

If Lake Weir Middle School focuses resources on academic intervention for learners with disability (SWDs), then their overall achievement gap will begin to narrow, as measured by state assessment results. Closing the SWD gap can be improved through reading and math intervention programming done with fidelity each day. Learners with disability will better apply the intervention skills of reading, discussing, and writing through authentic literacy, as well as math computation, civics, and/or science content, into their daily lesson objectives for growth toward mastery of the state standards. This will more effectively occur for SWDS when they are engaged via the learning environment and actively participating in the content.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

By utilizing resources for academic intervention for SWDs, their overall achievement gap will begin to narrow, as measured by ESSA subgroup ratings.

-Intended outcome for learners with disability: 1) English Language Arts from 13% to 23% or greater proficiency, 50% or greater learning gains, and 50% or greater learning gains of the bottom quartile, 2) Math from 18% to 28% or greater proficiency, 50% or greater learning gains, and 50% or greater learning gains of the bottom quartile, 3) Civics at 41% or greater proficiency, and 4) Science at 15% or greater proficiency.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Lake Weir Middle School will monitor SWDs through a deliberate emphasis on Small Group Instruction, engagement of our SWDs, as well as a specific focus on Authentic Literacy through Reading, Writing, and Discussion strategies to be implemented for greater SWD learning and engagement across all content areas.

To ensure the success of this focus, the leadership team will conduct weekly formative observational walkthroughs to assess the consistency and fidelity of implementation, just as with the focus on overall student engagement within daily lessons.

Leadership will regularly analyze local and state SWD achievement data to evaluate the impact of this focus and for additional decisions for continuous instructional improvement for our SWDs.

Person responsible for monitoring outcome

Brian Greene, principal.

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Proper scheduling of SWDs in an engaging learning environment, with active SWD participation assessed with formative processes and tools. In addition, the integration of disciplinary authentic literacy via reading, writing, and discussion within all lessons and across all content areas. -Florida Inclusion Network scheduling for SWDs. -Scheduling of learners in self-contained settings with rotations where they are able to see multiple teachers and access electives (greater self-efficacy).

Rationale:

-Using the Florida Inclusion Network model to schedule SWDs, based upon their IEP and needs, will ensure greater inclusion, community, and engagement of SWDS. Throughout the year, the SWD teachers will be working closely with school administration to monitor these students and to make adjustments as needed. -Research on the effects of self-efficacy and through the work of The Opportunity Gap, demonstrates the ability to close the achievement gap when learners are provided the same opportunities as their non-disabled peers. When high expectations are in place and built on the belief of the teacher and learner that achievement will occur, gaps in achievement are narrowed.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Inclusion scheduling via the Florida Inclusion Network model.

Person Monitoring:

Constance Carpenter

By When/Frequency:

As students enroll and as part of master schedule

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Inclusive scheduling with the Florida Inclusion Network model of scheduling for learners with disability.

Action Step #2

Authentic literacy integration across all content.

Person Monitoring:

Brian Greene, principal

By When/Frequency:

Immediately, daily

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Engaging disciplinary authentic literacy integration into all lessons via SWD's reading, discussing, and writing to learn through whole, small, and individual instruction.

IV. Positive Learning Environment

Area of Focus #1

Student Attendance

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Lake Weir Middle School has historically had a chronic absenteeism, ending the 2024-2025 school year with 52% of students being chronically absent. Engaging with parents is an important way to determine and find ways to overcome barriers to attendance, as well as create positive perceptions of the school as a partner with families. By communicating with parents, we can better support our students and create a positive culture of school attendance and engagement. When parents and students feel they are a part of a caring school community, students will be more likely to attend and participate in learning that is meaningful, relevant, and interactive; thus more likely to attend school regularly.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

If Lake Weir Middle School increases communication and engagement with parents of chronically absent students, as well as enhances student engagement, chronic absenteeism will decrease by 7% as compared to the 2024-2025 school year.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

The area of focus will be monitored by leadership, and specifically an attendance committee, through a well-defined attendance flowchart for tiered interventions weekly to determine if the strategies that are being used are effective, and to adjust the attendance plan as needed. Inclusive of this monitoring will be horizontal collaborative teacher meetings to help with interventions for students identified to be in need of assistance. Additional support for students who are chronically absent will occur through monthly meetings with outside stakeholders via the Child Study Team.

Person responsible for monitoring outcome

Brian Greene, Principal

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

According to evidence, the Early Warning Intervention and Monitoring System (EWIMS) is a systematic approach used by dedicated teams of school staff to identify students at risk of not promoting/graduating on time, assigning students to interventions, and monitoring their progress. The indicators used to identify students at risk are engagement (attendance), behavior (suspension), and course performance (grades and units/credits). The EWIMS model is intended to help schools efficiently use data to both identify the at-risk population and provide targeted support, strengthening

student persistence and progress in school, and ultimately improving on-time promotion to high school and later graduation rates. Attendance is a critical indicator and component of this focus.

Rationale:

Using the EWIMS provides crucial data to assist leadership and teachers in identifying students at risk for attendance and needed interventions, inclusive of behavior and grades.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Tier I attendance campaign

Person Monitoring:

Brian Greene (Principal) and Steven Powell
(Assistant Principal of Discipline)

By When/Frequency:

Daily/Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Adopting a clearly defined Attendance Intervention Flowchart. Tier I actions include those from leadership and the teacher. Leadership Tier I actions are: 1) quarterly at-large attendance letters by season, 2) weekly calls and emails to any learner with an unexcused absence from school, 3) tracking and monitoring learner attendance bi-weekly via custom reports and bi-weekly attendance meetings, and 4) recognition programs via weekly drawing, monthly class competitions, and quarterly events. Teacher Tier I actions are: 1) training on the impacts of attendance for greater buy-in, 2) clear attendance expectations shared, 3) greeting all learners warmly when they arrive in class, 4) late learners welcomed and reminded of the importance of being on time to class, 5) implementing Fundamental Five principals to engaged learners to be in class, and 6) recognition for attendance/ improved attendance, as well as other appropriate incentives. In addition, common reminders on the morning announcements and parent Skylert calls about the importance of attending school will occur and include clear, concise, and consistent communication about expectations.

Action Step #2

Tier II attendance program

Person Monitoring:

Brian Greene (Principal) and Steven Powell
(Assistant Principal of Discipline)

By When/Frequency:

Weekly/monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

With the clearly defined Attendance Intervention Flowchart, tier II actions include those from leadership and the teacher. Leadership tier II actions are: 1) Early intervention letter, call, and email tracking system, 2) parent/guardian information and tips to help with attendance concerns, 3) Pre-CST letter, call, and email, and 4) Attendance success plans. Teacher tier II actions are: 1) Parent/guardian contact of ongoing attendance issues, 2) after so many consecutive or recurring absences, the teacher inputs the student into an Attendance Log for team support, and 3) ongoing interventions

via relationship strategies and increased communication.

Action Step #3

Tier III attendance program

Person Monitoring:

Brian Greene (Principal) and Steven Powell
(Assistant Principal of Discipline)

By When/Frequency:

As identified by student

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

With the clearly defined Attendance Intervention Flowchart, tier III actions include those from leadership and the teacher. Leadership tier III actions are: 1) Full CST inclusion via parent/guardian meeting to the CST meeting, 2) attendance intervention plan, 3) 3-day warning letter for those applicable, and 4) case staffing for those applicable. Teacher tier III actions are: 1) involve the Family Engagement Liaison and grade level School Counselor, and 2) bring the student to the horizontal collaboration meetings for adoption by teachers (based on attendance and grades), and begin other identified interventions.

Action Step #4

Implement the 10 critical elements of the Positive Behavior Intervention and Supports (PBIS) program.

Person Monitoring:

Steven Powell, Assistant Principal of Discipline

By When/Frequency:

Daily

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The implementation of a school-wide PBIS system will contribute to a safe, orderly, and positive learning environment to better support students, their engagement, and their behavior, each independently and collectively contributing to greater attendance. The system will be defined by implementing the 10 critical elements of having: 1) a PBIS team, 2) faculty commitment, 3) discipline systems, 4) data entry and analysis systems, 5) clear expectations and rules for students, 6) reward systems, 7) expectations and rules taught to students, 8) implementation planning, 9) classroom systems, and 10) evaluation systems for the program and its continuous improvement. The PBIS team will evaluate the program via the Benchmarks of Quality at the beginning of the year to identify areas of focus within the 10 critical elements. The PBIS team will assess success and ongoing needs quarterly, and complete an updated Benchmarks of Quality assessment mid-year and end-of-year for greater program review, implementation, and success. In addition, teach student expectations, rules, and incentives to learners utilizing grade-level student meetings, Skylert messages, letters home, and social media posts to inform students, parents, and community stakeholders. These incentives are not limited to behavior, but also related to other attendance impacts to include grades and associated measures of achievement.

Action Step #5

Attendance and PBIS Climate and Culture Incentives and Feedback

Person Monitoring:

April Godwin, Assistant Principal of Instruction

By When/Frequency:

Ongoing based on program of implementation

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Staff will participate in ongoing surveys designed to gather feedback on both the attendance intervention plan and the PBIS initiatives. This process ensures that all educators have a voice in shaping their professional growth and support of these goals, fostering a sense of inclusion and

shared ownership in their development and support. Educators and support staff who participate in, support, and/or demonstrate professional growth with the attendance and PBIS initiatives—evidenced by improvements in attendance and behavior through program implementation and their instructional practice thereof for greater student achievement—and who actively engage in the feedback and implementation process will be recognized and incentivized through positive reinforcement strategies such as snacks, lunches, and/or celebratory events. Implementation data will be reviewed weekly during instructional leadership team meetings, attendance, and PBIS team meetings to identify trends, celebrate successes, and make timely adjustments to professional learning and coaching supports that support attendance and PBIS programming. This action item is a critical component of building a positive school climate and culture, which directly supports teacher retention and recruitment efforts, as well as student engagement, resulting in greater attendance. By creating an environment where teachers and students feel valued, supported, and heard, we will foster a professional community that attracts and retains high-quality educators as well as ensure students are vested in school and want to be in attendance.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

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 20 U.S.C. § 6314(b) (ESEA Section 1114(b)). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

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 (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

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

The School Improvement Plan and Schoolwide Program Plan will be provided to all stakeholders through School Advisory Council (SAC) meetings, parent engagement nights, and the school website at: <https://www.marionschools.net/lwm>.

The information will be provided in the language(s) that meet the demographics of students and families.

Positive Relationships With Parents, Families and other Community Stakeholders

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 Parental Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

Lake Weir Middle School will provide family engagement nights and activities for our parents, families, and other community stakeholders to build relationships. We will ensure that information is sent and or provided to all stakeholders through the school website (<https://www.marionschools.net/lwm>), Skylert messages, emails, conferences, and phone calls. The leadership team will strive to keep communication ongoing in order to engage both parents and community members in the academic success of our students. This communication will be facilitated predominantly through stakeholder communication via Skylert, email, and the SAC. Our leadership team is constantly responding to our stakeholders through parent-teacher conferences, phone calls, and emails. The

school also has translators available on campus and at events, as needed.

Plans to Strengthen the Academic Program

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 II of the SIP (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

Lake Weir Middle School plans to engage our teachers in professional development to ensure that their instructional practice is strengthened in order to provide an engaging education for our students. A professional development and learning plan has been established, and teachers and staff will undergo training during early release days and faculty meetings.

How Plan is Developed

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 this Act, 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) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections 1114(b)(5) and 1116(e)(4)).

This plan was developed in coordination and integration with our career and technical education program (CTE) to develop skills, employment opportunities, earning potential, adaptability, economic growth, and alternative pathways for student success in employment, enrollment, and/or enlistment. This plan was also developed in coordination and integration with our Fitness and Nutrition in Schools program (FANS) to improve health and educational outcomes among students.

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services and other strategies to improve students' skills outside the academic subject areas (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

Lake Weir Middle School and partnerships with our Mental Health and Counseling department empower students, families, and staff in acquiring supports and services. Implementation of curriculum, such as Habitudes, teaches our students how to be resilient in today's society. Outside counseling services provide support to students and teach them strategies to improve social skills, as well as mentoring services to students to help build character and skills needed to succeed behaviorally, socially, and academically.

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

Career and Technical Education (CTE) programs develop skills, employment opportunities, earning potential, adaptability, economic growth, and alternative pathways for student success in employment, enrollment, and/or enlistment. Many students are prepared to enter High School with industry certifications and high school credits and/or an interest in a CTE field they can further explore.

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

Lake Weir Middle School's implementation of the schoolwide tiered model via Positive Behavior Support and Intervention (PBIS) is implemented throughout the entire school year. Assistant principals meet with team members for implementation of PBIS programming to ensure it is centered around the effective use of the 10 critical elements of PBIS. It is understood that an effective program is a powerful way to create a positive culture of behavior and attendance.

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

Implementing a comprehensive professional development and learning plan significantly enhances teachers' instructional practice and positively impacts student learning outcomes. Several activities designed to enhance teacher skills have been developed from a needs assessment survey to collect data from teachers and students to identify areas of need. SMART goals are set for teacher development, and ongoing training takes place throughout the school year around identified school goals. During collaborative learning, teachers collaborate, share best practices, and support each other. Mentoring and coaching take place to ensure that our teachers receive guidance and support. Our instructional coaches provide personalized support and modeling of effective teaching practices. We regularly promote self-reflection on teaching practices and student outcomes through collaboration and data chats. Ongoing feedback is provided to all personnel to assist in their professional growth. We recognize and celebrate teachers' professional growth and success.

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

N/A, we are a middle school program.

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process you engage in with your district to review the use of resources to meet the identified needs of students.

The school principal and secretary/bookkeeper will review the budget monthly to review and ensure the use of resources meets identified student needs. The federal programs department will also partner with the school to ensure that all Title I money allocated will be used based on student need. Information will be shared with stakeholders during School Advisory Council and school staff meetings.

Specifics to Address the Need

Identify the specific resource(s) and rationale (i.e., data) you have determined will be used this year to address the need(s) (i.e., timeline).

Mentoring groups work with students who are identified by our early warning system for attendance and behavior. School staff work with students weekly to develop skills necessary for academic success, develop positive and responsible social behavior, and build a sense of connectedness to the school community. School mentoring programs seek to reduce the number of student discipline infractions, as well as improve student attendance, self-confidence, engagement in academics, and a sense of connectedness.

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2025-26 UniSIG funds but has chosen NOT to apply.

No

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00

Parent and Family Engagement Plan (PFEP)

About Title I, Part A

Title I, Part A, provides local school districts and schools with resources that help children gain a high-quality education and the skills to master the Florida Standards. These resources provide additional teachers, professional development, extra time for teaching, parent involvement activities, and other activities designed to raise student achievement. Parent and family engagement in a child's education is a great predictor of academic success than whether or not that family is affluent or poor. Title I program regulations require robust parent and family engagement activities at every school where federal funds support effective teaching and engaged learning.

What is Parent and Family Engagement?

Title I, Part A defines parent involvement as the *...participation of parents in **regular, two-way and meaningful communications** with school staff that involves the student, addresses learning and engages the family in school activities.* The Title I, Part A classification of parent involvement derives from the definition of Parent and Family Engagement, as outlined in the Every Student Succeeds Act, circa 2017-2018.

About the Parent and Family Engagement Plan

The Parent and Family Engagement Plan describes how the school will provide opportunities to improve family engagement to support student learning. In addition, the plan represents the different ways we will support family engagement and how parents can help plan and participate in activities and events to promote student learning at school and at home. We value the contributions and engagement of parents and family members. The goal is establishing an equal partnership between home and school to support student and school improvement. Click here to access the [District's Title I Parent and Family Engagement Plan](#) or request a copy at the front office.

We value our families and believe that ALL children can learn!

Principal Name: Brian Greene, Ed.D.

School Website: <https://lwm.marionschools.net>

School Year: 2025-2026

1. PARENT AND FAMILY ENGAGEMENT PLAN GOAL

If we engage parents through a variety of family engagement events, including literacy and academic strategies to help their child become fluent readers, then student growth on the F.A.S.T. assessment will increase by 5%.

2. JOINTLY DEVELOPED

How will the school:

- 1) involve parents in developing the school parent and family engagement plan?
- 2) make the parent and family engagement plan available to the local community?
- 3) update, at least annually, the school parent and family engagement plan to meet the changing needs of parents and the school?
- 4) Submit any parent comments to the district if the Title I Schoolwide Plan is not satisfactory to parents?
- 5) address opportunities for regular meetings, parent-teacher conferences, volunteering, and access to staff if requested by parents?

How will parents be involved in developing the PFEP?

Parents will be involved in developing the school PFEP through the results of the 24–25 annual parent survey responses, School Advisory Council (SAC) review/approval, District SIP/PFEP, and Stakeholder survey(s).

How will the school make the PFEP available to the community?

The school will make the PFEP available to the local community through our school website and paper-based copies, as requested through the front office from parents.

How will the PFEP be updated annually?

The school will update the PFEP to meet the changing needs of parents through continuous SAC reviews and site-based post-parent activity surveys.

How will the school submit parent comments to the district?

Comments from families and community members regarding the PFEP and Schoolwide Improvement Plan are gained through the annual survey, the District Annual Parent Survey, and via quarterly SAC meetings. The surveys and SAC meeting minutes are made available to the district Title I office for review throughout the year.

How will the school address opportunities for meetings, conferences, volunteering, and access to staff?

Lake Weir Middle will host SAC meetings scheduled throughout the year. Parents and community members are notified of these meetings via Skylerts, email, marquee, and prior meeting announcements. Parent-teacher conferences are available upon request through the guidance department, and staff are also available via Canvas, phone, and email. Parents will be informed through the office, Family Engagement Liaison (FSL), and school website about opportunities to volunteer.

3. ANNUAL TITLE I MEETING

Describe how the school will conduct an annual meeting (before November 1st) to inform parents of the requirements of Title I, the school's participation, and the parents' rights under Title I.

Lake Weir Middle will conduct an Annual Title I meeting to which all parents/children will be invited and encouraged to attend. The meeting will welcome parents to Lake Weir, introduce leadership, and explain both the requirements of Title I and parents' rights. A PowerPoint will be created and presented, as well as printed and shared with any parent who requests one. The PowerPoint will also be available by request in Spanish.

4. COMMUNICATIONS

How will the school:

- 1) ensure that the plan is written in an understandable and uniform format, to the extent practicable, provided in a language the parents can understand?
- 2) offer meetings at various times (such as in the morning and evening)?
- 3) offer meetings in different formats (such as online and in-person group meetings, home visits or other types of individual meetings)?
- 4) ensure ongoing two-way, meaningful communication between family members and school staff and, to the extent practicable, in a language that family members can understand?
- 5) monitor two-way communication to ensure timely responses.

Plan Accessibility

The plan will use the district-provided template and be uploaded to the school website in both English and Spanish. Printed copies will be available upon request at the front desk. We will provide the document in other languages upon request.

Meeting Times

Meetings will be offered before school, during school, and after school as needed, based on family needs. Parent engagement activities will be offered face-to-face, with virtual meetings scheduled as needed through the guidance department. Our Family Engagement Liaison will offer home visits as needed and upon request.

Two-Way Communication

The leadership team will maintain ongoing communication with parents and community members through SAC meetings, conferences, phone calls, Skylerts, and emails. Translators will be available on campus and at events as needed.

5. BARRIERS

1. Will the school offer transportation as such services relate to preventing parent and family engagement barriers?
 - a. If yes, please describe.
2. Will the school offer childcare, as such services relate to preventing parent and family engagement barriers?
 - a. If yes, please describe.

The school will offer the ability to join any events digitally via Google, Teams, Zoom, or other format for parents to have exposure and participate. For parents who arrive on-site, we will plan to have activities conducive to their child's participation.

6. SCHOOL-PARENT COMPACT

Describe how the school:

- 1) and families will jointly develop a School-Parent Compact.
- 2) will outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement in the School-Parent Compact.
- 3) will build and develop a partnership with families to help children achieve challenging State academic standards.

The School-Parent Compact will be jointly developed each year through input from the 24–25 annual parent survey, School Advisory Council (SAC) discussions, and Title I meetings. Parents, staff, and administrators will review and revise the compact to ensure it reflects current academic priorities and expectations.

The compact clearly defines the roles and responsibilities of parents, students, and staff. Parents commit to supporting learning at home, staff commit to delivering high-quality instruction and communicating regularly, and students commit to being active participants in their learning.

Through ongoing events such as academic workshops, parent conferences, family literacy and math nights, and regular progress updates, the school will provide parents with resources and strategies to support learning at home, creating a strong partnership to help students meet and exceed state standards.

7. COORDINATION OF FUNDS

Describe how the school will coordinate and integrate parent and family engagement programs, activities, and strategies with early childhood programs (*applicable to elementary schools*), college and career-ready resources or organizations (*applicable to middle and high schools*), parent resource centers, or other programs.

The school will work closely with the seven feeder schools, specifically the main three elementary schools, and the feeder high school to coordinate dates and times to reduce/eliminate parent conflicts between school events, as well as programming at the elementary level that feeds learner interest in middle school (i.e., extracurricular programming, CTE programming, and clubs), as well as develop in our learners career-ready and other interests at the middle school level that can be continued and built-upon at the high school level (i.e., extracurriculars, CTE, and clubs).

8. BUILDING CAPACITY OF PARENTS

Describe how the school will provide parents with the following:

- 1) A description and explanation of the curriculum and resources.
- 2) Individual student academic assessment results and interpretation of those results.
- 3) A description and explanation of the assessments used to measure student progress and achievement levels of the challenging State academic standards.

Parents will be provided with curriculum overviews during the Annual Title I Meeting, SAC meetings, and curriculum nights. Teachers will share instructional resources through Canvas, newsletters, and conferences.

Parents will receive individual student data from FAST assessments, progress monitoring, and classroom benchmarks during conferences and via mailed or digital reports. Staff will review results with parents to explain what they mean and how they can support growth at home.

At parent nights and conferences, staff will explain FAST, district benchmarks, and classroom-based assessments, including how each is scored, what proficiency means, and how results guide instruction.

9. Please include 4 Parent/Family Workshops/Opportunities (1 per quarter), 2 of which could be Academic Conference Team events.

Title	Purpose	Quarter Date(s)/Time(s)
Annual Title I Meeting	Learn about the Title I program, including our parent and family engagement policy, schoolwide improvement plan, school-parent compacts, and parents' rights under Title I.	Quarter 1 September 16, 2025, 5:00 PM
Open House	Meet your child's teachers and staff, learn about classroom expectations, curriculum, and communication methods.	Quarter 1 September 16, 2025 5:00PM
Fall Into Learning	Guide families through the transition from middle to high school, including academic progression, programs, and opportunities.	Quarter 2 November 2025, 5:30 PM
Parent Literacy Night – Celebrate Literacy Week, Florida!	Raise awareness about the importance of reading, inspire families to make reading a daily routine, and provide strategies to make reading fun at home.	Quarter 3 January, 2026
Rising Eagles	Welcome incoming 5th-grade students and families to middle school. Students preview a tentative schedule, while parents learn about academic progression for successful promotion	Quarter 4 April, 2026 5:30 pm
Academic Conference Team (Ongoing)	Weekly scheduled updates on student progress and achievement through the guidance department, with strategies for at-home support.	Ongoing throughout the year
Family Engagement on the Rise	An initiative designed to meet families where they are. By setting up in high-traffic areas such as the front office walkway, we connect with families in a welcoming and accessible way. During these events, families are invited to complete surveys to share their needs, receive books and resource information, and take-home free giveaways when available.	October 23rd, December 11th, February 19 th and April 16 th

The activities listed may be updated after publishing.

10. BUILDING CAPACITY OF SCHOOL STAFF

Describe how the school will train teachers, specialized instructional support personnel, other school leaders, and other staff, with the assistance of parents in the following:

- 1) The value and utility of contributions of parents.

- 2) How to reach out to, communicate with, and work with parents as equal partners.
- 3) To implement and coordinate parent programs and build ties between home and school.
- 4) To provide information in a format, to the extent practicable, in a language the parents can understand.
- 5) To respond to parent requests for parent and family engagement activities.

Lake Weir Middle will provide professional development for teachers, specialized instructional support personnel, school leaders, and other staff, with the assistance of parents, in the following areas:

The value and utility of contributions of parents.

Staff will participate in professional learning sessions emphasizing the positive impact of parent involvement on student achievement. These sessions will include examples of successful parent partnerships and strategies for leveraging parent expertise and cultural knowledge to support learning.

How to reach out to, communicate with, and work with parents as equal partners.

Training will include effective communication strategies, active listening skills, and collaborative problem-solving techniques to foster mutual respect and partnership between school and families.

To implement and coordinate parent programs and build ties between home and school.

Staff will be trained on planning and facilitating family engagement events, such as literacy nights and curriculum workshops, that connect academic goals with at-home learning strategies.

To provide information in a format, to the extent practicable, in a language the parents can understand.

Staff will receive guidance on preparing family-friendly communication, using plain language, and accessing translation/interpretation services to ensure all families can participate and understand key information.

To respond to parent requests for parent and family engagement activities.

Staff will learn how to document, evaluate, and respond to parent requests for events, resources, or additional supports, ensuring that family engagement offerings reflect community needs.

This plan aligns with Goals 2.B, 5.A, and 5.B of [Achieve 2026 - Strategic Plan](#).

Enter the date (<i>month/day/year</i>) this plan was finalized:	8/18/2025
Enter the date (<i>month/day/year</i>) this plan was revised:	

School Advisory Council

The School Advisory Council (SAC) is a team of people representing various segments of the community parents, teachers, students, administrators, support staff, business/industry people and other interested community members. The purpose of a SAC is to assist in the preparation and evaluation (developing and evaluating) of the results of the school improvement plan and to assist the principal with the annual school budget.

- Yes, I am interested and wish to join the School Advisory Council.
- Please contact me so I can learn more about joining the School Advisory Council.
- Please send me notifications about future meetings and updates.

Name: _____

Child's Name and Grade: _____

Address: _____

Phone Number: _____

Email address: _____

Share Your Thoughts

We want to hear from you. If you have any suggestions or if there is any part of the Parent and Family Engagement Plan that you feel is not satisfactory, please use the space below to provide us with your comments in the space provided and leave this form in the school's main office.

Name: _____

Phone Number: _____

Email address: _____
