

Citrus County Schools

Lecanto Middle School



2019-20 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	8
Needs Assessment	9
Planning for Improvement	15
Title I Requirements	20
Budget to Support Goals	0

Lecanto Middle School

3800 W EDUCATIONAL PATH, Lecanto, FL 34461

<https://lms.citruschools.org/>

Demographics

Principal: Inge Frederick

Start Date for this Principal: 5/27/2018

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	64%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Asian Students Black/African American Students Economically Disadvantaged Students Hispanic Students Multiracial Students Students With Disabilities White Students
School Grades History	2018-19: B (57%) 2017-18: B (59%) 2016-17: B (61%) 2015-16: B (55%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

This plan was approved by the Citrus County School Board on 10/8/2019.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

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

Table of Contents

Purpose and Outline of the SIP	4
School Information	8
Needs Assessment	9
Planning for Improvement	15
Title I Requirements	20
Budget to Support Goals	0

Lecanto Middle School

3800 W EDUCATIONAL PATH, Lecanto, FL 34461

<https://lms.citruschools.org/>

School Demographics

School Type and Grades Served

(per MSID File)

Middle School
6-8

2018-19 Title I School

Yes

2018-19 Economically Disadvantaged (FRL) Rate

(as reported on Survey 3)

64%

Primary Service Type

(per MSID File)

K-12 General Education

Charter School

No

2018-19 Minority Rate

(Reported as Non-white on Survey 2)

18%

School Grades History

Year
Grade

2018-19
B

2017-18
B

2016-17
B

2015-16
B

School Board Approval

This plan was approved by the Citrus County School Board on 10/8/2019.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and

using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement

We believe at LMS that together we will achieve excellence through culture, innovation, and rigor. We can, we care, we connect, we are LMS

Provide the school's vision statement

Excellence for everyone everyday.

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team:

Name	Title	Job Duties and Responsibilities
Frederick, Inge	Principal	
Stukes, Tony	Assistant Principal	
Jaecks, Kyle	Assistant Principal	

Early Warning Systems

Current Year

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Number of students enrolled	0	0	0	0	0	0	283	262	266	0	0	0	0	811
Attendance below 90 percent	0	0	0	0	0	0	33	90	115	0	0	0	0	238
One or more suspensions	0	0	0	0	0	0	14	48	52	0	0	0	0	114
Course failure in ELA or Math	0	0	0	0	0	0	19	5	6	0	0	0	0	30
Level 1 on statewide assessment	0	0	0	0	0	0	43	86	103	0	0	0	0	232
	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	0	0	0	0	31	56	46	0	0	0	0	133

The number of students identified as retainees:

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

FTE units allocated to school (total number of teacher units)

49

Date this data was collected or last updated

Tuesday 5/28/2019

Prior Year - As Reported

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

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

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

Indicator	Grade Level	Total
Students with two or more indicators		

Prior Year - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

Part II: Needs Assessment/Analysis

School Data

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

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	57%	56%	54%	61%	57%	53%
ELA Learning Gains	48%	53%	54%	58%	56%	54%
ELA Lowest 25th Percentile	38%	46%	47%	53%	46%	47%
Math Achievement	65%	62%	58%	65%	64%	58%
Math Learning Gains	56%	54%	57%	50%	55%	57%
Math Lowest 25th Percentile	50%	44%	51%	49%	54%	51%
Science Achievement	67%	55%	51%	63%	56%	52%
Social Studies Achievement	76%	76%	72%	75%	73%	72%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Number of students enrolled	283 (0)	262 (0)	266 (0)	811 (0)
Attendance below 90 percent	33 ()	90 ()	115 ()	238 (0)
One or more suspensions	14 (0)	48 (0)	52 (0)	114 (0)
Course failure in ELA or Math	19 (0)	5 (0)	6 (0)	30 (0)
Level 1 on statewide assessment	43 (0)	86 (0)	103 (0)	232 (0)
	0 (0)	0 (0)	0 (0)	0 (0)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

NOTE: 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
06	2019	56%	52%	4%	54%	2%
	2018	55%	55%	0%	52%	3%
Same Grade Comparison		1%				
Cohort Comparison						
07	2019	55%	55%	0%	52%	3%
	2018	59%	49%	10%	51%	8%
Same Grade Comparison		-4%				
Cohort Comparison		0%				
08	2019	57%	54%	3%	56%	1%
	2018	66%	60%	6%	58%	8%
Same Grade Comparison		-9%				
Cohort Comparison		-2%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	56%	51%	5%	55%	1%
	2018	54%	58%	-4%	52%	2%
Same Grade Comparison		2%				
Cohort Comparison						
07	2019	62%	62%	0%	54%	8%
	2018	72%	59%	13%	54%	18%
Same Grade Comparison		-10%				
Cohort Comparison		8%				
08	2019	49%	49%	0%	46%	3%
	2018	43%	48%	-5%	45%	-2%
Same Grade Comparison		6%				
Cohort Comparison		-23%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019	63%	52%	11%	48%	15%
	2018	60%	53%	7%	50%	10%
Same Grade Comparison		3%				
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	75%	74%	1%	71%	4%
2018	75%	71%	4%	71%	4%
Compare		0%			

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	97%	70%	27%	61%	36%
2018	80%	65%	15%	62%	18%
Compare		17%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	100%	57%	43%	57%	43%
2018	100%	52%	48%	56%	44%
Compare		0%			

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	23	35	24	29	44	37	33	50			
ASN	96	78		100	89			100	94		
BLK	46	54	55	32	32	27					
HSP	47	52	42	55	61	67	57	67	50		
MUL	43	37		60	63						
WHT	57	47	35	65	54	48	68	77	54		
FRL	49	45	38	58	52	51	60	67	34		

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	33	53	46	38	42	32	35	50			
ASN	93	79		100	75		73		90		
BLK	46	48		57	39	30					
HSP	54	48	56	55	48	36	55	65	61		
MUL	55	61		55	39						
WHT	61	58	52	65	49	52	66	77	54		
FRL	53	53	51	59	48	47	58	69	49		

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index - All Students	57
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1

ESSA Federal Index	
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	512
Total Components for the Federal Index	9
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	34
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	93
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	41
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	55
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	51
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0

Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	56
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	50
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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

SWD.

Master schedule was changed for these students to include a second teacher rather than a third period of intervention.

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

ELA learning gains BQ.

Master schedule was changed for these students to include a second teacher rather than a third period of intervention.

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

ELA learning gains BQ.

Master schedule was changed for these students to include a second teacher rather than a third period of intervention.

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

Student achievement in Math (including learning gains).

Selection of a student intervention program (ALEKS).

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

Attendance

Discipline

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

1. Increase student achievement of SWD BQ in ELA.
2. Increase student achievement of SWD BQ in Math.
3. Improved attendance.
4. Decrease student referrals.
- 5.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Learning Gains in ELA
Rationale	Learning gains in ELA dropped from 58% to 48% and learning gains for our lowest 25% dropped from 53% to 38%.
State the measureable outcome the school plans to achieve	60% of all students will make learning gains in ELA. 60% of the students in the lowest 25% will make learning gains.
Person responsible for monitoring outcome	Inge Frederick (fredericki@citruschools.org)
Evidence-based Strategy	Students in the lowest 25% will receive 2 periods of ELA and 1 period of reading instruction utilizing Achieve3000, a research-based reading intervention program.
Rationale for Evidence-based Strategy	Achieve3000 is an online program that provides an individualized instructional program tailored to each student's current Lexile Level. The program provides scaffolds to grade-level reading passages and mastery of standards.
Action Step	
Description	<ol style="list-style-type: none"> 1. Instructional staff will be trained on "AVID Essentials of Focus" and participate in 5D and The Fundamental 5 Refresher Training. Teachers will create a crosswalk between the three instructional focuses. 2. Department-alike teams will create common lesson plan forms which include the following information: Learning Objective, Standards, Teaching Strategies, We Will, I Will statements, lesson being taught by teacher, assignments, ESOL/504/ESE Accommodations, and AVID WICOR strategies. 3. Teachers will participate in share sessions focusing on best practices and artifacts of learning. 4. Grade-Level Department Teams will create Citrus Formative Assessment schedules to assure that all CFAs are administered and data reviewed. 5. Teachers will begin posting "Now Showing" signs outside classroom door that highlight any AVID WICOR, 5D, or The Fundamental 5 strategy that is being used that day. Each teacher will visit 2 classrooms per quarter. 6. Department and Team Meetings will begin that are Student, Strategy, & Student Work focused and utilized a guided meeting agenda. The agendas will be posted in Microsoft TEAMS. 7. Teachers in state tested subjects will participate in 3 data days focused on Citrus Formative Assessment data analysis and standards mastery. 9. PD focused on reading and writing in the content area strategies. <ul style="list-style-type: none"> * annotation marks * Core Connections strategies 10. Social-Emotional Learning (SEL) <ul style="list-style-type: none"> * "Better Than Carrots or Sticks" Book Study * Give 'Em Five conversation training * Implement a weekly homeroom * Two SEL lessons per month from School Connect, an online SEL program * Two days a month focusing on grades, AVID binder, missing work, etc. 11. Student attendance, discipline, and achievement data will be tracked

and monitored at weekly Administrative Team Meetings and intervention plans will be developed during Data Days for students who are academically unsuccessful (lower than a C in Core Classes).

**Person
Responsible**

Inge Frederick (fredericki@citruschools.org)

#2	
Title	Proficiency of SWD in math and ELA.
Rationale	Our SWD have performed below their non-disabled peers in both ELA and math. The federal index was 34% for SWD.
State the measureable outcome the school plans to achieve	42% of SWD will be proficient (3 or higher) on the FSA ELA and mathematics assessments.
Person responsible for monitoring outcome	Inge Frederick (fredericki@citruschools.org)
Evidence-based Strategy	Students will be placed in the least restrictive environment with highly qualified teachers and tiered supports.
Rationale for Evidence-based Strategy	Data supports that students achieve at higher levels of proficiency when provided with specially designed instruction in classrooms with their non-disabled peers.
Action Step	
Description	<p>All action steps from the "learning gains in ELA" area of focus, plus...</p> <ol style="list-style-type: none"> 1. Co-teacher teams will receive professional development on best practices for supporting students in an inclusion classroom. 2. Teachers will receive professional development from the State Personnel Development Grant (SPDG) to acquire SIM strategies. 3. The master schedule will be designed around the needs of SWD in order to provide them with supports in the least restrictive environments. 4. Social-Emotional Learning (SEL) pro <ul style="list-style-type: none"> * "Better Than Carrots or Sticks" Book Study * Give 'Em Five conversation training * Implement a weekly homeroom * Two SEL lessons per month from School Connect, an online SEL program * Two days a month focusing on grades, AVID binder, missing work, etc. 5. All generally assessed SWD will be mentored by a member of the leadership team including students conferences on at least a monthly basis. 6. All SWD will have a case manager who will progress monitor on a monthly basis throughout the school year. 7. A continuum of services will be available, including learning strategies, social-skills, and reading courses taught by an ESE teacher. 8. Student attendance, discipline, and achievement data will be tracked and monitored at weekly Administrative Team Meetings and intervention plans will be developed during Data Days for students who are academically unsuccessful (lower than a C in Core Classes).
Person Responsible	Kyle Jaecks (jaecksk@citruschools.org)

#3	
Title	% of students in daily attendance
Rationale	More than 30% of students have an attendance rate below 90%, which is considered chronically absent.
State the measureable outcome the school plans to achieve	No more than 20% of students will be considered chronically absent (less than 18 days of school per year).
Person responsible for monitoring outcome	Tony Stukes (stukest@citruschools.org)
Evidence-based Strategy	Focus on creating a welcoming, engaging, and relevant learning environment.
Rationale for Evidence-based Strategy	Physically being present in school is one of the most basic conditions for a student's success. School attendance is a building block for student achievement.
Action Step	
Description	<p>All action steps from the "learning gains in ELA" area of focus, plus...</p> <ol style="list-style-type: none"> 1. Send members of the school PBIS team to summer professional development. 2. Create a school-wide system for awarding points in PBIS Rewards, which will include an attendance component. 3. Recognize students with perfect attendance on a monthly basis. 4. Recognize students for improved attendance on a monthly basis. 5. Homeroom Teachers will make phone calls/parent contact for students who are absent after 5 Days per 9-Weeks and Administration will make phone calls/conference with students after 10-Days per 9-Weeks. 6. Parent nights... <ul style="list-style-type: none"> * Model AVID strategies * Focus on student work and strategies * Focus on student success and organization 7. Student attendance, discipline, and achievement data will be tracked and monitored at weekly Administrative Team Meetings and intervention plans will be developed during Data Days for students who are academically unsuccessful (lower than a C in Core Classes).
Person Responsible	Tony Stukes (stukest@citruschools.org)

#4	
Title	Number of student days in In-School Suspension and Out-of-School Suspension
Rationale	During the 2018-2019 School year, LMS students received 849 days of ISS and 446 of OSS.

State the measureable outcome the school plans to achieve	The number of days LMS students serve in ISS will decrease by 5%. The number of days LMS students serve in OSS will decrease by 5%.
Person responsible for monitoring outcome	Tony Stukes (stukest@citruschools.org)
Evidence-based Strategy	Implementing a school-wide focus on Restorative Practices with the aim of providing methods for students to make amends, build stronger relationships, and return to class .
Rationale for Evidence-based Strategy	One of the goals of restorative justice practices is to restore relationships to their previous status, before the conflict, and when possible make them even stronger. By doing this, we will prevent many of the conflicts that occur between middle school students that result in a discipline referral and class time lost to ISS and OSS.

Action Step	
Description	<ol style="list-style-type: none"> 1. Combine our Student Services Office with our Guidance Office so that School Counselors can intervene with students prior to referrals being written. 2. Student attendance, discipline, and achievement data will be tracked and monitored at weekly Administrative Team Meetings and intervention Plans will be developed for students who receive more than 1 Major Office Discipline Referral. 3. Staff Development focusing on Restorative Practices, using the book BETTER THAN CARROTS AND STICKS and GIVE EM '5, RESPONSIBILITY-CENTERED DISCIPLINE. 4. Implementation of a Peer Mediation Program where minor conflicts are first addressed by trained student peers. 5. Implementation of School-Connect program twice-monthly through Homeroom classes. (social and emotional lessons)
Person Responsible	[no one identified]

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information)

N/A

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

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

Title 1 Parent Nights(AVID Night, Technology Night, STEM Night, Night in Life as a 6th Grade)

Student Advisory Enhancement Council (SAEC)

Weekly Call outs, Parent Newsletters and Emails, Social Media (Twitter and Facebook)

6th Grade Orientation at the start of school year

Open House

Parent Conference Meeting

PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Twice a month we will be providing all students with social-emotional learning lessons from School Connect through homeroom. Students will also be going to a weekly homeroom to help teachers and students develop relationships. 6th grade orientation meeting will identify 8th grade peers for mentoring programs. Our two Guidance Counselors moved their offices into Student Services this year and are serving as an intervention prior to a discipline referral in instances where the infraction is minor. Additionally, the Guidance Counselors are training our 8th Grade Peer Counselors in mediation strategies so that they can intervene in minor student conflicts. These two interventions are part of a broader Restorative Justice focus at Lecanto Middle School which includes classroom strategies and the mentoring of students with a history of academic and behavioral struggles. As a staff we will be reading Better Than Carrots and Sticks and within Professional Learning Communities will be developing school wide processes that provide student opportunities to correct misbehavior, make amends, and learn appropriate replacement behaviors.

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

6th grade orientation meeting will identify 8th grade peers for mentoring programs. HS guidance counselors and staff present options related to each HS and their programs to our 8th grade students.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

Lecanto Middle School participates in the District Strategic Planning Process. This 3 day process analyzes data (formative, state, discipline, EWS) for the School Improvement Plan (SIP). LMS identified subgroups below the 41% threshold and set goals based upon those subgroups in the SIP. Once the goals were determined, research based strategies were agreed upon and placed as actions steps in the SIP. School allocated Title I funds, as well as all other school funding are used to purchase resources and personnel to help meet SIP goals.

The principal meets at the beginning of the year, and in the middle of the year with staff to monitor the implementation of the School Improvement Plan. The principal also shares the SIP with SAC at the first meeting of the school year. The School Improvement Plan is a working document so the principal will monitor the plan throughout the year and make adjustments as needed.

LMS has a process in place to maintain all Title I inventory through an excel spreadsheet that is placed yearly in the Tile I monitoring folders.

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

AVID strategies will be modeled in all professional development and staff meetings.

AVID Strategies in places in all classrooms on LMS campus.

Parent Nights that involve community organizations.

College field trips.