



# School Improvement Plan 2024 - 2025



Lee County  
Lee County Middle School West

SCHOOL IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Lee County
School Name	Lee County Middle School West
Team Lead	Savelle
Federal Funding Options to Be Employed (SWP Schools) in this Plan (Select all that apply)	Traditional funding (Federal funds budgeted separately)

Factors(s) Used by District to Identify Students in Poverty (Select all that apply)	
<input checked="" type="checkbox"/>	Free/Reduced meal application
<input type="checkbox"/>	Community Eligibility Program (CEP) - Direct Certification ONLY
<input type="checkbox"/>	Other (if selected, please describe below)

2. SCHOOL IMPROVEMENT GOALS

2.1 Overarching Need # 1

Overarching Need

Overarching Need as identified in CNA Section 3.2	Literacy data indicates stagnation in literacy rates across all grade levels. Discrepancies also exist across subgroup performance (SWD and ECD). These trends will likely to continue due to an increasing ECD population.
Root Cause # 1	Lack of consistent expectations in evidence based instructional resources
Root Cause # 2	Lack of defined plan for literacy instruction and professional learning
Goal	LCMSW will increase the percentage of students who are reading on/above grade level in grade 6-8 from 74.8% to 77.8% as measured by the End of Grade Assessment.

Action Step # 1

Action Step	Provide professional development for teachers on high impact reading and writing strategies in all content areas to promote critical reading and reasoning skills and concepts, as well as enhance the quality of students' writing. .
Funding Sources	N/A
Subgroups	N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	System professional learning plan, "look for" observations
Method for Monitoring Effectiveness	Various Reading Data: Universal Screener, DRC Beacon, and EOG
Position/Role Responsible	Administration
Timeline for Implementation	Quarterly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 2

Action Step	Monitor system literacy priorities at the school level through district created observation tools and peer walkthrough data to ensure consistency of effective instruction across all academic settings.
Funding Sources	N/A
Subgroups	N/A
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Observations, peer walkthroughs
Method for Monitoring Effectiveness	Observations, peer walkthroughs
Position/Role Responsible	Administration, All Teachers
Timeline for Implementation	Quarterly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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2. SCHOOL IMPROVEMENT GOALS

2.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	Teacher and parent perception data indicate discrepancies in instructional delivery, consistency of practice and balance of print/digital resources. There is an overarching need for targeted teacher training to improve Tier I instruction.
Root Cause # 1	Lack of defined expectations and balance between print/digital resources
Root Cause # 2	Variance in instruction across classrooms and campuses
Goal	LCMSW will increase the percentage of students who are proficient or distinguished in all content areas by 3% as measured by the Content Mastery component according to the SY25 GMAS results.

Action Step # 1

Action Step	Integrate new ELA, math, and science resources with state standards and current curriculum to create balance of print/digital materials.
Funding Sources	N/A
Subgroups	N/A
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Content area PLC minutes, District developed observation tool data
Method for Monitoring Effectiveness	Usage analytics
Position/Role Responsible	Administration
Timeline for Implementation	Quarterly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 2

Action Step	Ensure consistent use of Total Participation Techniques (engagement strategies) across all academic settings.
Funding Sources	N/A
Subgroups	N/A
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	PD participation, observation tool data (District developed)
Method for Monitoring Effectiveness	Screening data, Student performance data (grades)
Position/Role Responsible	All teachers
Timeline for Implementation	Quarterly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 3

Action Step	Strengthen collaborative model of gifted instruction to ensure weekly planning for enrichment, acceleration and academic rigor for gifted learners.
Funding Sources	N/A
Subgroups	N/A
Systems	Coherent Instruction
Method for Monitoring Implementation	PLC Minutes
Method for Monitoring Effectiveness	Gifted student assessment outcomes (movement in achievement bands).
Position/Role Responsible	All academic teachers
Timeline for Implementation	Weekly

Action Step # 3

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?

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### 3. REQUIRED QUESTIONS

#### 3.1 Stakeholders, Coordination of Activities, Serving Children, and PQ

Required Questions

<p>1. In developing this plan, briefly describe how the school sought advice from individuals (teachers, staff, other school leaders, paraprofessionals, specialized instructional support personnel, parents, community partners, and other stakeholders).</p>	<p>Input was solicited from multiple sources. School surveys targeted school staff, parents, students and community stakeholders. In addition, information from the LCSS Strategic plan was used. This plan contained multiple sources of data from other school leaders in addition to those listed above. The leadership team reviewed these results, identified targeted areas of need, worked through the root cause analysis process, established SMART goals, then determined the action steps needed to address each area of concern.</p>
<p>2. Describe how the school will ensure that low-income and minority children enrolled in the Title I school are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers.</p>	<p>To ensure that low income and minority children are not served at disproportionate rates by ineffective, out-of field teachers, students are placed based on multi-criteria equity reports to ensure equality. Equity reports are then used to ensure that all teams are heterogeneous in their makeup. This includes ECD, special education (when applicable), and ethnic/minorities rates. Each team at LCMSW is represented by the overall demographic of the school. Students are also given a performance rating prior to scheduling to ensure that all teams are academically heterogeneous. Inexperienced teachers are identified and efforts are made to ensure students do not have teachers with less than 3 years of experience in immediate years. Teachers that are not considered PQ/out of field are placed on remediation plans at the begin of the school year.</p>
<p>3. Provide a general description of the Title I instructional program being implemented at this Title I school. Specifically define the subject areas to be addressed and the instructional strategies/methodologies to be employed to address the identified needs of the most academically at-risk students in the school. Please include services to be provided for students living in local institutions for neglected or delinquent children (if applicable).</p>	<p>Math and Reading Title classes are offered at LCMSW. Reading Plus (Title Reading) is the primary instructional software program used to provide instruction and to monitor student growth for reading. While computer-based instruction is used by students to address basic skill development, it is only one part of a blended model that LCMSW has adopted. Students also receive direct services within the class period. Students are pulled individually and in small groups to work on basic skill development. During this time, students also work on activities that bridge these skills to grade level content. Our Title teachers work with other ELA and math teachers to ensure that student needs are identified and met. Students that exit the program are continually monitored throughout the school year to ensure that gaps do not develop in their learning.</p>



4. If applicable, provide a description of how teachers, in consultation with parents, administrators, and pupil services personnel, will identify eligible children most in need of services in Title I targeted assistance schools/programs. Please include a description of how the school will develop and implement multiple (a minimum of 2) objective, academic-based performance criteria to rank students for service. Also include a description of the measurable scale (point system) that uses the objective criteria to rank all students.

NA

3. REQUIRED QUESTIONS

3.2 PQ, Federally Identified Schools, CTAE, Discipline

Required Questions

<p>5. If applicable, describe how the school will support, coordinate, and integrate services with early childhood programs at the school level, including strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.</p>	<p>NA</p>
<p>6. If applicable, describe how the school will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including: Coordination with institutions of higher education, employers, and local partners; and Increased student access to early college, high school, or dual or concurrent enrollment opportunities or career counseling to identify student interest and skills.</p>	<p>8th grade students participate in 9th grade transition meetings in January to ensure that they complete an initial HS graduation plan and register for classes. 8th grade students also participate in a 9th grade orientation each May. All students that receive special education services participate in transition meetings. This helps to ensure that services are aligned. These meetings are coordinated through our system special education department. LCMSW and LCMSE coordinate a job fair each year to include various vendors, professions and organizations. In addition, LCMSW offers a variety of advanced content classes to students, including Honors Algebra I, Honors HS Physical Science, Intro to Business and Technology and Basic Agriculture. Another way that LCMSW teachers ensure that 6th graders have a positive transition is by hosting a "6th Grade Boot Camp" during the summer. This is a way for students to become familiar with teachers, classmates, processes, and the school building prior to the start of school.</p>
<p>7. Describe how the school will support efforts to reduce the overuse of discipline practices that remove students from the classroom, specifically addressing the effects on all subgroups of students.</p>	<p>LCMSW has a school-wide discipline plan in place. This plan is monitored by administration and our school PBIS committee. Our PBIS "ROCK" plan provides continuity in behavioral expectations across all school settings. Tracking forms are used at the classroom level to monitor and document minor discipline issues. This 6 step process (minimum requirement for teachers) starts over every 9 weeks. The primary focus of our "ROCK" plan is to teach appropriate behavior in the context of the various environments within our school. Students that habitually break the code of conduct are placed on a behavior plan that focuses on extinguishing unwanted behaviors. These students also receive weekly counseling through our guidance department. Additional services, including mentoring and counseling through ASPIRE are also available for our students. Our PBIS committee continually monitors the effectiveness of our PBIS program and make changes as needed to address identified concerns.</p>

ADDITIONAL RESPONSES

8. Use the space below to provide additional narrative regarding the school's improvement plan.

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