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Lake Shore Middle School

425 W CANAL ST N, Belle Glade, FL 33430

<https://lsms.palmbeachschools.org>

Demographics

Principal: Carl Gibbons

Start Date for this Principal: 9/3/2017

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)	<i>[Data Not Available]</i>
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students Students With Disabilities White Students
School Grades History	2018-19: C (48%) 2017-18: D (39%) 2016-17: D (40%) 2015-16: C (45%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	N/A
Support Tier	N/A
ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

This plan is pending approval by the Palm Beach County School Board.

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Lake Shore Middle School's mission is to provide a rigorous and challenging academic experience, ensuring high school readiness for all middle school students.

Provide the school's vision statement.

Lake Shore Middle School will be ranked as one of the best middle schools in the nation based on school assessment data, academics, participant morale, and parent/community engagement.

School Leadership Team

Membership

Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Title	Job Duties and Responsibilities
Gibbons, Carl	Principal	<p>Serve as Principal and provide leadership, direction, and coordination at the school.</p> <p>Communicate the vision and carry out the mission.</p> <p>Serve as instructional leader and advocate for improving student outcomes.</p> <p>Ensure the implementation of District comprehensive curriculum in all courses.</p> <p>Ensure the District Scope & Sequence and Pacing Calendar is followed.</p> <p>Promote professional learning and growth among faculty and staff.</p> <p>Establish partnerships with all stakeholder groups.</p> <p>Create a safe and positive learning environment and promote Single School Culture.</p>
Schwartztrauber, Shaun	Assistant Principal	<p>Serve as Curriculum Assistant Principal and principal liaison.</p> <p>Communicate the vision and carry out the mission.</p> <p>Serve as instructional leader and advocate for improving student outcomes.</p> <p>Ensure the implementation of District comprehensive curriculum in all courses.</p> <p>Ensure the District Scope & Sequence and Pacing Calendar is followed.</p> <p>Promote professional learning and growth among faculty and staff.</p> <p>Establish partnerships with all stakeholder groups.</p> <p>Create a safe and positive learning environment and promote Single School Culture.</p>
Burden, Lakisha	Assistant Principal	<p>Serve as sixth grade assistant principal.</p> <p>Communicate the vision and carry out the mission.</p> <p>Serve as instructional leader and advocate for improving student outcomes.</p>

Name	Title	Job Duties and Responsibilities
		<p>Ensure the implementation of District comprehensive curriculum in all courses.</p> <p>Ensure the District Scope & Sequence and Pacing Calendar is followed.</p> <p>Promote professional learning and growth among faculty and staff.</p> <p>Establish partnerships with all stakeholder groups.</p> <p>Create a safe and positive learning environment and promote Single School Culture.</p>
Lash, Jessica	Assistant Principal	<p>Serve as seventh grade assistant principal.</p> <p>Communicate the vision and carry out the mission.</p> <p>Serve as instructional leader and advocate for improving student outcomes.</p> <p>Ensure the implementation of District comprehensive curriculum in all courses.</p> <p>Ensure the District Scope & Sequence and Pacing Calendar is followed.</p> <p>Promote professional learning and growth among faculty and staff.</p> <p>Establish partnerships with all stakeholder groups.</p> <p>Create a safe and positive learning environment and promote Single School Culture.</p>
Scott, Corey	Assistant Principal	<p>Serve as eighth grade assistant principal.</p> <p>Communicate the vision and carry out the mission.</p> <p>Serve as instructional leader and advocate for improving student outcomes.</p> <p>Ensure the implementation of District comprehensive curriculum in all courses.</p> <p>Ensure the District Scope & Sequence and Pacing Calendar is followed.</p> <p>Promote professional learning and growth among faculty and staff.</p> <p>Establish partnerships with all</p>

Name	Title	Job Duties and Responsibilities
		stakeholder groups. Create a safe and positive learning environment and promote Single School Culture.
Montilla, Magnolia	Instructional Coach	Serve as Single School Culture Specialist. Promote Single School Culture for academics, behavior, and climate. Facilitate professional learning communities and professional development. Provide coaching support and mentoring to teachers in all content areas. Lead school-wide wellness efforts.
Handford, Phyllis	Instructional Coach	Serve as math coach and STEM, Coding, & Robotics lead. Promote Single School Culture for academics, behavior, and climate. Facilitate professional learning communities and professional development. Provide coaching support and mentoring to new, math, and STEM teachers.

Demographic Information

Principal start date

Sunday 9/3/2017, Carl Gibbons

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

4

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

24

Total number of teacher positions allocated to the school

53

Total number of students enrolled at the school

660

Identify the number of instructional staff who left the school during the 2020-21 school year.

6

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

1

Demographic Data

Early Warning Systems

2021-22

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	198	255	242	0	0	0	0	695
Attendance below 90 percent	0	0	0	0	0	0	2	54	51	0	0	0	0	107
One or more suspensions	0	0	0	0	0	0	16	30	36	0	0	0	0	82
Course failure in ELA	0	0	0	0	0	0	124	89	141	0	0	0	0	354
Course failure in Math	0	0	0	0	0	0	103	116	112	0	0	0	0	331
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	56	109	84	0	0	0	0	249
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	60	119	90	0	0	0	0	269
Number of students with a substantial reading deficiency	0	0	0	0	0	0	111	85	99	0	0	0	0	295
FY21 ELA Winter Diag Level 1 & 2	0	0	0	0	0	0	155	224	163	0	0	0	0	542
FY21 Math Winter Diag Level 1 & 2	0	0	0	0	0	0	161	189	111	0	0	0	0	461

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	129	104	142	0	0	0	0	375

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	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	7	4	2	0	0	0	0	13

Date this data was collected or last updated

Tuesday 7/20/2021

2020-21 - As Reported

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Number of students enrolled	0	0	0	0	0	0	236	250	234	0	0	0	0	720
Attendance below 90 percent	0	0	0	0	0	0	16	15	5	0	0	0	0	36
One or more suspensions	0	0	0	0	0	0	520	47	46	0	0	0	0	613
Course failure in ELA	0	0	0	0	0	0	71	121	119	0	0	0	0	311
Course failure in Math	0	0	0	0	0	0	38	70	90	0	0	0	0	198
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	56	109	84	0	0	0	0	249
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	60	119	90	0	0	0	0	269
ELA Winter Diag Level 1 & 2	0	0	0	0	0	0	150	164	166	0	0	0	0	480
Math Winter Diag Level 1 & 2	0	0	0	0	0	0	134	139	109	0	0	0	0	382

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	49	72	80	0	0	0	0	201

The number of students identified as retainees:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	0	0	0	0	0	0	2	0	8	0	0	0	0	10
Students retained two or more times	0	0	0	0	0	0	10	2	7	0	0	0	0	19

2020-21 - 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
Number of students enrolled	0	0	0	0	0	0	236	250	234	0	0	0	0	720
Attendance below 90 percent	0	0	0	0	0	0	16	15	5	0	0	0	0	36
One or more suspensions	0	0	0	0	0	0	520	47	46	0	0	0	0	613
Course failure in ELA	0	0	0	0	0	0	71	121	119	0	0	0	0	311
Course failure in Math	0	0	0	0	0	0	38	70	90	0	0	0	0	198
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	56	109	84	0	0	0	0	249
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	60	119	90	0	0	0	0	269
ELA Winter Diag Level 1 & 2	0	0	0	0	0	0	150	164	166	0	0	0	0	480
Math Winter Diag Level 1 & 2	0	0	0	0	0	0	134	139	109	0	0	0	0	382

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	49	72	80	0	0	0	0	201

The number of students identified as retainees:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	0	0	0	0	0	0	2	0	8	0	0	0	0	10
Students retained two or more times	0	0	0	0	0	0	10	2	7	0	0	0	0	19

Part II: Needs Assessment/Analysis

School Data Review

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

Grade Level Data Review - State Assessments

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	37%	58%	-21%	54%	-17%
Cohort Comparison						
07	2021					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	27%	53%	-26%	52%	-25%
Cohort Comparison		-37%				
08	2021					
	2019	33%	58%	-25%	56%	-23%
Cohort Comparison		-27%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	46%	60%	-14%	55%	-9%
Cohort Comparison						
07	2021					
	2019	20%	35%	-15%	54%	-34%
Cohort Comparison		-46%				
08	2021					
	2019	28%	64%	-36%	46%	-18%
Cohort Comparison		-20%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	31%	51%	-20%	48%	-17%
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	50%	72%	-22%	71%	-21%

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	90%	64%	26%	61%	29%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	60%	-60%	57%	-57%

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

Progress monitoring also allows teachers and administrators to track students' academic progress or growth across the entire school year. Teachers use student performance data to continually evaluate the effectiveness of their teaching and make more informed instructional decisions. If the rate at which a particular student is learning seems insufficient, the teacher can adjust instruction. Various reports will be used to monitor and support student learning:

- Unit Standardized Assessments USAs gives teachers data on how well the students have mastered the standard. Supports the monitoring of student learning and provides ongoing feedback that instructors can use to make adjustments to instruction to improve student learning.

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	34.4	24.7	30.9
	Economically Disadvantaged	33.8	24.8	31.3
	Students With Disabilities	14.3	9.4	10.5
	English Language Learners	14.3	11.1	12.5
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	28.4	18.5	20.6
	Economically Disadvantaged	28.7	18.6	20.7
	Students With Disabilities	6.7	3.2	3.3
	English Language Learners	15.0	10.8	7.5

Grade 7				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	31.7	25.1	25.2
	Economically Disadvantaged	30.4	23.9	24.2
	Students With Disabilities	10.7	10.0	10.4
	English Language Learners	10.0	9.7	7.6
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	29.1	25.9	12.4
	Economically Disadvantaged	28.4	25.7	11.9
	Students With Disabilities	29.2	18.5	14.3
	English Language Learners	14.8	17.2	4.8
	Number/% Proficiency	Fall	Winter	Spring
Civics	All Students	N/A	37.8	48.6
	Economically Disadvantaged	N/A	37.0	48.2
	Students With Disabilities	N/A	19.5	22.9
	English Language Learners	N/A	25.0	29.9

Grade 8					
		Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students		55.3	44.7	41.0
	Economically Disadvantaged		55.4	44.6	40.6
	Students With Disabilities		15.0	13.3	16.7
	English Language Learners		43.9	18.2	17.0
		Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students		36.8	38.9	36.9
	Economically Disadvantaged		36.8	39.0	36.7
	Students With Disabilities		25.0	12.2	30.2
	English Language Learners		34.4	35.7	34.8
		Number/% Proficiency	Fall	Winter	Spring
Science	All Students		47.4	56.7	55.5
	Economically Disadvantaged		47.1	55.9	55.0
	Students With Disabilities		11.4	25.6	29.8
	English Language Learners		23.5	46.5	45.7
		Number/% Proficiency	Fall	Winter	Spring

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	14	45	44	20	44	44	21	32			
ELL	25	52	45	38	59	44	26	51	77		
BLK	32	54	54	34	54	53	30	47	69		
HSP	38	53	33	45	56	33	41	64	70		
WHT	46	60		46	73						
FRL	33	54	49	37	55	49	34	54	68		

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 2016-17	C & C Accel 2016-17
SWD	9	28	33	15	31	34	18	38			
ELL	12	38	45	16	34	35	13	62			
BLK	24	38	44	26	37	44	26	59	53		
HSP	27	39	40	31	40	38	26	65	44		
WHT	30			30							
FRL	25	38	42	28	38	41	27	62	49		

ESSA Data Review

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	48
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	48
Total Points Earned for the Federal Index	483
Total Components for the Federal Index	10
Percent Tested	99%

Subgroup Data

Students With Disabilities

Federal Index - Students With Disabilities	30
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	2

English Language Learners

Federal Index - English Language Learners	47
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0

Asian Students

Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0

Black/African American Students	
Federal Index - Black/African American Students	48
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	47
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	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
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	48
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

ELA:

6th Grade 27% 3+ compared to 37% in FY19

7th Grade 21% compared to 27% in FY19

8th Grade 35% compared to 33% in FY19

Math:

6th Grade 17% 3+ compared to 46% in FY19

7th Grade 9% compared to 20% in FY19

8th Grade 26% compared to 28% in FY19

Science:

31% at 3+ compared to 31% in FY19

Algebra:

55% at 3+ compared to 90% in FY19

Civics:

44% at 3+ compared to 51% in FY19

Historically, ELA has been the greatest struggle for LSMS in terms of student outcomes. In this year, however, math experienced the most significant drops resulting from learning loss, particularly basic skills, during the blended learning window. We now have a need for increased focus on instructional capacity building for meeting the needs of struggling learners, particularly our students with disabilities.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Our area in need of the greatest improvement is our ESSA identified subgroup: students with disabilities.

FY21 FSA Outcomes:

ELA:

SWDs (6th) at 3+ was 7.7% vs. to 15.0% in FY19. SWDs (7th Grade) at 3+ was 3.9 compared to 4.2% in FY19. SWDs (8th) was 2.0% compared to 12.8% in FY19.

Math:

SWDs (6th) at 3+ was 5.1% vs. to 26.8% in FY19. SWDs (7th Grade) at 3+ was 2.1% compared to 8.7% in FY19. SWDs (8th) was 9.8% vs. to 8.7% in FY19.

Science:

SWDs at 3+ was 6.3% compared to 16.7% in FY19.

Civics:

SWDs at 3+ was 19.6 compared to 31.3 in FY19.

FY20 Diagnostic SWD:

SWDs predicted at level 3+ on the FY20 ELA Reading Diagnostic is significantly lower than the total grade level population: 10.4 percent in 6th grade (-25.8); 9.6 percent in 7th grade (-24.9) total; and 7.3 percent in 8th grade (-22.4).

SWDs predicted at level 3+ on the FY20 Math Diagnostic is significantly lower than the total grade level population: 14.9 percent in 6th grade (-27.2); 18.4 percent in 7th grade (-12.1); and 35 percent in 8th grade (-14.3).

SWDs predicted at level 3+ on the FY20 Science Diagnostic is significantly lower than the total grade level population: 14.6 percent of SWDs as compared to 36.2 percent overall (-21.6).

SWDs predicted at level 3+ on the FY20 Civics Diagnostic is significantly lower than the total grade level population: 65.4 percent for SWDs as compared to 83.9 percent overall (-18.5).

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

Our SWDs experienced greater learning loss due to their disabilities and the struggles to increase outcomes in the blended learning environment. The interruptions to instruction (e.g., virtual learning, attendance, motivation) prevented our SWDs from not fully acquiring the skills necessary to meet grade level standards.

Provide teacher training on integrating accommodations in instruction in the inclusion classroom. Prioritizing SWDs for placement in our intensive math classes. Embedding daily mixed review and skill drills in the math intensive environment along with personalized adaptive instruction. Conducting data chats quarterly with SWDs to discuss goals and progress toward their established goals.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Our ELA 8th grade outcomes increased from 33% to 35% in spite of the blended learning environment.

Our Science outcomes held constant at 31% in spite of the blended learning environment.

All grades improved from winter to spring in ELA based on our USA progress monitoring measures.

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

Contributing to these increases were the supplemental interventions provided to students by academic and temp tutors along with ongoing coaching and instructional support for teachers and students by the math coach, reading coach, and two Single School Culture Coordinators.

Contributing to these data outcomes was the emphasis placed on developing student

competence and confidence through structured practice sessions, aggressive monitoring with corrective feedback, and implementing a focused curriculum that aligned to Florida Standards. Continued use of push-in tutors for individual and small group supplemental support also played a key role in sustaining our rate of progress in math.

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

Expand our reach with math-intensive classes to 300 students or approximately 40% of our student population, including a priority on SWDs and ELLs.

Ensure teachers integrate accommodations in instruction as well as refine the implementation of support models in the inclusion classroom.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

1. Ensure intensive math teachers receive training in data analysis, utilizing resources and materials appropriately, and
2. Training for teachers to integrate accommodations in instruction.

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

1. Improve learning gains and achievement for our SWDs in ELA and Math by building capacity for (a) integrating accommodations with instruction and (b) implementing various models of support effectively and with fidelity.
2. Increase achievement and learning gains in ELA, Math, Civics, and Science by implementing a focused standards-based curriculum, providing supplemental supports (e.g., tutors and adaptive online instruction), and building instructional capacity for meeting the needs of learners with diverse needs.
3. Support improved reading outcomes for students by embedding content area literacy strategies in social studies and science classrooms.
4. Provide ongoing opportunities for collaborative standards-based instructional planning using focused curricula and with guidance from coaches, SSCC, and District specialists.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Standards-aligned Instruction

ELA:
 6th Grade 27% 3+ compared to 37% in FY19
 7th Grade 21% compared to 27% in FY19
 8th Grade 35% compared to 33% in FY19

Math:
 6th Grade 17% 3+ compared to 46% in FY19
 7th Grade 9% compared to 20% in FY19
 8th Grade 26% compared to 28% in FY19

Area of Focus Description and Rationale:

Science:
 31% at 3+ compared to 31% in FY19

Algebra:
 55% at 3+ compared to 90% in FY19

Civics:
 44% at 3+ compared to 51% in FY19

Historically, ELA has been the greatest struggle for LSMS in terms of student outcomes. In this year, however, math experienced the most significant drops resulting from learning loss, particularly basic skills, during the blended learning window. We now have a need for increased focus on instructional capacity building for meeting the needs of struggling learners, particularly our students with disabilities.

By June 2022, overall math scores will increase from 17% to 40%.

Measureable Outcome:

By June 2022, math scores for SWDs will increase from 6% to 29%.

By June 2022, overall ELA scores will increase from 28% to 40%.

By June 2022, ELA scores for SWDs will increase from 4% to 16%.

Monitoring:

Monitoring is a key detail in achieving student progress. It is a way of supporting learning through the adapting of instruction. It is an integral part of the continuous improvement model: Can, Do, Plan, Act. Monitoring is a very important step towards student achievement and school improvement. It provides teachers and administration the data that they need to make decisions about instruction and differentiated support for the students. At Lake Shore Middle we strategically plan for a variety of monitoring techniques:

Review of Lesson Plans, Data Analysis, Classroom walks, Student work samples/portfolio/binder reviews, Student attendance, Data Chats, Formal Observations, Professional Learning Communities attendance/participation, all Formative/Summative Assessments, and Technology.

Person responsible for monitoring outcome:

Carl Gibbons (carl.gibbons@palmbeachschools.org)

1) Instructional Tutors - Will provide instructional supports for high-needs learners through "double-down" small group instruction (2 teachers, 1 classroom).

(2) A Focused Curriculum - Aligned to the content and complexity of the Florida Standards will ensure that instruction is strategic and standards-based.

(3) Math Labs - Providing two periods of math for select student to ensure mastery of grade level standards and standards for math acceleration (Algebra) and high school success. Incorporate coding in the math intensive to promote project-based learning and enhance mathematical thinking.

(4) Professional Learning Communities - Teachers will engage in focused PD, collaborative planning and data analysis to strengthen standards-based instruction.

(5) Adaptive Technology - Students will have opportunity to use iReady, Achieve 3000, and IXL Math.

(6) Social and Emotional Learning - A focus on social and emotional learning (SEL) through mentoring and AVID will address the comprehensive and strategic needs of students.

(1) Instructional Tutors and small group instruction will provide additional support and ensure that the differentiated needs of high needs students are personalized to better meet student needs.

(2) Standards-based instruction is essential for improving student outcomes and accelerating learning to meet grade level proficiencies.

3) Math Labs - Increasing time on task in math for select students will provide more time for rigorous, personalized instruction. Coding promotes mathematical thinking and provides for authentic opportunities to include project-based learning.

(4) Professional learning communities provide teachers a forum for sharing best practices and analyzing data to strengthen standards-based instruction.

(5) Adaptive Technology supports differentiation and personalization of instruction.

(6) Mentoring program and AVID provide students the relational, organizational, and resiliency skills needed to thrive academically and behaviorally.

Evidence-based Strategy:

Rationale for Evidence-based Strategy:

Action Steps to Implement

Tutoring

- Employ and onboard tutors; Identify student groups to be serviced (including SWDs);
- Develop tutor schedule;
- Determine instructional strategies and resources to be used.
- Provide ongoing professional development for Tutors to increase the effectiveness of their supplemental instruction.

Person Responsible Shaun Schwartztrauber (shaun.schwartztrauber68@palmbeachschools.org)

2. Focused curriculum

- Collaborate with the Department of Teaching and Learning to determine best standards-based resources to use in each content/subject area.
- Collaborate with the ESE Department for training and support for incorporating accommodations in instruction.
- Use SSCC and instructional coaches for coaching, modeling, and planning support.
- Provide standards-based planning days for teacher lesson planning and development.

Person Responsible Carl Gibbons (carl.gibbons@palmbeachschools.org)

3. Math Labs

- Math labs added to master schedule, including SWDs.
- Provide professional development in PLCs to support teachers for effective math lab instruction.
- Use Curriculum Specialists from Teaching and Learning for coaching, modeling, and planning support.
- Teachers will use the 5E model using the Focused Curriculum to provide more time for student collaboration and practice.
- Enhance labs with coding and project based learning activities to support mathematical thinking.

Person Responsible Shaun Schwartztrauber (shaun.schwartztrauber68@palmbeachschools.org)

4. Collaborative Professional Learning Communities (PLCs)

- Develop schedule for teacher collaboration with data driven Agenda based on needs of students/teachers. - - Use Curriculum Specialists from Teaching and Learning for coaching, modeling, and planning support.
- APs, Coaches, and SSCCs will attend and monitor all Collaborative Communities.
- Teachers will plan specific small group activities for SWDs along with adaptive technologies in ELA and Math (iReady and IXL).

Person Responsible Carl Gibbons (carl.gibbons@palmbeachschools.org)

5. Adaptive Technology - Students will have opportunity to use iReady, Achieve 3000, and IXL Math.

- Provide PDs for teachers on proper use of technology.
- Teachers create student rotational schedules for technology.
- Teachers incorporate differentiated small group instruction utilizing data from technology.
- Celebrate student success on a consistent schedule.

Person Responsible Magnolia Montilla (magnolia.montilla@palmbeachschools.org)

6. Mentoring Program

- Develop a schedule aligned to support students who will be mentored.
- Develop a shared Mentoring log using Google Sheets.
- Log all Mentoring activities on the Google Log.

Person Responsible Carl Gibbons (carl.gibbons@palmbeachschools.org)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

When looking at SafeSchoolsforAlex.org we see our school ranks 486 out of 553 (very high) when compared to all middle/junior schools statewide. We reported 8.1 incidents per 100 students. This rating was for a total enrollment of 743 students, with 60 incidents for 2019-2020 school year. When looking at the ranking details the incidents rated very high are violent incidents. Our incidents fall under fighting, physical attack, threats and sexual offenses (57 incidents). We had one property incident causing us to rank in the high category and we ranked very low with only two drug/public order incidents. We ranked high in the total reported suspensions with 16 in-school suspensions and 159 out of school suspensions.

Lake Shore Middle School administrative and coaching staff is currently in the process of receiving continued coaching and training from Scholastic on leveraging powerful partnerships with families to improve student success. The focus of these efforts are as follows: (1) Creating a welcoming and accessible environment for families; (2) Shifting the collective paradigm on family engagement; (3) Linking all family engagement efforts and activities to student learning; and (4) building relational trust with families.

Our Family Resource Center will support families with monthly educational workshops facilitated by our School Counselors, Case Manager, Behavioral Health Specialist, Co-Located Therapist, and Single School Culture Coordinator. English language learning technology (Rosetta Stone) will also be available for interested families for use on-site and at home. Additional resources (e.g., school supplies and clothing) will be distributed by our Case Manager and School Counselors through the Family Resource Center.

Other important collaborations with families include monthly SAC meetings, Title I Annual Meeting, Open House, Orientation for incoming 6th graders, parent conferences, and home visits from our Case Manager and other support staff.

The counseling team at Lake Shore Middle School provides ongoing academic, social-emotional, behavioral, career and college readiness, and coordination to community services to students and families. Counseling activities include, but are not limited to, Kognito Mental Health Program implementation, Behavioral Health Cooperative Agreement referrals, Character Counts recognition, SwPBS implementation, Attendance Matters efforts, and parent conferencing.

School counselors also lead transition support to incoming 6th grade students and rising freshman in an assembly format and with corresponding presentations shared through our Website and social media platforms for families.

Our MTSS Behavior Coach specifically collaborates with school administrators and counselors to provide mentorship and intervention for students (e.g., conflict resolution, social skills, anger control) and facilitates mediations and restorative circles.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

Lake Shore Middle School administrative and coaching staff is currently in the process of receiving coaching and training from Scholastic on leveraging powerful partnerships with families to improve student success. This work will continue in FY22 with the entire school faculty and staff in the form of 3 on site training sessions for faculty, training for office staff, and two additional visits to provide ongoing coaching and support for our efforts. The focus of these efforts are as follows: (1) Creating a welcoming and accessible environment for families; (2) Shifting the collective paradigm on family engagement; and (3) Linking all family engagement efforts and activities to student learning.

Our Family Resource Center will support families with monthly educational workshops facilitated by our School Counselors, Case Manager, Behavioral Health Specialist, Co-Located Therapist, and Single School Culture Coordinator. English language learning technology (Rosetta Stone) will also be available for interested families for use on-site and at home. Additional resources (e.g., school supplies and clothing) will be distributed by our Case Manager and School Counselors through the Family Resource Center.

Family Curriculum and Education Nights will be held in September, November, and January. These Family Nights will: (1) Share information on school and District programs; (2) Educate families on academic standards, mental and behavioral health support services, and behavioral expectations for students; (3) Provide hands on activities and strategies to enhance family participation in student learning at home. Additional engagement strategies will be employed to increase attendance and overall experience, including but not limited to: partnering with the South Florida Science Center and Aquarium; providing entertainment from the Lake Shore Middle School Band; and building excitement with performances by the Lake Shore Middle School cheerleading squad - to name a few.

Other important collaborations with families include monthly SAC meetings, Title I Annual Meeting, Open House, Orientation for incoming 6th graders, parent conferences, and home visits from our Case Manager and other support staff.

The counseling team at Lake Shore Middle School provides ongoing academic, social-

emotional, behavioral, career and college readiness, and coordination to community services to students and families. Counseling activities include, but are not limited to, Kognito Mental Health Program implementation, Behavioral Health Cooperative Agreement referrals, Character Counts recognition, SwPBS implementation, Attendance Matters efforts, and parent conferencing.

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Our MTSS Behavior Coach specifically collaborates with school administrators and counselors to provide mentorship and intervention for students (e.g., conflict resolution, social skills, anger control) and facilitates mediations and restorative circles.

College and career education is integral to the success of Lake Shore Middle School students. We have adopted a college-going culture through the display of college pennants, implementation of Single School Culture for Academics, and AVID strategies. Medical and Coding courses are offered to students in addition to courses within the Palm Beach and Florida Virtual portfolios.

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

List each stakeholder who is supporting the positive culture & write details about the support.

Principal & Leadership Team: Promoting collaboration among staff members, with proper focus and leadership, creates a positive environment in which teachers can share best practices that are responsive to student needs. Thus, principals can positively influence their school culture with strategies that encourage collaboration.

School Counselor: Supports a positive culture and environment through lessons they teach that are unique and different from academic instruction. Through the small group interactions and experience for students, our counselor ensures students feel safe, welcome, and included.

Teachers: incorporate SwPBS; a framework that brings together school communities to develop positive, safe, supportive learning cultures. SWPBS assists schools to improve social, emotional, behavioral, and academic outcomes for children and young people. to ensure all students have equitable and equal opportunities to learn in a positive environment.

SAC: Support school identify priorities for continuous improvement for academics, behavior, and climate.

Students: Various clubs (e.g. Promise Club) to support students will adopting the traits of good character, building self-esteem, increasing academic focus, and stopping bullying behavior.

In addition, as stipulated within Florida Statute & Policy 2.09 our school ensures all students receive equal access to the pillars of Effective Instruction: Students immersed in rigorous tasks encompassing the full intent of the Florida State Standards and content required by Florida State Statute 1003.42. Continuing to develop a single school culture and appreciation of multicultural diversity in alignment to S.B. 2.09 Instruction applicable to appropriate grade levels including but not limited to:

(a) History of the Holocaust; the systematic, planned annihilation of European Jews and other groups by Nazi Germany. A watershed event in the history of humanity to taught in a manner

that leads to an investigation of human behavior. An understanding of the ramifications of prejudice, racism, and stereotyping. An examination of what it means to be a responsible and respectful person, for the purposes of encouraging tolerance of diversity in a pluralistic society and for nurturing and protecting democratic values and institutions, including the policy, definition, and historical and current examples of anti-Semitism, as described in s. 1000.05(7), and the prevention of anti-Semitism. The second week in November, designated as “Holocaust Education Week” in this state in recognition that November is the anniversary of Kristallnacht, widely recognized as a precipitating event that led to the Holocaust.

(b) History of African and African Americans including the history of African peoples before the political conflicts that led to the development of slavery, the passage to America, the enslavement experience, abolition, and the contributions of African Americans to society. Instructional materials shall include the contributions of African Americans to American society.

(c) Women's Contribution Standards prioritize listing women of accomplishment, which reflects the standards’ overall tendency to celebrate individual leadership and achievement. Instructional materials shall include the contributions of Women to society.

(d) Sacrifices of Veterans and the value of Medal of Honor recipients In order to encourage patriotism, the sacrifices that veterans and Medal of Honor recipients have made in serving our country and protecting democratic values worldwide.

These integrated concepts introduced as stand-alone teaching points or into other core subjects: math, reading, social studies, science. Our goal is for our students to learn the content and curriculum taught through Florida State Statute 1003.42 to ensure inclusiveness for all.

Teachers follow the scope and sequence as outlined on the Palm Beach County curriculum resource blender. This ensures that teachers have a concrete timeline as well as the resources to provide quality instruction on the mandated curriculum. Additionally, topics addressed in greater depth through the school counselor during instruction and during special events held throughout the school year.

Students will also learn character development, the character development curriculum shall stress the qualities of patriotism; responsibility; citizenship; kindness; respect for authority, life, liberty, and personal property; honesty; charity; self-control; racial, ethnic, and religious tolerance; and cooperation.

Part V: Budget						
1	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
			1232 - Lake Shore Middle School			\$0.00
Total:						\$0.00