
Title I Comprehensive Schoolwide Plan
Lake Shore Middle (1232)

Title I Comprehensive Schoolwide Plan - Lake Shore Middle (1232)

#ELA	2019	2020	2021	2022	2023 (Expected Outcomes)
Achievement	28	27	25	34	1

1. According to data, what are your top priorities? Include needs assessment statements.

ELA achievement is predicted to increase from FSA21 to FY22 by 5.3 points. SWD achievement in ELA is predicted to increase by 5.5 points compared to 5.3 for the whole group. ELL Achievement in ELA is predicted to increase by 12.0 points compared to 5.3. SWD students predicted to achieve a 3+ on the FY22 FSA ELA is at 9.8 percent compared to 39 percent of the total population. ELL students predicted to achieve a 3+ on the FY22 FSA ELA is at 17.9 percent compared to 38.5 percent of the total population.

2. List the root causes for the needs assessment statements for your top priorities.

Lack of student connectedness to school and the lack of a comprehensive attendance plan have resulted in high rates of student absences. Lack of a comprehensive plan for building students' foundational skills in reading and math is contributing to a significant achievement gap across all tested areas for students with disabilities. Lack of a comprehensive professional development plan for instructing English language learners has contributed to significant achievement gaps across all tested areas. Lack of professional support for teachers and students by ESE and ESOL experts in the classroom has slowed down the closure of achievement gaps among SWDs and ELLs across all tested areas. Inconsistencies with the implementation of Single School Culture for Behavior has resulted in missed instructional time for SWDs due to excessive removals from class and office discipline referrals.

3. Share possible solutions that address the root causes.

Increasing Achievement for ELLs - Lack of a comprehensive professional development plan for instructing English language learners has contributed to significant achievement gaps across all tested areas. Lack of professional support for teachers and students by ESE and ESOL experts in the classroom has slowed down the closure of achievement gaps among SWDs and ELLs across all tested areas. Classroom Practices: Increase ELLs English language production and peer interaction. Explicitly teach English language vocabulary and structures. Build on ELLs' background knowledge to increase comprehension. Increase ELL parent involvement. Increase writing opportunities for ELLs. Professional Development for Teachers: Creating a welcoming classroom environment for ELLs Overview of language acquisition Planning and facilitating peer interaction strategies Teaching English language vocabulary and structures Conducting successful parent conferences with bilingual families Improving writing skills for ELLs Administrative Actions: Ensure all Family Night activities are accessible to our families Incorporate cultural traditions of ELLs throughout school (e.g., bulletins, Universal Guidelines, etc.) Ensure ELL parents take on leadership roles (e.g., SAC) Single School Culture Coordinator provides ongoing coaching and support to ESOL and general education teachers in the implementation of ELL best practices introduced in professional development sessions Collaborative Communities will focus attention on ELLs and best practices in each session Monthly department meetings will maintain at least one agenda item related to the current professional development focus relative to ELL success Academic tutor support will be provided to ESOL inclusion classes Increase access to accelerated coursework for ELLs. Provide opportunities for parent conferences during PDDs and with the support of substitutes one half-day per semester. Lack of a comprehensive plan for building students' foundational skills in reading and math is contributing to a significant achievement gap across all tested areas for students with disabilities. Increasing Achievement for SWDs - Lack of professional support for teachers and students by ESE and ESOL experts in the classroom has slowed down the closure of achievement gaps among SWDs and ELLs across all tested areas. Classroom Practices: Implement co-teaching models that work in the inclusion setting. Implement positive behavior supports and SEL in the inclusion setting. Improve student self-efficacy for SWDs. Professional Development for Teachers: Planning for and implementing various co-teaching models Implementing positive behavior supports Implement strategies to improve SWD self-efficacy (SEL) Administrative Actions: Ensure all Family Nights include positive behavior support and self-efficacy information and activities Reading and Math coaches provide ongoing coaching and support to special and general education teachers in the implementation of SWD best practices introduced in professional development sessions Monthly department meetings will maintain at least one agenda item related to the current professional development focus relative to SWD success Implement a reward and incentive program for prosocial behavior in inclusion classes. Provide double-down support in all ELA, Math, and Civics inclusion classes. Incorporate self-efficacy in all aspects of the school. Provide personalized learning through intensive math for SWDs. Provide opportunities for parent conferences during PDDs and with the support of

substitutes one half-day per semester. Increasing student attendance - Lack of student connectedness to school and the lack of a comprehensive attendance plan have resulted in high rates of student absences. Classroom Practices: Take roll regularly to collect accurate information about student attendance Support and fully implement school-wide system of incentives and reward for student attendance Communicate with parents the important of attendance Refer students who are chronically absent to SBT Professional Development for Teachers: Why We Teach Attendance Creating a Culture of Attendance Using Data for Intervention and Support Engaging Parents at Family Conferences Administrative Actions: Establish an Attendance Team to address attendance Develop and implement a school-wide system of incentives and reward for good attendance. Create a tiered system of supports for student absenteeism (e.g., >10%, >20%). Supplemental Intervention: CICO with attendance clerk for >10 percent absence in 9 week period for the subsequent 9 week period Intensive Intervention: Daily classroom first period check by attendance clerk for those students exhibiting >20 percent absence in a 9 week period for the subsequent 9 week period Home visits from Attendance Team for those students exhibiting a poor response to intensive intervention Create a visual board to track targeted students relative to attendance and supports Add attendance item to Instructional Leadership Team agenda for monthly monitoring Decreasing SWDs time out of class - Inconsistencies with the implementation of Single School Culture for Behavior has resulted in missed instructional time for SWDs due to excessive removals from class and office discipline referrals. Classroom Practices: Maintain objectivity and control when handling student misconduct. Use Corrective Behavior Intervention (PBS 2464) for documenting classroom misbehavior. Consistently enforce SSC practices communicated to staff and students. Professional Development for Teachers: CRAMMS training for school counselors, mental health, and behavioral staff members. Majors versus minors training, including menu for responding to misbehavior. Classroom behavior intervention training (ESE Coordinator). Administrative Actions: Institute school-wide policy regarding fighting. Revise SSC Scripts to improve on current climate and culture. Create and distribute classroom management binder. CRAMMS skill-building program for students involved in fights, validated cases of bullying, and/or any other aggressive behavior toward peers/teachers (OSS/ISS days in abeyance).

4. How will school strengthen the PFEP to support undefined?

Communication	Parent Training	Staff Training (Related to Parent Engagement)	Accessibility (Accommodations for Parents with Special Needs)
<p>LSMS will strengthen our communication with parents and families by (1) engaging in and incentivizing updated parent contact information campaigns with our students, (2) making individual parent and family phone calls to inform them of important school events, and (3) providing teachers with structured time during each 9-week marking period to engage parents and families.</p>	<p>LSMS will strengthen our parent and family trainings by (1) adopting an integrated curriculum night approach addressing all tested areas, (2) focusing each night on the specific actions parents can take to support their child at that particular time of year, and (3) coordinate with school and non-school groups to enhance the climate of the sessions (e.g., Science Museum, Lake Shore Band, Cheerleading Team).</p>	<p>LSMS will strengthen staff trainings by focusing professional learning on the needs of underserved populations and their parents/families within the school - ELLs and SWDs.</p>	<p>LSMS will strengthen our accessibility by ensuring CLFs are readily available during school hours and during school events. We will also leverage our bilingual faculty, staff, and students to increase accessibility for all families.</p>

5. How will each stakeholder group strengthen the School-Parent Compact to support undefined?

School	Students	Parents
<p>LSMS will provide each student with an agenda book to serve as an organizational tool for students and means for communicating with parents and families.</p>	<p>Students will be expected to care for and use their LSMS agenda to log homework, assignment due dates, assessment dates, and other important events.</p>	<p>Parents will be expected to check their child's LSMS agenda each day to (1) ensure it is being used daily and (2) monitor their child's progress.</p>

#Math	2019	2020	2021	2022	2023 (Expected Outcomes)
Achievement	36	36	28	37	1

1. According to data, what are your top priorities? Include needs assessment statements.

Math achievement is predicted to increase from FSA 21 to FY22 by 3.4 points. SWD achievement in Math is predicted to increase by 0.3 points compared to 4 for the whole group. SWDs predicted to achieve a 3+ was 6.1 compared to 21.5 in FY22. ELL Achievement in Math is predicted to increase by 6.9 points compared to 3.4. ELLs predicted to achieve 31 was 16.2 compared to 22.3 in FY22. SWD students predicted to achieve a 3+ on the FY22 FSA ELA is at 9.8 percent compared to 39 percent of the total population. ELL students predicted to achieve a 3+ on the FY22 FSA ELA is at 17.9 percent compared to 38.5 percent of the total population.

2. List the root causes for the needs assessment statements for your top priorities.

Lack of student connectedness to school and the lack of a comprehensive attendance plan have resulted in high rates of student absences. Lack of a comprehensive plan for building students' foundational skills in reading and math is contributing to a significant achievement gap across all tested areas for students with disabilities. Lack of a comprehensive professional development plan for instructing English language learners has contributed to significant achievement gaps across all tested areas. Lack of professional support for teachers and students by ESE and ESOL experts in the classroom has slowed down the closure of achievement gaps among SWDs and ELLs across all tested areas. Inconsistencies with the implementation of Single School Culture for Behavior has resulted in missed instructional time for SWDs due to excessive removals from class and office discipline referrals.

3. Share possible solutions that address the root causes.

Increasing Achievement for ELLs - Lack of a comprehensive professional development plan for instructing English language learners has contributed to significant achievement gaps across all tested areas. Lack of professional support for teachers and students by ESE and ESOL experts in the classroom has slowed down the closure of achievement gaps among SWDs and ELLs across all tested areas. Classroom Practices: Increase ELLs English language production and peer interaction. Explicitly teach English language vocabulary and structures. Build on ELLs' background knowledge to increase comprehension. Increase ELL parent involvement. Increase writing opportunities for ELLs. Professional Development for Teachers: Creating a welcoming classroom environment for ELLs Overview of language acquisition Planning and facilitating peer interaction strategies Teaching English language vocabulary and structures Conducting successful parent conferences with bilingual families Improving writing skills for ELLs Administrative Actions: Ensure all Family Night activities are accessible to our families Incorporate cultural traditions of ELLs throughout school (e.g., bulletins, Universal Guidelines, etc.) Ensure ELL parents take on leadership roles (e.g., SAC) Single School Culture Coordinator provides ongoing coaching and support to ESOL and general education teachers in the implementation of ELL best practices introduced in professional development sessions Collaborative Communities will focus attention on ELLs and best practices in each session Monthly department meetings will maintain at least one agenda item related to the current professional development focus relative to ELL success Academic tutor support will be provided to ESOL inclusion classes Increase access to accelerated coursework for ELLs. Provide opportunities for parent conferences during PDDs and with the support of substitutes one half-day per semester. Lack of a comprehensive plan for building students' foundational skills in reading and math is contributing to a significant achievement gap across all tested areas for students with disabilities. Increasing Achievement for SWDs - Lack of professional support for teachers and students by ESE and ESOL experts in the classroom has slowed down the closure of achievement gaps among SWDs and ELLs across all tested areas. Classroom Practices: Implement co-teaching models that work in the inclusion setting. Implement positive behavior supports and SEL in the inclusion setting. Improve student self-efficacy for SWDs. Professional Development for Teachers: Planning for and implementing various co-teaching models Implementing positive behavior supports Implement strategies to improve SWD self-efficacy (SEL) Administrative Actions: Ensure all Family Nights include positive behavior support and self-efficacy information and activities Reading and Math coaches provide ongoing coaching and support to special and general education teachers in the implementation of SWD best practices introduced in professional development sessions Monthly department meetings will maintain at least one agenda item related to the current professional development focus relative to SWD success Implement a reward and incentive program for prosocial behavior in inclusion classes. Provide double-down support in all ELA, Math, and Civics inclusion classes. Incorporate self-efficacy in all aspects of the school. Provide personalized learning through intensive math for SWDs. Provide opportunities for parent conferences during PDDs and with the support of substitutes one half-day per semester. Increasing student attendance - Lack of student connectedness to school and the lack of a comprehensive attendance plan have resulted in high

rates of student absences. Classroom Practices: Take roll regularly to collect accurate information about student attendance Support and fully implement school-wide system of incentives and reward for student attendance Communicate with parents the important of attendance Refer students who are chronically absent to SBT Professional Development for Teachers: Why We Teach Attendance Creating a Culture of Attendance Using Data for Intervention and Support Engaging Parents at Family Conferences Administrative Actions: Establish an Attendance Team to address attendance Develop and implement a school-wide system of incentives and reward for good attendance. Create a tiered system of supports for student absenteeism (e.g., >10%, >20%). Supplemental Intervention: CICO with attendance clerk for >10 percent absence in 9 week period for the subsequent 9 week period Intensive Intervention: Daily classroom first period check by attendance clerk for those students exhibiting >20 percent absence in a 9 week period for the subsequent 9 week period Home visits from Attendance Team for those students exhibiting a poor response to intensive intervention Create a visual board to track targeted students relative to attendance and supports Add attendance item to Instructional Leadership Team agenda for monthly monitoring Decreasing SWDs time out of class - Inconsistencies with the implementation of Single School Culture for Behavior has resulted in missed instructional time for SWDs due to excessive removals from class and office discipline referrals. Classroom Practices: Maintain objectivity and control when handling student misconduct. Use Corrective Behavior Intervention (PBSD 2464) for documenting classroom misbehavior. Consistently enforce SSC practices communicated to staff and students. Professional Development for Teachers: CRAMMS training for school counselors, mental health, and behavioral staff members. Majors versus minors training, including menu for responding to misbehavior. Classroom behavior intervention training (Harrell-Baker). Administrative Actions: Institute school-wide policy regarding fighting. Revise SSC Scripts to improve on current climate and culture. Create and distribute classroom management binder. CRAMMS skill-building program for students involved in fights, validated cases of bullying, and/or any other aggressive behavior toward peers/teachers (OSS/ISS days in abeyance).

4. How will school strengthen the PFEP to support undefined?

Communication	Parent Training	Staff Training (Related to Parent Engagement)	Accessibility (Accommodations for Parents with Special Needs)
<p>LSMS will strengthen our communication with parents and families by (1) engaging in and incentivizing updated parent contact information campaigns with our students, (2) making individual parent and family phone calls to inform them of important school events, and (3) providing teachers with structured time during each 9-week marking period to engage parents and families.</p>	<p>LSMS will strengthen our parent and family trainings by (1) adopting an integrated curriculum night approach addressing all tested areas, (2) focusing each night on the specific actions parents can take to support their child at that particular time of year, and (3) coordinate with school and non-school groups to enhance the climate of the sessions (e.g., Science Museum, Lake Shore Band, Cheerleading Team).</p>	<p>LSMS will strengthen staff trainings by focusing professional learning on the needs of underserved populations and their parents/families within the school - ELLs and SWDs.</p>	<p>LSMS will strengthen our accessibility by ensuring CLFs are readily available during school hours and during school events. We will also leverage our bilingual faculty, staff, and students to increase accessibility for all families.</p>

5. How will each stakeholder group strengthen the School-Parent Compact to support undefined?

School	Students	Parents
<p>LSMS will provide each student with an agenda book to serve as an organizational tool for students and means for communicating with parents and families.</p>	<p>Students will be expected to care for and use their LSMS agenda to log homework, assignment due dates, assessment dates, and other important events.</p>	<p>Parents will be expected to check their child's LSMS agenda each day to (1) ensure it is being used daily and (2) monitor their child's progress.</p>

#Science	2019	2020	2021	2022	2023 (Expected Outcomes)
Achievement	34	28	26	34	1

1. According to data, what are your top priorities? Include needs assessment statements.

Science state testing achievement for FY21 was 30.8 percent. District Winter Diagnostic Data is predicted to decrease from the FY21 SSA to FY22 SSA by 4.1 points. SWD achievement is predicted to increase by 0.1 points compared to a decrease of 4.1 points for the total population ELL achievement is predicted to increase by 6.3 points compared to a decrease of 4.1 points for the total population SWD students predicted to achieve a 3+ on the FY22 SSA is at 6.4 percent compared to 34.9 percent of the total population ELL students predicted to achieve a 3+ on the FY22 SSA is 3.3 percent compared to 34.9 percent of the total population

2. List the root causes for the needs assessment statements for your top priorities.

Lack of student connectedness to school and the lack of a comprehensive attendance plan have resulted in high rates of student absences. Lack of a comprehensive plan for building students' foundational skills in reading and math is contributing to a significant achievement gap across all tested areas for students with disabilities. Lack of a comprehensive professional development plan for instructing English language learners has contributed to significant achievement gaps across all tested areas. Lack of professional support for teachers and students by ESE and ESOL experts in the classroom has slowed down the closure of achievement gaps among SWDs and ELLs across all tested areas. Inconsistencies with the implementation of Single School Culture for Behavior has resulted in missed instructional time for SWDs due to excessive removals from class and office discipline referrals.

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5. How will each stakeholder group strengthen the School-Parent Compact to support undefined?

School	Students	Parents
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#SocialStudies	2019	2020	2021	2022	2023 (Expected Outcomes)
Achievement	53	63	62	53	1

1. According to data, what are your top priorities? Include needs assessment statements.

FY21 achievement was at 44.3 percent. Winter Diagnostic data shows civics achievement is predicted to increase from FY21 to FY22 by 14.2 points. SWD achievement in Civics is predicted to increase by 18.6 points compared to 14.2 for the whole group. ELL achievement is predicted to increase by 23 points compared to 14.2 points for the whole group. SWD students predicted to achieve a 3+ on the FY22 Civics EOC is at 38.2 percent compared to 64.8 percent of the total population. ELL students predicted to achieve a 3+ on the FY22 Civics EOC is at 46.4 percent compared to 64.8 percent of the total population.

2. List the root causes for the needs assessment statements for your top priorities.

Lack of student connectedness to school and the lack of a comprehensive attendance plan have resulted in high rates of student absences. Lack of a comprehensive plan for building students' foundational skills in reading and math is contributing to a significant achievement gap across all tested areas for students with disabilities. Lack of a comprehensive professional development plan for instructing English language learners has contributed to significant achievement gaps across all tested areas. Lack of professional support for teachers and students by ESE and ESOL experts in the classroom has slowed down the closure of achievement gaps among SWDs and ELLs across all tested areas. Inconsistencies with the implementation of Single School Culture for Behavior has resulted in missed instructional time for SWDs due to excessive removals from class and office discipline referrals.

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#Acceleration	2019	2020	2021	2022	2023 (Expected Outcomes)
Achievement	60	29	49	68	1

1. According to data, what are your top priorities? Include needs assessment statements.

Acceleration in FY19 was 68 percent and decreased to 40 percent in FY21. Diagnostic predicted data for FY22 shows achievement in acceleration at 60 percent.

2. List the root causes for the needs assessment statements for your top priorities.

Lack of student connectedness to school and the lack of a comprehensive attendance plan have resulted in high rates of student absences. Lack of a comprehensive plan for building students' foundational skills in reading and math is contributing to a significant achievement gap across all tested areas for students with disabilities. Lack of a comprehensive professional development plan for instructing English language learners has contributed to significant achievement gaps across all tested areas. Lack of professional support for teachers and students by ESE and ESOL experts in the classroom has slowed down the closure of achievement gaps among SWDs and ELLs across all tested areas. Inconsistencies with the implementation of Single School Culture for Behavior has resulted in missed instructional time for SWDs due to excessive removals from class and office discipline referrals.

3. Share possible solutions that address the root causes.

Increasing Achievement for ELLs - Lack of a comprehensive professional development plan for instructing English language learners has contributed to significant achievement gaps across all tested areas. Lack of professional support for teachers and students by ESE and ESOL experts in the classroom has slowed down the closure of achievement gaps among SWDs and ELLs across all tested areas. Classroom Practices: Increase ELLs English language production and peer interaction. Explicitly teach English language vocabulary and structures. Build on ELLs' background knowledge to increase comprehension. Increase ELL parent involvement. Increase writing opportunities for ELLs. Professional Development for Teachers: Creating a welcoming classroom environment for ELLs Overview of language acquisition Planning and facilitating peer interaction strategies Teaching English language vocabulary and structures Conducting successful parent conferences with bilingual families Improving writing skills for ELLs Administrative Actions: Ensure all Family Night activities are accessible to our families Incorporate cultural traditions of ELLs throughout school (e.g., bulletins, Universal Guidelines, etc.) Ensure ELL parents take on leadership roles (e.g., SAC) Single School Culture Coordinator provides ongoing coaching and support to ESOL and general education teachers in the implementation of ELL best practices introduced in professional development sessions Collaborative Communities will focus attention on ELLs and best practices in each session Monthly department meetings will maintain at least one agenda item related to the current professional development focus relative to ELL success Academic tutor support will be provided to ESOL inclusion classes Increase access to accelerated coursework for ELLs. Provide opportunities for parent conferences during PDDs and with the support of substitutes one half-day per semester. Lack of a comprehensive plan for building students' foundational skills in reading and math is contributing to a significant achievement gap across all tested areas for students with disabilities. Increasing Achievement for SWDs - Lack of professional support for teachers and students by ESE and ESOL experts in the classroom has slowed down the closure of achievement gaps among SWDs and ELLs across all tested areas. Classroom Practices: Implement co-teaching models that work in the inclusion setting. Implement positive behavior supports and SEL in the inclusion setting. Improve student self-efficacy for SWDs. Professional Development for Teachers: Planning for and implementing various co-teaching models Implementing positive behavior supports Implement strategies to improve SWD self-efficacy (SEL) Administrative Actions: Ensure all Family Nights include positive behavior support and self-efficacy information and activities Reading and Math coaches provide ongoing coaching and support to special and general education teachers in the implementation of SWD best practices introduced in professional development sessions Monthly department meetings will maintain at least one agenda item related to the current professional development focus relative to SWD success Implement a reward and incentive program for prosocial behavior in inclusion classes. Provide double-down support in all ELA, Math, and Civics inclusion classes. Incorporate self-efficacy in all aspects of the school. Provide personalized learning through intensive math for SWDs. Provide opportunities for parent conferences during PDDs and with the support of substitutes one half-day per semester. Increasing student attendance - Lack of student connectedness to school and the lack of a comprehensive attendance plan have resulted in high rates of student absences. Classroom Practices: Take roll regularly to collect accurate information about student attendance Support and fully implement school-wide system of incentives and reward for student attendance Communicate with parents the important of attendance Refer students who are chronically absent to SBT Professional Development for Teachers: Why We Teach Attendance Creating a Culture of Attendance Using Data for Intervention and Support Engaging Parents at Family Conferences Administrative Actions:

Establish an Attendance Team to address attendance. Develop and implement a school-wide system of incentives and reward for good attendance. Create a tiered system of supports for student absenteeism (e.g., >10%, >20%). Supplemental Intervention: CICO with attendance clerk for >10 percent absence in 9 week period for the subsequent 9 week period Intensive Intervention: Daily classroom first period check by attendance clerk for those students exhibiting >20 percent absence in a 9 week period for the subsequent 9 week period Home visits from Attendance Team for those students exhibiting a poor response to intensive intervention Create a visual board to track targeted students relative to attendance and supports Add attendance item to Instructional Leadership Team agenda for monthly monitoring Decreasing SWDs time out of class - Inconsistencies with the implementation of Single School Culture for Behavior has resulted in missed instructional time for SWDs due to excessive removals from class and office discipline referrals. Classroom Practices: Maintain objectivity and control when handling student misconduct. Use Corrective Behavior Intervention (PBSD 2464) for documenting classroom misbehavior. Consistently enforce SSC practices communicated to staff and students. Professional Development for Teachers: CRAMMS training for school counselors, mental health, and behavioral staff members. Majors versus minors training, including menu for responding to misbehavior. Classroom behavior intervention training (Harrell-Baker). Administrative Actions: Institute school-wide policy regarding fighting. Revise SSC Scripts to improve on current climate and culture. Create and distribute classroom management binder. CRAMMS skill-building program for students involved in fights, validated cases of bullying, and/or any other aggressive behavior toward peers/teachers (OSS/ISS days in abeyance).

4. How will school strengthen the PFEP to support undefined?

Communication	Parent Training	Staff Training (Related to Parent Engagement)	Accessibility (Accommodations for Parents with Special Needs)
<p>LSMS will strengthen our communication with parents and families by (1) engaging in and incentivizing updated parent contact information campaigns with our students, (2) making individual parent and family phone calls to inform them of important school events, and (3) providing teachers with structured time during each 9-week marking period to engage parents and families.</p>	<p>LSMS will strengthen our parent and family trainings by (1) adopting an integrated curriculum night approach addressing all tested areas, (2) focusing each night on the specific actions parents can take to support their child at that particular time of year, and (3) coordinate with school and non-school groups to enhance the climate of the sessions (e.g., Science Museum, Lake Shore Band, Cheerleading Team).</p>	<p>LSMS will strengthen staff trainings by focusing professional learning on the needs of underserved populations and their parents/families within the school - ELLs and SWDs.</p>	<p>LSMS will strengthen our accessibility by ensuring CLFs are readily available during school hours and during school events. We will also leverage our bilingual faculty, staff, and students to increase accessibility for all families.</p>

5. How will each stakeholder group strengthen the School-Parent Compact to support undefined?

School	Students	Parents
<p>LSMS will provide each student with an agenda book to serve as an organizational tool for students and means for communicating with parents and families.</p>	<p>Students will be expected to care for and use their LSMS agenda to log homework, assignment due dates, assessment dates, and other important events.</p>	<p>Parents will be expected to check their child's LSMS agenda each day to (1) ensure it is being used daily and (2) monitor their child's progress.</p>

Action Step	Professional Development	Budget Total: \$241,143.70
Acct Description	Description	
Single School Culture Coordinator	Single School Culture Coordinator to facilitate DFS, assessment analysis, standards based instruction, and planning for instruction; conducts coaching cycles and provides professional development	
Single School Culture Coordinator	Single School Culture Coordinator (Culture/Climate) to lead MTSS efforts, including SBTs, SwPBS, Attendance, Mentoring Program, Family Engagement, and ESP.	

Teacher Collaboration	Item				Teachers	Days	Hours	Weeks	Rate	Total
	Preschool - Out of contracted hours, planning for ELA, Math, ESOL, ESE and Reading classes to plan using the new BEST standards				20	1	4	2	\$25.00	\$4,000.00
Supplies	{ "type":1,"data":[] }									
Computer systems; non-cap	Item							Quantity	Cost	Total
	Facilitate data chats, credit recovery facilitation, parent conferences (portable), data tracking will be used by 2 Title I funded SSCCs							2	\$849.00	\$1,698.00

Action Step	Parent Engagement	Budget Total: \$53,418.89
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Acct Description		Description					
Community Resource Person	The Community Resource Person at Lake Shore Middle School shall coordinate the available community and school resources to students and families (and related activities) in order to better meet their needs						
Extra Duty Days - P.L. Teachers	10 extra duty days for Community Recourse person to coordinate community resources and allocate school-based resources to students at all grade levels and their respective families across the entire school year (and beyond) to remove barriers to learning and increase student outcomes. Also to create Powerful Partnerships with families through a variety of family engagement strategies to improve student achievement. ** 1 staff member, 8 hours, 10 events at \$17.06 based on District average salary.						
Consultants	Item			Quantity	Cost	Total	
	Scholastic Powerful Partnerships (Family Engagement) Provide training to bridge the gap between home community and school. They provide strategies and steps that will help build relational trust. 2 full day trainings (7.5 hrs each) will be provided, one in August and one in November. 52 staff will be trained and SAC and families will participate in data chats.			1	\$4,000.00	\$4,000.00	
Postage	Item				Quantity	Cost	Total
	Postage for PFE Parent newsletters and invitations to parent institutes conducted by Community Resource Person				19	\$60.00	\$1,140.00
Enrichment Programs	Item			Quantity	Cost	Total	
	Cox Science Center & Aquarium 2 times - October and Feb 2023			2	\$450.00	\$900.00	
Supplies	{ "type":1,"data":[] }						

Due and Fees	{ "type":1,"data":[] }
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Action Step	Classroom Instruction	Budget Total: \$186,821.16
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Acct Description	Description
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Classroom Teacher	Reading teacher 6-8 to provide literacy instruction to students scoring level 1 and/or 2 on ELA FSA
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Extra Periods	17 extra periods that allow research electives to be offered in the following content areas for remediation, as well as enrichment: Social Studies, Science (lab). Other subject areas include ELA, Math and Reading. This will allow lower student to teacher ratio, as well as expand offerings of electives.
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Online subscription	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%;">Item</th> <th style="width: 15%;">Quantity</th> <th style="width: 15%;">Cost</th> <th style="width: 20%;">Total</th> </tr> </thead> <tbody> <tr> <td>Study Island (Science) - Site License</td> <td style="text-align: center;">1</td> <td style="text-align: right;">\$4,125.00</td> <td style="text-align: right;">\$4,125.00</td> </tr> <tr> <td>Gizmos (Science) - Site License</td> <td style="text-align: center;">1</td> <td style="text-align: right;">\$2,567.5</td> <td style="text-align: right;">\$2,567.5</td> </tr> <tr> <td>Kami Extension - Site License</td> <td style="text-align: center;">1</td> <td style="text-align: right;">\$3,360.00</td> <td style="text-align: right;">\$3,360.00</td> </tr> <tr> <td>CoderZ - Site License</td> <td style="text-align: center;">1</td> <td style="text-align: right;">\$2,982.00</td> <td style="text-align: right;">\$2,982.00</td> </tr> <tr> <td>Popfizz - Site License</td> <td style="text-align: center;">1</td> <td style="text-align: right;">\$750.00</td> <td style="text-align: right;">\$750.00</td> </tr> <tr> <td>NewsELA - Site License</td> <td style="text-align: center;">1</td> <td style="text-align: right;">\$7,470.00</td> <td style="text-align: right;">\$7,470.00</td> </tr> </tbody> </table>				Item	Quantity	Cost	Total	Study Island (Science) - Site License	1	\$4,125.00	\$4,125.00	Gizmos (Science) - Site License	1	\$2,567.5	\$2,567.5	Kami Extension - Site License	1	\$3,360.00	\$3,360.00	CoderZ - Site License	1	\$2,982.00	\$2,982.00	Popfizz - Site License	1	\$750.00	\$750.00	NewsELA - Site License	1	\$7,470.00	\$7,470.00
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Out-of-system Tutors (Long Term)	Item							Tutors	Days	Hours	Weeks	Rate	Total
	At-risk youth will be provided extra support for remediation through small group instruction.							1	5	7	34	\$15.00	\$17,850.00
Out-of-system Subs	Item			Tutors	Days	Hours	Weeks	Rate	Total				
	Subs for Title I funded teacher			1	7	6.5	1	\$19.00	\$874.00				

Mission Statement

Create one statement that communicates the vision for parent and family engagement in a motivating way. The mission statement should:

- reflect the beliefs or values the school holds regarding the importance of family engagement;
- explain the purpose of the school's Parent and Family Engagement Plan;
- be written in parent-friendly language; and
- inspire stakeholders to be engaged and supportive of the program.

Mission Statement
The mission of the Lake Shore Middle School Parent and Family Engagement program is to foster an equal partnership between the school and families to increase student outcomes.

Involvement of Stakeholders

Describe how the school will engage stakeholders (parents, families, school personnel, District staff and community) in the planning, development, review, implementation and improvement of the Title I Schoolwide Plan. Include decisions regarding how funding will support parent and family engagement. All SAC meetings should have Title I as a standing agenda item and discussion of such is reflected in the minutes to ensure compliance is met. (Note: Evidence of stakeholder input during the CNA process is available in the CNA Launcher.)

1. List the name and title for each member/stakeholder responsible for the development and the implementation of the CNA, SWP, PFEP and School-Parent Compact.	
Name	Title
Jessica Lash	Assistant Principal
Shaun Schwartztrauber	Assistant Principal
Frequineshia Jackson	Parent
Phyllis Handford	Single School Culture Specialist
Catisia Williams	Reading Coach
Valerie Young	Science Department Chair
Ramona Walker	Learning Team Facilitator
Dr Carl Gibbons	Principal

2. What are the procedures for selecting members representing all stakeholders? Describe the process for selecting members.

Faculty and staff participated in PFEP meeting through collaborative communities. Parents were surveyed a parent night. All attendees participated

3. How will stakeholders be involved in jointly developing the Schoolwide Plan (CNA/SWP/PFEP)? Include details of meeting dates and times.

A copy of last years planned was provided, reviewed, and revised based on feedback. Collaborative Communities were held the week of February 14th through February 25th and the parent night was held on February 16, 2023.

4. How did stakeholders provide input as to how Title I funding will support parent and family engagement? Include the outcome.

All stakeholders were asked to contribute to the discussion regarding next steps based on our needs-assessment. The outcome was that it was determined that viewing family engagement as a strategy and building relational trust with families through a consultant fee with scholastic powerful partnerships.

5. List the name and title for each member/stakeholder responsible for ongoing monitoring of the implementation of SWP and PFEP.

Name	Title
Jessica Lash	Assistant Principal
Shaun Schwartztrauber	Assistant Principal
Magnolia Montilla	Single School Culture Specialist
Dr Carl Gibbons	Principal
Type in the name of member/stakeholder	Type in the title of member/stakeholder

Annual Meeting

All parents and families are invited and encouraged to attend the Title I Annual Meeting, at a convenient time, to learn about the school's Title I programs, requirements and the rights of Title I parents.

Describe the steps the school will take to conduct an effective Annual Meeting. The meeting should inform parents about:

- What it means to be a Title I School;
- The school's Title I Schoolwide Plan;
- Parent and Family Engagement Plan, including the School-Parent Compact;
- Special programs such as Migrant Education and McKinney-Vento;
- Parent's Right-to-Know; and
- Other opportunities for parents.

Brief Narrative
1. What is the actual date, time and location of the Annual Meeting?
Thursday, October 20, 2022 at 6:00pm in the media center.
2. How will you notify parents, teachers and the community of the Annual Meeting? Be specific (school website, marquee, call-out, newsletter, invitations, etc.).
Parents will be notified via Parent Link, Website communications, and social media.
3. What resources will be prepared for the Annual Meeting? List materials or supplies needed to host the meeting.
Chart paper for signs at entrances/exits and displays, pens/pencils, and highlighters, presentations, compacts, and PFEP.

Staff Trainings

Describe the professional development trainings you will provide to build the capacity of teachers and other support personnel to understand the value and contribution of parents/families, build ties between parents and school staff, effectively reach out to, communicate with and work with families as equal partners in order to improve student achievement.

Staff Training for Parent and Family Engagement #1 (PFEPStep4)

Name of Training	What specific strategy, skill or program will staff learn to implement with families?	What is the expected impact of this training on family engagement?	What will teachers submit as evidence of implementation?	Month of Training	Responsible Person(s)
Building partnerships with families	Facilitate student lead data chats.	Students will be able to lead data chats with their parents.	Parent contact logs, conference notes, data chat logs	August	Shaun Schwartztrauber

Staff Training for Parent and Family Engagement #2 (PFEPStep4)

Name of Training	What specific strategy, skill or program will staff learn to implement with families?	What is the expected impact of this training on family engagement?	What will teachers submit as evidence of implementation?	Month of Training	Responsible Person(s)
Project Success Parent Workshop	Effectively engaging families of troubled youth.	Teachers and staff will be able to engage families of troubled youth to form a partnership that serves to re-mobilize the child in their schooling.	Parent Conference Forms to show participation.	November	DATA Coach

Parent Trainings

Describe the trainings you will offer parents and families that will build their capacity to support learning at home to improve student academic achievement. Trainings must focus on skills that parents and families can use to extend learning at home, support students in meeting challenging state standards and monitor their child's academic progress.

Parent and Family Capacity Building Training #1 (PFEPStep6)							
Name of Training	What specific strategy, skill or program will parents learn to implement with their children at home?	Describe the interactive hands-on component of the training.	What is the expected impact of this training on student achievement?	Date of Training	Responsible Person(s)	Resources and Materials	Will use funds for refreshments as noted in SWP: <input type="radio"/> Yes <input checked="" type="radio"/> No Amount \$0.00
Family Engagement Night #1	To support student learning at home, parents will be able to check their child's grades and assignments as well as communicate with their teachers.	To support student learning at home, parents will be able to check their child's grades and assignments as well as communicate with their teachers.	Parents will be better informed of their child's progress along with their course activities. This will help ensure the student's academic success.	August	Jessica Lash	SIS Packets	

Parent and Family Capacity Building Training #2 (PFEPStep6)							
Name of Training	What specific strategy, skill or program will parents learn to implement with their children at home?	Describe the interactive hands-on component of the training.	What is the expected impact of this training on student achievement?	Date of Training	Responsible Person(s)	Resources and Materials	Will use funds for refreshments as noted in SWP: <input type="radio"/> Yes <input checked="" type="radio"/> No Amount \$0.00
Family Engagement Night #2	To support student learning at home, parents will be able to practice hands on math skills.	South Florida Museum and Aquarium will provide STEM related hands on activities for families, including easy to use activities in the home (hands-on and online). Literacy and Math strategies for the home will also be shared.	Parents and students will walk away with easy to implement activities to use at home to practice their math and numeracy skills. this will help increase skills on math tests.	November	Jessica Lash	Pencils, paper	

Parent and Family Capacity Building Training #3 (PFEPStep6)

Name of Training	What specific strategy, skill or program will parents learn to implement with their children at home?	Describe the interactive hands-on component of the training.	What is the expected impact of this training on student achievement?	Date of Training	Responsible Person(s)	Resources and Materials	Will use funds for refreshments as noted in SWP: <input type="radio"/> Yes <input checked="" type="radio"/> No Amount <input type="text" value="\$0.00"/>
Family Engagement Night #3 (STEM)	To support student learning at home, parents will be able to check their child's grades and assignments as well as practice hands on science skills.	South Florida Museum and Aquarium will provide STEM related hands on activities for families, including easy to use activities in the home (hands-on and online). Test taking strategies will be shared given the timing of this Night.	Parents and students will walk away with easy to implement activities to use at home to practice their science and numeracy skills. Parents will also learn strategies to prepare their children for the rigors of FSA/EOC testing.	February	Jessica Lash	pencils, paper, Science center	

Coordination and Integration

Describe how your school collaborates with other federal programs, District departments, the business community, library systems and other governmental and non-governmental organizations to provide integrated parent and family engagement opportunities. Identify the three (3) most relevant agencies/organizations that support your school's parent and family engagement goal.

Partnership #1

Name of Agency	Describe how agency/organization supports families.	Based on the description list the documentation you will provide to showcase this partnership.	Frequency
Migrant Education Program	Migrant Education provides extended learning opportunities in all core subject areas for our migrant students as well as school supplies	Tutorial schedule, attendance logs, invitations, emails and migrant brochures.	on-going

Partnership #2

Name of Agency	Describe how agency/organization supports families.	Based on the description list the documentation you will provide to showcase this partnership.	Frequency
Drug Abuse Treatment Association	A counselor from this agency works closely with students and focuses on reducing risk factors generally associated with the progression of substance abuse use and mental health problems. The counselor also does home visits and participates in SBT and Wellness meetings.	LSMS Continuum of support guide, SBT/Wellness meeting calendar invites, Wellness Meeting Agendas, Permission slips	on-going

Partnership #3

Name of Agency	Describe how agency/organization supports families.	Based on the description list the documentation you will provide to showcase this partnership.	Frequency
Communities in Schools of Palm Beach County	A counselor from the agency monitors student achievement and strengthens student problem solving skills. Duties include individual and group counseling, home visits, assistance for parents and getting involved in their their child's education. The counselor also attends SBT and Wellness meetings.	LSMS Continuum of support guide, SBT/Wellness meeting calendar invites, Wellness Meeting Agendas, Permission slips, fliers.	1

Communication

After reflecting on the stakeholder input meeting, training evaluations and analysis of events, describe the process that your school will use to provide timely and easy to understand updates to parents and families on Title I programs, curriculum, assessments and student progress/proficiency level information.

<p>1. Describe how school will provide parents and families with timely information about the Title I programs, meetings and other activities in a format and language parents can understand. Consider Title I programs such as tutoring, mentoring, parent/family trainings.</p>	<p>List evidence that you will upload based on your description.</p>
<p>Parents will be notified via Parent Link, flyers, school marquee, and direct phone calls home. Fliers will be sent home in multiple languages.</p>	<p>Flyers, call logs and invitations</p>
<p>2. Describe how school will inform parents about the curriculum and proficiency levels students are expected to meet.</p>	<p>List evidence that you will upload based on your description.</p>
<p>Parents invited to Curriculum Nights to learn about course standards, FSA/EOC achievement levels, and school grading policies.</p>	<p>Sign In Sheets, flyers, handouts, images.</p>
<p>3. Describe how school will inform parents about forms of academic assessments used to measure student progress and achievement levels of State academic standards.</p>	<p>List evidence that you will upload based on your description.</p>
<p>Parents will be notified via curriculum at the school progress reports, parent portal, report cards, and data chats.</p>	<p>Progress reports, report cards, conference notes, meeting/training documents.</p>
<p>4. Describe how school will inform parents about opportunities to participate in decision-making related to the education of their children.</p>	<p>List evidence that you will upload based on your description.</p>
<p>Parents will be invited to attend SAC, Title I, and Stakeholder meetings to participate in evaluating and revising the Compact and PFEP.</p>	<p>Sign Ins, Flyers, Handouts, Images</p>
<p>5. Describe how the school will offer flexible meeting dates and times or trainings, activities and events to remove barriers for attendance.</p>	<p>List evidence that you will upload based on your description.</p>
<p>The school will offer trainings and events at different times throughout the school year. A virtual option will be made available for stakeholders who are unable to attend in person. This will increase attendance.</p>	<p>Sign In Sheets, Flyers, Handouts, images.</p>

Accessibility

It is important to address barriers that hinder families' participation in activities. After considering information gathered at your parent input meetings, describe how you ensure parents and families in the special categories below are able to fully participate in school meetings, trainings, activities and events.

Describe the accommodations the school will provide for each subgroup of parents listed below.

1. Parents and families with limited English proficiency	List evidence that you will upload based on your description.	File Attachments
Community language facilitators and translated signage/activities will be available for families.	Handouts, Flyers, activity images.	
2. Parents and families with disabilities	List evidence that you will upload based on your description.	File Attachments
Staff will be available to assist parents and families, as needed, with participating in the activities. Handicap parking is available and meetings will be held on first floor. Sign language Interpretors will be called upon as needed.	Flyers and images	
3. Families engaged in migratory work	List evidence that you will upload based on your description.	File Attachments
School counselors, ESOL staff, and case manager will work with families to ensure instructional continuity and support services. We will refer families to Migrant Dept as needed.	Logs, images, flyers, emails to District Migrant Dept	
4. Families experiencing homelessness	List evidence that you will upload based on your description.	File Attachments
School will work in collaboration with MVP contact at the District to ensure the needs of students experiencing homelessness are met.	Flyers, Handouts, Images and correspondence with District MVP staff	

Other Activities

List other activities, including additional parent and family trainings, which are planned to strengthen parent and family engagement at your school. Title I funds may not be used to purchase food for these activities.

Activity #1

Name of Activity	Brief Description
N/A	N/A

Activity #2

Name of Activity	Brief Description
N/A	N/A

Activity #3

Name of Activity	Brief Description
N/A	N/A

Building Students' Non-Academic Skills

How do you build students' skills outside of academic subject areas? Include descriptions of:

- Build coping skills;
- Address social/ emotional needs;
- Foster a growth mindset;
- Teach resilience and persistence;
- Promote healthy habits;
- Promote positive behavior;
- Develop students organizational skills;
- Build strong study habits;
- Build character; and / or
- Develop a sense of service for others.

The social-emotional needs of all students are being met through the use of counseling, mentoring and other student services. Students are able to request to receive guidance services through the Counselor's Corner during their designated lunches. Multiple mentoring groups are available to students during school, after school, and on designated Saturdays. A variety of students services are offered in our Students Services building. The School Based Team (SBT) meets on a regular basis to discuss students who are experiencing barriers to their academic and social success. School personnel link students to agencies who have Cooperative Agreements or are on campus, Teen Outreach Program, DATA, etc.); engage with school counselors and school-based team leaders to provide a differentiated delivery of services based on the needs of the students and the school. Students will also be able to receive support services from our MTSS Coach. Data is utilized to make decisions to close academic, social-emotional, and college-career equity gaps by connecting all students with the services they need. The social and emotional needs of students will also be met through grade level assemblies, modeling expected behavior, and various campus activities. AVID implementation provides students with the inquiry based learning and organizational skills necessary to achieve at high levels. Our SwPBS initiative provides clear expectations to students on appropriate conduct in school. We have posted Universal Guidelines for Success in all areas of the school (in Creole, English, and Spanish). We also provided behavior instruction in the beginning of the year using our Single School Culture scripts. Our parent liaison will also visit local parent resource centers for ideas to enhance our program.

SBT/MTSS Implementation

Describe your implementation of a tiered model of support (SBT/MTSS).

- Identify students for tiered support;
- Determine supports needed;
- Implement support; and
- Track students' progress.

Lake Shore Middle School utilizes the School Base Team (SBT) process to assess the needs of the students and the barriers hindering their success (Data-Driven Decision Making). Examples of barriers would include attendance, course failure, behavior, etc. Intervention strategies are used to improve performance of students who are experiencing two or more early warning indicators include, but are not limited to: implementation of academic planning team to problem solve and create action plans, implementing tutorials, student-teacher data chats, and goal setting. The school has notification procedures for parents, agencies, and community outreach programs. The social-emotional needs of all students are being met through the use of counseling, mentoring and other student services. Guidance counselors are present during each grade level lunch so students are able to request guidance services. Multiple mentoring groups are available to students during school, after school, and on designated Saturdays. A variety of students services are offered in our Students Services building. The School Based Team (SBT) meets on a regular basis to discuss students who are experiencing barriers to their academic and social success. School personnel link students to agencies who have Cooperative Agreements or are on campus (Teen Outreach Program, DATA, etc.); engage with school counselors and school-based team leaders to provide a differentiated delivery of services based on the needs of the students and the school. Data is utilized to make decisions to close academic, social-emotional, and college-career equity gaps by connecting all students with the services they need. The social and emotional needs of students will be met through grade level assemblies, modeling expected behavior, and various campus activities. The school-based MTSS Leadership Team is comprised of the following members: principal, assistant principals, ESE contact, ELL contact, classroom teacher, RTI/Inclusion Facilitator, Single School Culture Coordinator, and guidance staff. The Glades Regional Support Team will support in the RTI process when such services will lend to the situation. The principal provides a common vision for the use of data-based decision-making to ensure that a sound, effective academic program is in place, a process to address and monitor subsequent needs is created, the School Based Team (SBT) is implementing RTI processes, fidelity of implementation of intervention support is documented, adequate professional development to support RTI implementation is provided, and effective communication with parents regarding school-based RTI plans and activities occurs. Tier I students receive core instruction using the gradual release of responsibility and support services from school counselors. Tier II students receive supplemental reading and math course work. These students are identified using FSA reading and math data. They are progress monitored using Reading Plus and VMath. Tier III students receive intensive support through targeted small group instruction from academic tutors and classroom teachers. They are progress monitored in collaboration with our school psychologist and school counselors using the various tools available on our campus.

Provision of a Well-Rounded Education

How do you ensure all students are provided with a well-rounded education including enrichment opportunities? Describe:

The process used to determine core instructional needs (data).How the school ensures instruction is aligned to standards.Courses / electives that are not considered core- content.Courses / electives that are focused on job skills. Opportunities to extend learning time.How the school connects classroom learning to world applications How extra curricular opportunities enrich the students' education.

**The term "well - rounded education" means courses, activities, and programming in subjects such as English, reading or language arts, writing, science, technology, engineering, mathematics, foreign languages, civics and government, economics, arts, history, geography, computer science, music, career and technical education, health, physical education, and any other subject, as determined by the State or local educational agency, with the purpose of providing all students access to an enriched curriculum and educational experience. [ESSA, section 8101 (52)].*

Lake Shore Middle School ensures all students are provided with a well-rounded education including enrichment opportunities by involving students in the academic process. Students are able to articulate their academics targets, analyze their own data, derive feedback, and develop their plan for learning that they will take ownership of. Students also become partners in the assessment process and are able to facilitate student led data chats and conferences regarding their academic performance and achievement. We offer many of our students are enrolled on the AVID (Advancement Via Individual Determination) course where the focus is on exposing students to the possibility of attending college to extend their education. Our medical sciences program offers students pre-medical instruction that serves as a bridge to high school medical programs and college programs. We also offer a STEM coding and robotics program which immerses students in critical thinking, collaboration, creativity and communication. We also offer band and visual arts.

Post-secondary Opportunities and Workforce Readiness

How do you build students' awareness of and readiness for post-secondary opportunities and the workforce? Consider the following examples:

- College awareness/ readiness curricula and programs;
- Building pathways to rigorous coursework;
- Accelerated course offerings (AMP, Honors, AP, AICE, IB);
- Dual enrollment opportunities;
- Career and technical courses;
- ACT / SAT prep programs;
- Project based learning opportunities;
- Job skills development (collaboration, critical thinking);
- ROTC programs;
- Career Days or guest speakers; and
- Job shadowing, field experiences, clinicals.

One strategy that Lake Shore Middle School uses to support student achievement to improve student readiness for the public post-secondary level is expanding AVID sections and offering Advanced Course sections in Math, Language Arts, Social Studies and Science . Based on student readiness, students are enrolled in high school course that allow them to enter high school with credits (i.e Algebra 1, Physical Science, and Coding). Data is utilized to ensure that all students meet college readiness standards and then targeted tutoring based on the data is provided. Another strategy that is used is providing informational sessions that explain the benefits of being college ready (no prep or remedial classes). Students from Lake Shore Middle School will be equipped with the necessary knowledge for the public post-secondary level due to our implementation of offering strategies classes, student needs assessment and reviews conducted by the School Based Team, college and career readiness workshops for students and parents, and classroom guidance and individual counseling sessions with students. Our School Based Team reviews and provides assistance to students, counselors conduct classroom guidance and individual counseling sessions with students, and parent meetings will (i.e. parent academies) explain important role parental involvement plays in assisting students with being ready for college. We offer medical sciences, AVID, band, and Art.

Transition from Early Childhood Education Programs to Elementary School

Elementary Schools: Describe the strategies used to assist preschool students in transitioning from early childhood education programs to elementary school. Consider:

- Headstart programs
- VPK on campus
- Bridges Program
- Meetings at local preschool programs to provide information to rising Kindergartners' parents
- Kindergarten Round- up
- Pre - K parent trainings throughout the school year to provide Kindergarten readiness strategies
- On - site school tours for new kindergarten families
- Early school year start / summer program for incoming Kindergarteners
- Staggered start
- Meet the teacher
- Kindergartener for a day for pre- K students
- Looping from Pre- K to K
- Collaboration with local preschools to develop readiness skills

Not Applicable

Professional Development

In addition to Title I funded professional development listed in the CNA/Strategies section, what other opportunities are provided for teachers, tutors, paraprofessionals, and instructional coaches to improve delivery of instruction and the use of data to support instructional decisions? Consider:

- Regional Support
- District Curriculum Support
- Conferences(AVID, content specific, STEM, AP / IB / AICE, etc)
- APTT
- Peer Observation Program using Palm Beach Model of Instruction
- Mentoring
- PAR Teacher
- Online workshops
- Professional book study
- Consultants
- Multicultural and ESE trainings

Additional teacher development is needed to increase rigorous instruction and instructional delivery methods that will accommodate different learning styles and build sense of self-efficacy. Provide teachers with professional development through the coaching cycle, Professional Learning Communities, Department Planning Meetings. Members of the Regional Support and District Curriculum Support teams provide ongoing professional development and support to our teachers. PD opportunities include, but are not limited to: the instructional coaches providing professional development during collaborative communities, district Professional Development Days, and department meetings; opportunities where administration will provide release time for teachers to attend school-based and district mandated workshops and trainings during the school day based on specified curricular needs; staff participating in post-school planning; and opportunities to participate in professional development with AVID and other programs and special interest area that will enhance professional growth and increase student achievement. Teachers participated in a Multicultural (ELL) professional development and an ESE professional development session at the beginning of the school year. Our SSCCs provide ongoing embedded professional learning and coaching cycles for teachers. Specifically, they facilitate collaborative communities, planning days, data analysis, share best practices, and provide school-wide professional development. Take Stock in Children will visit our campus four times during the year to present college pathways to parents and students.

Recruitment and Retention of Effective Educators

How do you recruit and retain effective teachers (particularly in high need subjects)? Consider:

Recruitment:

- Job Fairs
- Collaboration with HR and Region Office
- Intern Teachers, Interim Teachers, Substitutes, Academic Tutors (Grow Your Own)
- Word of Mouth
- Glades Supplement
- Other Incentives such as signing bonuses and pay for performance

Retention:

- Orientation
- Mentoring / Peer Teacher
- Teaching Team with Team Leaders
- Collaborative Planning
- Department Chairs
- Coaching Support
- School / Employee Morale
- Professional Development
- Open Door Policy
- Opportunities for part- time pay such as tutoring

Our school recruits and retains highly qualified, certified-in field, and effective teachers to the school by ensuring that all teachers receive relevant professional training, common planning time, and receive a support system that includes veteran mentor and buddy teachers. Additionally, we seek assistance from the Department of Recruitment and Retention to provide advice and leads on potential candidates. Personnel from our school attends local and district sponsored job fairs. Our school-based Educator Support Program (ESP) partners new teachers with veteran staff. We provide ongoing professional development: Marzano, AVID, Reading Plus, SwPBS, CHAMPS, Blender, EDW, SIS, and Content Literacy Strategies. Regular meetings with new teachers and administration allows for conversations regarding topics related to, but not limited to classroom management, differentiated instruction, etc. The Glades Supplement is provided to supplement income. Opportunities to earn extra pay for club sponsorship, extra curricular activities, tutoring, and collegial planning after contract hours are also offered.

