Title I Comprehensive Schoolwide Plan
LAKE SHORE MIDDLE SCHOOL (1232)

ELA

Using your recording templates from your CNA discussions respond to each item in detailed.

1. List prioritized needs statements.

ELA State testing achievement for FY22 was 26.5 percent. Fast Progress Monitoring 2 data indicates that 31.9 percent of students are on track to score a level 3 or above by the end of the year, thus showing an increase of 5.4 points. Subgroup data shows that 10.2 percent of ESE students (achievement gap: 21.7 points) are predicted to score a level 3 or higher. Subgroup data shows that 19.1 percent of ELLs (achievement gap: 12.8 points) are predicted to score a level 3 or higher.

2. List the root causes for the needs assessment statements you prioritized.

-Students have limited vocabulary and comprehension skills -Teachers need additional training on standards and delivering more rigorous instruction -Students have a deficit in foundational skills -Limited reading stamina for students -Lack of a comprehensive plan for building students' foundational skills in reading 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.

-Professional development for teachers targeting rigor in the classroom and differentiated instruction -Smaller class sizes -Targeted instruction for extra practice and remediation -Additional resources for students and classrooms -Organizational resources -Programs to provide real world experiences and exposure through technology -Home/School connection to ensure completion of homework and reading takes place outside of school hours -Provide resources in native languages

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

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.

• Parent Training

LSMS will strengthen our parent and family trainings by (1) adopting an integrated curriculum night approach addressing ELA and (2) focusing each night on the specific actions parents can take to support their child at that particular time of year.

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

• School

School will provide opportunities for bi-weekly data chats with parents and students with our community resource liaison. These data chats will be called "Technology Tuesdays".

• Students

Students will lead data chats with parents and our community resource liaison.

• Parents

Parents will participate in data chats with our community resource liaison.

• Staff Training

-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. -LSMS will provide staff training how to create personal and purposeful relationships with families

• Accessibility

> 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. Migrant resource teacher will continue support students through data chats.

Math

Using your recording templates from your CNA discussions respond to each item in detailed.

1. List prioritized needs statements.

> Math State testing achievement for FY22 was 26.5 percent. Fast Progress Monitoring 2 data indicates that 39.7 percent of students are on track to score a level 3 or above by the end of the year, thus showing an increase of 14.1 points. Subgroup data shows that 15.7 percent of ESE students (achievement gap: 24 points) are predicted to score a level 3 or higher. Subgroup data shows that 32.6 percent of ELLs (achievement gap: 7.1 points) are predicted to score a level 3 or higher.

2. List the root causes for the needs assessment statements you prioritized.

> Lack of foundational knowledge and basic math skills Lack of understanding of terminology used in math Students inability to extract valid information when working on math concepts 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 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.

-Provide resources for remediation such as multiplication flashcards -Provide opportunities for hands on math (manipulatives/stem) -Decrease class sizes to allow for more differentiated instruction -Have regular data chats with students and have them track their progress -Professional development for teachers for scaffolding strategies, content and best practices -Supplemental resources for exposure to make up for students' lack of prior knowledge -Targeted small group instruction -Remediation and extra practice -Organizational skills taught

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

• Communication

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.

• Parent Training

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).

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

• School

School will provide opportunities for bi-weekly data chats with parents and students with our community resource liaison. These data chats will be called "Technology Tuesdays".

• Students

Students will lead data chats with parents and our community resource liaison.

• Parents

Parents will participate in data chats with our community resource liaison.

• Staff Training

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.

• Accessibility

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.

Science

Using your recording templates from your CNA discussions respond to each item in detailed.

1. List prioritized needs statements.

Science State testing achievement for FY22 was 26.7 percent. Fast Progress Monitoring 2 data indicates that 23 percent of students are on track to score a level 3 or above by the end of the year, thus showing a decrease of 3.7 points. Subgroup data shows that 8.9 percent of ESE students (achievement gap: 14.1 points) are predicted to score a level 3 or higher. Subgroup data shows that 11.8 percent of ELLs (achievement gap: 11.2 points) are predicted to score a level 3 or higher.

2. List the root causes for the needs assessment statements you prioritized.

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.

3. Share possible solutions that address the root causes.

-Provide opportunities for hands on experiments to make real world connections (STEM experiences) -Utilize technology to enhance experiences - Have regular data chats with students -Professional development for teachers to familiarize themselves with standards. -Supplemental resources for exposure to make up for students' lack of prior knowledge -Targeted small group instruction -Remediation and extra practice -Organizational skills taught

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

• Communication

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.

• Parent Training

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).

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

• School

School will provide opportunities for bi-weekly data chats with parents and students with our community resource liaison. These data chats will be called "Technology Tuesdays".

• Students

Students will lead data chats with parents and our community resource liaison.

• Parents

> Parents will participate in data chats with our community resource liaison.

• Staff Training

> 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.

• Accessibility

> 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.

Social Studies

Using your recording templates from your CNA discussions respond to each item in detailed.

1. List prioritized needs statements.

> Civics State testing achievement for FY22 was 58.5 percent. Fast Progress Monitoring 2 data indicates that 57.8 percent of students are on track to score a level 3 or above by the end of the year, thus showing a decrease of 0.7 points. Subgroup data shows that 37.8 percent of ESE students (achievement gap: 20 points) are predicted to score a level 3 or higher. Subgroup data shows that 50.7 percent of ELLs (achievement gap: 7.1 points) are predicted to score a level 3 or higher.

2. List the root causes for the needs assessment statements you prioritized.

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.

-Professional development for teachers to familiarize themselves with standards -Supplemental resources for exposure to make up for students' lack of prior knowledge -Targeted small group instruction -Remediation and extra practice -Organizational skills taught

4. How will school strengthen the PFEP to support Social Studies?

• Communication

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.

• Parent Training

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).

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

- School

School will provide opportunities for bi-weekly data chats with parents and students with our community resource liaison. These data chats will be called "Technology Tuesdays".

- Students

Students will lead data chats with parents and our community resource liaison.

- Parents

Parents will participate in data chats with our community resource liaison.

- Staff Training

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.

- Accessibility

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.

Acceleration Success

Using your recording templates from your CNA discussions respond to each item in detailed.

1. List prioritized needs statements.

Math State testing achievement for FY22 was 26.5 percent. Fast Progress Monitoring 2 data indicates that 39.7 percent of students are on track to score a level 3 or above by the end of the year, thus showing an increase of 14.1 points. Subgroup data shows that 15.7 percent of ESE students (achievement gap: 24 points) are predicted to score a level 3 or higher. Subgroup data shows that 32.6 percent of ELLs (achievement gap: 7.1 points) are predicted to score a level 3 or higher.

2. List the root causes for the needs assessment statements you prioritized.

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 - 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. 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 - 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: 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 - 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: 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.

4. How will school strengthen the PFEP to support Acceleration Success?

• Communication

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.

• Parent Training

Informational training on the rigor of accelerated courses and homework requirements to ensure student success in these courses.

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

• School

School will provide opportunities for bi-weekly data chats with parents and students with our community resource liaison. These data chats will be called "Technology Tuesdays".

• Students

Students will lead data chats with parents and our community resource liaison.

• Parents

Parents will participate in data chats with our community resource liaison.

- Staff Training

> How to talk to your parents about the demands of accelerated courses and show them how to support their students.

- Accessibility

> 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.

Action Step: Classroom Instruction

Provide differentiated, small group, and individualized instruction and the opportunity for engaging educational and enrichment activities to increase achievement while building students as a whole.

Budget Total: $168,715.25

Acct Description	Description								
Out-of-system Tutors	**Item**	**Quantity**	**Rate**	**Days**	**Hours**	**Weeks**	**Certified**	**Type**	**Total**
	Math Long Term Tutor for targeted intervention grades 6-8 for push in and pull out	1	$17.00	5	7	34	Non-Certified w/ Degree	Original	$20,230.0
	Reading Long Term Tutor for targeted intervention grades 6-8 for push in and pull out	1	$15.00	5	7	34	Non-Certified	Original	$17,850.0

Acct Description	Description
Out-of-system Subs	<table><tr><th>Item</th><th>Quantity</th><th>Rate</th><th>Days</th><th>Hours</th><th>Weeks</th><th>Type</th><th>Total</th></tr><tr><td>Subs for reading teacher position #10104477</td><td>1</td><td>$19.00</td><td>7</td><td>6.5</td><td>1</td><td>Original</td><td>$865.00</td></tr></table>
Extra Periods	To provide additional sections of math foundations and expand reading intensive to include more level 2 students; also to help reduce class sizes to meet class size requirements. As well as other core content areas GR 6-8 5 teachers all year @ $4,500 each = $22,500.00
Classroom Teacher	Reading Teacher to reduce class size to provide literacy instruction to students scoring level 1 and/or 2
Supplies	(see supplies table below)

Supplies

Item	Quantity	Rate	Supply Type	Type	Total
Earbuds	500	$1.83	Technology	Original	$915.00
Ink - classroom printers	2	$294.99	Technology	Original	$589.98
expo markers	10	$32.54	General Supplies	Original	$325.40
Pencils	50	$14.77	General Supplies	Original	$738.50
Paper - Case	35	$44.61	General Supplies	Original	$1,561.3
Allocation differential based on survey 3 data - may be itemized or moved on or after July 1, 2023	1	$607.75	General Supplies	Original	$607.75
calculators	15	$9.36	Manipulatives	Original	$140.40

Acct Description	Description					
	Item	**Quantity**	**Rate**	**Supply Type**	**Type**	**Total**
	File folders	5	$41.42	General Supplies	Original	$207.10
	highlighters	25	$10.62	General Supplies	Original	$265.50
	pocket folders	28	$3.27	General Supplies	Original	$91.56
	Notebooks	750	$1.91	General Supplies	Original	$1,432.5
	Misc	1	$0.21	General Supplies	Original	$0.21
Online subscription	**Item**	**Quantity**	**Rate**	**Type**	**Total**	
	CoderZ - site license - STEM GR 6-8 Approx 100 students	1	$3,960.00	Original	$3,960.00	
	Popfizz- site license - STEM GR 6-8 approx 100 students	1	$750.00	Original	$750.00	

Action Step: Parent Engagement

Parents will be provided with ongoing communication, community resources, and trainings to support academic learning at home.

Budget Total: **$41,333.00**

Acct Description	Description				
Enrichment Contracts	**Item**	**Quantity**	**Rate**	**Type**	**Total**
	Cox Science Center and Aquarium - Provide STEM related hands-on activities for families during two Family Nights. Oct and Jan	2	$485.00	Original	$970.0
Consultants	**Item**	**Quantity**	**Rate**	**Type**	**Total**
	Scholastic Powerful Partnerships - Provide consulting services and professional development to our Community Resource Person; CRP will then provide monthly seminars and data chats for families; CRP will provide professional developmet to school faculty and staff. Aug - Feb	1	$2,000.00	Original	$2,000.0
Community Resource Person	To forge powerful partnerships with families and the community to support all students' needs; emphasis o those who require additional support identified via SBT, ESOL Contact, ESE Contact, and by request.				

Action Step: Professional Development

Teachers will be provided job embedded professional development for the purpose of data review, curriculum planning, and instructional practice based on the needs of the school.

Budget Total: **$226,924.00**

Acct Description	Description
Single School Culture Coordinator	To provide instructional coaching, PLC facilitation, professional development for teachers; provide direct instructional support to students; work in concert with Community Resource Person; Lead Choice and Career/Technical Education initiatives.

Acct Description	Description
Single School Culture Coordinator	To oversee and facilitate our MTSS (e.g., SBT and SwPBS); provide instructional coaching, PLC facilitation, professional development for teachers; provide direct instructional support to students; work in concert with Community Resource Person.
Teacher Collaboration	

Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
Plan standards-based lessons using the Backwards Design process; embedded PD on instructional strategies and standards-based instruction - Social Studies, ELA, Math, Reading, Science, STEM	25	$25.00	1	1	12	Certified	Original	$7,500.0

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.

1. 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 succes in and outside of school.

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.)

Name	Title
Dr Lakisha Burden	Assistant Principal
Shaun Schwartztrauber	Assistant Principal
Frequineshia Jackson	Community Resource Person
Phyllis Handford	Single School Culture Specialist
Catisia Williams	Reading Coach
Valerie Young	Science Department Chair
Rachel D'Ausilio	Learning Team Facilitator
Dr. Carl Gibbons	Principal
Rachel Lutz	Single School Culture Specialist
Lorena Gaytan	Parent

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

Faculty and staff participated in PFEP meeting through collaborative communities. Parents were surveyed a parent night. All attendees that showed interested are encouraged and are eligible to participate. Community Language Facitliators are available during this collaboration to remove language barriers amongst stakeholders.

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 plan 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, 2022. On-going input is solicited in monthly SAC meetings (3rd Thursday of the month at 6pm) and during subsequent parent nights.

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 was apriority. This was achieved in collaboration with consultants from Scholastic and its Powerful Partnerships Initiative.

Name	Title
Dr Lakisha Burden	Assistant Principal
Shaun Schwartztrauber	Assistant Principal
Dr Carl Gibbons	Principal
Rachel Lutz	Single School Culture Coordinator
Phyllis Handford	Single School Culture Coordinator

Annual Parent 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.

1. What is the actual date, time and location of the Annual Meeting?

Thursday, October 20, 2022 at 6:00pm in the media center. The presentation will be posted to the website after it is completed also.

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. Invitations will also be sent home with students.

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.

1. Staff Training for Parent and Family Engagement #1

• Name of Training

Harnessing the Power of Family Partnerships

• What specific strategy, skill or program will staff learn to implement with families?

Faculty and staff will receive training on harnessing the power of family partnerships by: (1) exploring their core beliefs around family engagement and (2) identifying ways to create a welcoming environment for families.

• What is the expected impact of this training on family engagement?

The expected impact of this training is increased family engagement, including but not limited to (1) parent conferences and data chats; (2) positive parent contacts via phone, email, and/or text messaging; (3) teacher attendance at family nights and other family engagement activities.

• What will teachers submit as evidence of implementation?

Teacher efforts will be documented on Conference Notes, SIS comments log, and activity sign-in sheets.

• Month of Training

August 2023

• Responsible Person(s)

Frequineshia Jackson, Community Resource Person

2. Reflection/Evaluation of Training #1

• Name and Brief Description

TBD

• Number of Participants

TBD

• What were teachers able to do as a result of the training?

TBD

• How do you know?

TBD

• What improvements would be made and what steps will you implement to make the training more effective

TBD

3. Staff Training for Parent and Family Engagement #2

• Name of Training

Providing Families with Tools and Resources to Support Learning

- **What specific strategy, skill or program will staff learn to implement with families?**

Faculty and staff will receive training on providing families with useful tools and resources to support learning at home, including: (1) developing a schedule for students (i.e., homework); (2) training on using SIS Gateway to monitor student performance in real time; and (3) training on using Paper Tutoring for homework support.

- **What is the expected impact of this training on family engagement?**

The expected impact of this training is increased family preparedness to support students in the home resulting from faculty and staff support.

- **What will teachers submit as evidence of implementation?**

Faculty and staff will document their support for families, including the provision of resources and tools, on Conference Notes and in the SIS Comments Log.

- **Month of Training**

November 2023

- **Responsible Person(s)**

Frequineshia Jackson

4. Reflection/Evaluation of Training #2

- **Name and Brief Description**

TBD

- **Number of Participants**

BD

• What were teachers able to do as a result of the training?

TBD

• How do you know?

TBD

• What went well with the training

TBD

• What improvements would be made and what steps will you implement to make the training more effective

TBD

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.

1. Parent and Family Capacity Building Training #1

• Name of Training

Monitoring & Using Student Data at Home

- What specific strategy, skill or program will parents learn to implement with their children at home?

> Families will receive training on locating, interpreting, using student data on our Student Information System Gateway for Parents.

- Describe the interactive hands-on component of the training.

> Our Community Resource Person will provide families with an on-site workshop on locating, interpreting, and using student data on our SIS Gateway for Parents. Families will actively engage in a step-by-step tutorial on how to leverage the SIS Gateway by signing on to their Portal and completing handouts designed to assist them with reflecting on student data sources and planning for supporting their child at home.

- What is the expected impact of this training on student achievement?

> Our expectation is that we will see increased student achievement as a result of increased monitoring and use of data in the home environment.

- Date of Training

> August 2023

- Responsible Person(s)

> Frequineshia Jackson

- Resources and Materials

> Resources need include Chromebooks, data analysis and action planning templates, and writing utensils.

- Will use funds for refreshments as noted in SWP:

> No

2. Reflection/Evaluation of Training #1

• Name of Training

Monitoring & Using Student Data at Home

• Number of Participants

TBD

• What were parents able to do as a result of the training?

TBD

• How do you know?

TBD

• What went well with the training?

TBD

• What improvements would be made and what steps will you implement to make the training more effective?

TBD

3. Parent and Family Capacity Building Training #2

• Name of Training

Paper Tutoring

- What specific strategy, skill or program will parents learn to implement with their children at home?

Families will receive training on how to leverage Paper Tutoring services at home.

- Describe the interactive hands-on component of the training.

Families will engage in interactive practice using the Paper Tutoring platform in a workshop model using both Chromebooks and cell phones (i.e., cell phones for those who do not have a laptop at home).

- What is the expected impact of this training on student achievement?

The expected impact of this training will be increased student achievement, particularly in the areas of ELA and mathematics resulting from family awareness and competency in using the Paper Tutoring platform.

- Date of Training

November 2023

- Responsible Person(s)

Frequineshia Jackson

- Resources and Materials

Resources needed include Chromebooks, personal cell phones, Paper Tutoring flyer with instructions, and writing utensils.

- Will use funds for refreshments as noted in SWP:

No

• Amount (e.g. $10.00)

TBD

4. Reflection/Evaluation of Training #2

• Name of Training

Paper Tutoring

• Number of Participants

TBD

• What were parents able to do as a result of the training?

TBD

• How do you know?

TBD

• What went well with the training?

TBD

• What improvements would be made and what steps will you implement to make the training more effective?

TBD

5. Parent and Family Capacity Building Training #3

• Name of Training

N/A

• What specific strategy, skill or program will parents learn to implement with their children at home?

N/A

• Describe the interactive hands-on component of the training.

N/A

• What is the expected impact of this training on student achievement?

N/A

• Date of Training

N/A

• Responsible Person(s)

N/A

• Resources and Materials

N/A

• Will use funds for refreshments as noted in SWP:

No

• Amount (e.g. $10.00)

N/A

6. Reflection/Evaluation of Training #3

• Name of Training

N/A

• Number of Participants

N/A

• What were parents able to do as a result of the training?

N/A

• Have you seen evidence that parents are implementing the strategy, skill or program they learned through this training?

No

• How do you know?

N/A

- What went well with the training?

N/A

- What improvements would be made and what steps will you implement to make the training more effective?

N/A

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.**

1. Partnership #1 - List Federal Program such as Migrant, Homeless, Professional Development, ESOL/ELL, IDEA, Region Support, or Safe Schools

- Name of Agency

Migrant Education Program. Title I part C

- Describe how agency/organization supports families.

Migrant Education provides extended learning opportunities in all core subject areas for our migrant students as well as school supplies. Migrant advocate will support students through push-in model through Social Studies classes 3 days a week. Advocate will also do individual student data chats.

- Based on the description list the documentation you will provide to showcase this partnership.

Tutorial schedule, attendance logs, invitations, emails and migrant brochures..

• Frequency

On-going

2. Partnership #2 - List Department, Organization, or Agency

• Name of Agency

Drug Abuse Treatment Association

• Describe how agency/organization supports families.

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.

• Based on the description list the documentation you will provide to showcase this partnership.

LSMS Continuum of support guide, SBT/Wellness meeting calendar invites, Wellness Meeting Agendas, Permission slips

• Frequency

On-going

3. Partnership #3 - List Department, Organization, or Agency

• Name of Agency

Communities in Schools of Palm Beach County

- Describe how agency/organization supports families.

> 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.

- Based on the description list the documentation you will provide to showcase this partnership.

> LSMS Continuum of support guide, SBT/Wellness meeting calendar invites, Wellness Meeting Agendas, Permission slips, fliers.

- Frequency

> Daily

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.

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.

2. Describe how school will inform parents about the curriculum and proficiency levels students are expected to meet.

3. Describe how school will inform parents about forms of academic assessments used to measure student progress and achievement levels of State academic standards.

4. Describe how school will inform parents about opportunities to participate in decision-making related to the education of their children.

5. Describe how the school will offer flexible meeting dates and times for trainings, activities and events to remove barriers for attendance.

• Description

Parents will be notified via Parent Link, social media, school marquee, and direct phone calls home in multiple languages.

• List evidence that you will upload based on your description.

Social media postings, call logs and invitations - in multiple languages

• Description

Parents are invited to our 3 Curriculum Nights to learn about course standards, FAST/EOC achievement levels, and school grading policies.

• List evidence that you will upload based on your description.

Sign In Sheets, social media posts, handouts, images.

• Description

Parents will be notified of assessments through SAC meetings, Family nights, and Progress Monitoring Plans. These PMPs will be provided to each family via email and shared during parent conferences. Achievement levels are shared through progess reports, report cards, and SIS Parent Gateway as well as conferences.

• List evidence that you will upload based on your description.

Progress reports, report cards, conference notes, meeting/training documents.

• Description

Parents will be invited to attend SAC, Title I, and Stakeholder meetings to participate in evaluating and revising the Compact and PFEP.

• List evidence that you will upload based on your description.

Sign Ins, social media posts, Handouts, Images, ParentLink

• Description

The school will offer trainings and events at different times throughout the school year. This will increase attendance. Title I Annual Meeting will posted to website.

• List evidence that you will upload based on your description.

Sign In Sheets, Flyers, Handouts, images.

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

2. Parents and families with disabilities

3. Families engaged in migratory work

4. Families experiencing homelessness

- Description

Community language facilitators and translated signage/activities will be available for families.

- List evidence that you will upload based on your description.

Handouts, Flyers, activity images.

- Description

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.

- List evidence that you will upload based on your description.

Flyers and images and emails requesting additional services if needed.

- Description

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.

- List evidence that you will upload based on your description.

Logs, images, flyers, emails to District Migrant Dept.

- Description

MVP contact from the District is housed on our campus to ensure the needs of students experiencing homelessness are met. Referrals are made to community agencies as needed.

• List evidence that you will upload based on your description.

> Flyers, Handouts, Images and correspondence with District MVP staff

Other Activities

This is an optional step. 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.

1. Activity #1

• Name of Activity

> N/A

• Brief Description

> N/A

2. Activity #2

• Name of Activity

> N/A

• Brief Description

> N/A

3. Activity #3

• Name of Activity

N/A

• Brief Description

N/A

Building 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.

1. Building Students' Non-Academic Skills

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. 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 as well as our Community in Schools designee. 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 provide 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.

1. SBT/MTSS Implementation

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 time 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 that students are able to request guidance services. Multiple mentoring groups are available to students during school, after school. 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, Community in Schools designee, 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 FAST-PM 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.
- Opportunities to extend learning time.
- How the school connects classroom learning to real world applications

- Courses/electives that are not considered core-content.

- Courses/electives that are focused on job skills.

- 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)].

1. Well-Rounded Education

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 academic 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. Students have tutorial opportunities afterschool in core academic areas available to them as well as during the summertime.

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;

- ACT/SAT prep programs;

- Project-based learning opportunities;

- Job skills development (collaboration, critical thinking);

- ROTC programs;

- Career and technical courses;
- Career Days or guest speakers; and
- Job shadowing, field experiences, clinicals.

1. Post-Secondary Opportunities and Workforce Readiness

One strategy that Lake Shore Middle School uses to support student achievement to improve student readiness for the public post-secondary level is adding pre-law studies sections and offering more 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, STEM, AVID, band, pre-law, and Art.

Transition From Early Childhood 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
- 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

- Pre-K parent trainings throughout the school year to provide Kindergarten readiness strategies
- Collaboration with local preschools to develop readiness skills

Secondary Schools: Click on the Exemption button above if this is not applicable to you.

1. Transition to Elementary School

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 the 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

1. Professional Development

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, and 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.

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

1. Recruitment and Retention

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 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.