

The School District of Palm Beach County

# Lake Shore Middle School



8-Step problem solving step zero school improvement needs assessment resources effective leadership strategies ambitious supportive environment family and community involvement public and mission vision teaching collaborative increased achievement relationships building planning career college and strategic goals students

## 2017-18 Schoolwide Improvement Plan

## Lake Shore Middle School

425 W CANAL ST N, Belle Glade, FL 33430

<https://lsms.palmbeachschools.org>

### School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	Yes	97%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	98%

### School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	D	C	F*	F

\*Informational Baseline School Grade

**Note:** The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

### School Board Approval

This plan was approved by the Palm Beach County School Board on 11/8/2017.

### SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

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## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

### Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

### Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

### Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

### Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

## Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

### DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

### DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

### DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- **Implementing** - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

### 2017-18 DA Category and Statuses for Lake Shore Middle School

DA Region and RED	DA Category and Turnaround Status
Southeast - <a href="#">LaShawn Russ-Porterfield</a>	- N/A

## I. Part I: Current School Status

### A. Supportive Environment

#### 1. School Mission and Vision

##### a. Provide the school's mission statement.

Lake Shore Middle School's purpose is to fulfill the educational needs of the community and its students. Our mission is to facilitate the development of productive citizens through academic achievement in a safe, nurturing student-centered environment.

##### b. Provide the school's vision statement.

Lake Shore Middle School's vision is to provide a safe and orderly campus thereby improving the school's reputation and increasing student achievement.

#### 2. School Environment

##### a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students.

Lake Shore Middle School learns about students' cultures and builds relationships between teachers and students through promoting an appreciation for multicultural diversity. We ensure that positive relationship-building is a clear priority for all stakeholders. The administrative team identifies and engages parents, students, teachers, and school counselors in assessing the current state of the cultural awareness and student-teacher relationships. Evidence-based strategies to develop cultural awareness, improve student-teacher relations, and close existing social justice/equity gaps are implemented. The Single School Culture for Academics approach is sustained through the Professional Learning Communities. Behavior is sustained through the implementation of rules and policies and the School-wide Positive Behavior Support initiative. Climate is sustained through various incentives.

Our school will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8)(b), as applicable to appropriate grade levels, including but not limited to:

- History of Holocaust
- History of Africans and African Americans
- Hispanic Contributions
- Women's Contributions
- Sacrifices of Veterans

##### b. Describe how the school creates an environment where students feel safe and respected before, during and after school.

The Pillars of Effective lead our practices in providing all of our students with opportunities that will support their academic success. All students are:

\*Collaborating in a student-centered, personalized environment: Students take ownership of their learning by setting goals and making sound decisions about their learning in order to demonstrate mastery through multiple means. Students take ownership of a culture of learning in a literacy-rich environment that supports a variety of authentic opportunities for literacy learning that will maximize student potential.

\*Empowered and supported through high expectation to be college and career ready: Students are consistently exposed to standards-based instruction that is rigorous and grounded in the expectation that all students can succeed. Students are provided with support systems of services that make them feel safe, supported, and cared for by their peers, adults, and the entire community.

Specifically, Lake Shore Middle School creates an environment where students feel safe and respected before, during and after school by articulating, demonstrating, and teaching the specific practices that reflect the application of the school's SwPBS Universal Guidelines to the contexts students will encounter before/during/after school. School personnel across the campus will clarify their expectations for positive interpersonal interactions and create the structures and procedures for reporting incidents of bullying/harassment/dating violence/civil rights policies. Additionally, school personnel develop and implement a differentiated system of school counseling services with dedicated time for the core social-emotional curriculum, supplemental supports based on identified student need, and intensive supports students to school-based and community resources.

Student involvement in the academic process is essential. 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.

**c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.**

Our school-wide behavioral system assists with reducing distractions that would potentially interfere with student focus during instructional time. Our Universal Guidelines and behavior matrix are taught at least twice a year to ensure students are aware of school expectations. Our school-wide behavioral system that minimizes distractions to keep students engaged during instructional times is the School-wide Positive Behavior Support System. The PRIDE universal guidelines is our established protocol for major versus minor disciplinary incidents, clear student behavioral expectations, and ongoing training for school personnel to ensure the system is fairly and consistently enforced. Roadrunner PRIDE (Patience, Respect, Integrity, Determination, Effort). Our Universal Guidelines dictate that Lake Shore Roadrunner have PRIDE: The Universal Guidelines and behavior matrix taught and modeled through out the year to ensure students are aware of school expectations. Lake Shore Middle School will develop and implement a differentiated system of school counseling services with dedicated time for the core classroom guidance instruction on developing the Behavior Standards: Learning Strategies, Self-Management Skills, and Social Skills (SwPBS) that contribute to student engagement leading to improved academic achievement resulting in college-career readiness.

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

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 (Bridges of Belle Glade, Jerome Golden Center, 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.

### 3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(I).

#### a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.

Lake Shore Middle School utilizes the School Base Team (SBT) process and Education Data Warehouse (EDW) reports 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.

#### b. Provide the following data related to the school's early warning system

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	3	4	5	0	0	0	0	12
One or more suspensions	0	0	0	0	0	0	63	72	70	0	0	0	0	205
Course failure in ELA or Math	0	0	0	0	0	0	40	90	11	0	0	0	0	141
Level 1 on statewide assessment	0	0	0	0	0	0	104	160	103	0	0	0	0	367

*The number of students identified by the system as exhibiting two or more early warning indicators:*

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	56	93	55	0	0	0	0	204

#### c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.

Intervention strategies 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, using Reading Plus, implementing tutorials, student-teacher data chats, and goal setting. The school has notification procedures for parents, agencies, and community outreach programs.

## B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

#### 1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.

##### a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

##### 1. PFEP Link

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

## **2. Description**

For the 2017-2018 school year, we will increase the participation of parents in school activities with their children via parental involvement activities and frequent written communication from the school. Parents have opportunities to volunteer in Lake Shore Middle School's VIP (Volunteers in Public Schools) program. Parents are also encouraged to attend Lake Shore Middle School's monthly parent night. As parents attend the various events, they earn points towards Lake Shore Middle School A+ Parent Incentive. Parents are invited to Open House and Grade Level specific Curriculum Night workshops. Parents are encouraged to become actively involved in decision making by serving on the SAC committee. Parents are further encouraged to attend professional development opportunities to assist students with assessment preparation. Teachers will contact parents throughout the year to maintain a positive line of communication.

School personnel will solicit feedback from parents regarding their comfort level in contacting teachers and administrators with questions or problems; ensure that there are opportunities for non-threatening methods of introducing parents to teachers and administrators; offer fun, interactive tutorials to parents who are unfamiliar with EdLine and other forms of educational technology; communicate classroom and school news to parents; create the formats for inviting parent participation in the cultural education process; and send positive notes and letters home.

## **2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.**

Our Parent and Community liaison builds and sustains partnerships with the local community by soliciting support through business partnership agreements, networking, and inviting community and business owners to school-wide events and activities. We will increase parental involvement through activities and frequent verbal and written communication from the school. Feedback regarding parents' comfort level in contacting teachers and administrators with questions or problems will be solicited. Parents will interact with teachers and administrators during Open House, curriculum night, and other events. Informative and engaging sessions for parents will be planned. Classroom and school news will be communicated to parents via Parent Link, the school's website, and written communication. Positive notes, letters, and phone calls home will be made to celebrate academic, behavioral, and social achievements. Furthermore, the school marquee will be used to communicate with parents and community members.

## **C. Effective Leadership**

### **1. School Leadership Team**

#### **a. Membership**

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

Name	Title
	School Counselor
Gibbons, Carl	Principal
Mclemore-Golphin, Earlean	Assistant Principal
Hightower, Bruce	Assistant Principal
Horton, Leola	Instructional Coach
Francis, Ruthe	Assistant Principal

#### **b. Duties**

**1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.**

Members of our leadership team operate in two ways: as a group handling the variety of issues involved in operating a school and as a strategic group managing longer term issues of academic achievement

and continuous improvement. The members serve as instructional leaders by meeting regularly to share

information, coordinate efforts across departments, and make the decisions needed to keep the school running effectively. In this capacity, the leadership team typically focuses on necessary strategic decisions that will develop all students intellectually, socially, ethically and physically.

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

Referrals are derived through teachers, assistant principals, and guidance counselors who have already documented academic and/or behavior interventions with the identified students. Processed referrals are placed on the RtI/SBT members. Meetings occur each Wednesday, with members of each leadership team attending. The problem solving process occurs for each student. An intervention is determined and a plan is then put in place. Referred students are routinely progress monitored and reviewed by RtI/SBT for improvement of their academic performance and behavior. The problem solving process continues when the intervention is deemed as unsuccessful. Our school integrates Single School Culture by sharing our Universal Guidelines for Success, following our behavior matrix, and teaching expected behaviors, communicating with parents, and monitoring SwPBS. We modify our Action Plans during Professional Learning Communities and Team Meetings. We instill an appreciation for multicultural diversity through student campaigns, structured lessons, and implementation of SwPBS programs.

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 Area 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.

Title I, Part A: These funds are used to employ Parent Liason, teachers, and instructional coaches. Additionally, Title I funds are also used to pay for tutorials, classroom supplies, professional development supplies, refreshments for parental involvement training. Funds are utilized to ensure students requiring additional remediation are assisted through after school, Saturday, and Summer tutorial programs and the MSCR/Pass program. Students are provided with classroom supplies for Math and Science labs. Parent Liaison will offer opportunities for parents to attend various training sessions that will assist them in supporting academics at home. Academic Coaches will be utilized to provide ongoing PD, modeling and instructional support for teachers. Online software program will be utilized.

Title I, Part C - Migrants: A migrant liaison provides services and support for students and their parents. The liaison coordinates with Title I and programs to ensure that qualifying students' needs

have met. These needs include, but is not limited to providing food, clothing, shelter, and services via outreach programs.

Title III- Services are provided through the district for educational materials and ELL district support services to improve the education of immigrant and English Language Learners.

Title X- Homeless: The District's homeless Social Worker provides resources (clothing, school supplies, social service referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

Violence Prevention Programs: Safe and Drug Free Schools - District receives funds for programs (Red Ribbon Week, Mentors in Middle School, etc.) that support prevention of violence in and around the school. These programs help to prevent the use of alcohol, tobacco, drugs, and foster a safe, drug free learning environment supporting student achievement. Additionally, district-wide implementation of Single School Culture and appreciation of multicultural diversity is promoted through planned activities.

Nutrition Programs: The school nurse provides support and nutrition information for those students who have been diagnosed with diabetes, etc.

Career and Technical Education: Lake Shore Middle School offers Pre-Medical choice for students that will help them prepare for college readiness.

Single School Culture for Academics: Teachers attend weekly learning team meetings where student work and assessments are analyzed to determine areas of strengths and weaknesses to drive instruction. Teachers also attend weekly common planning providing opportunities for teachers to collaborate thereby developing more rigorous lessons.

Single School Culture for Behavior and Climate: Lake Shore Middle School integrates Single School Culture by sharing our Universal Guidelines for Success, following our Behavioral Matrix and Teaching Expected Behaviors, communicating with parents, and Monitoring SwPBS. Action Plans are updated during Leadership and Grade Level Team Meetings, instilling an appreciation for multicultural diversity through its anti-bullying campaign, structured lessons, and implementation of SwPBS programs. Positive behavior is implemented through the use of SwPBS. The staff has devised a set of expectations for student behavior in the classroom, cafeteria, hallways, etc.

Grade Level Novels: This school-wide grade level reading project is designed to assist middle school students with improving their reading skills by providing independent reading opportunities, developing good reading habits, and building positive attitudes toward reading.

## **2. School Advisory Council (SAC)**

### **a. Membership**

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Amelia Palacios	Parent
Travella Brissett	Education Support Employee
Wilehelmenia Jacobs	Teacher
Leola Horton	Teacher
Carl Gibbons	Principal
Carolyn Vickers	Parent
Shawn Bynum-Coleman	Education Support Employee
Beatriz Rodriguez	Parent
Deidra Mattis	Business/Community
Yalissa Baltazar	Student

#### b. Duties

**1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes**

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

*a. Evaluation of last year's school improvement plan*

The SAC members will be given updates regarding school data and the implementation of the SIP at monthly SAC meetings. For the 2017-18 school year, Lake Shore Middle School's SAC will discuss the SIP and submission deadlines during the first SAC meeting in August. The SAC will evaluate the SIP and complete other annual requirements, including a review of the Bylaws, school mission, and school vision statement. SAC members will have access to a draft of the SIP and other documents prior to the meeting, and have opportunities to comment, ask questions, and recommend changes prior to and during the meeting.

*b. Development of this school improvement plan*

The involvement of SAC is to approve and oversee the implementation of the School Improvement plan. SAC will provide input in matters concerning disbursement of school improvement funds, and ensure that such expenditures are consistent with the School Improvement Plan.

The SAC will review Florida Sunshine Laws and the Bylaws. The SAC will be provided with the draft SAC portion of the SIP and the draft Targeted Goals to review. During the September meeting, the SAC will review a draft of the SIP then vote to approve the SIP. Members will have access to the draft SIP for review and comment prior to the vote. Members of the SAC will be utilized to develop the SIP. Administration will provide guidance and input pertinent information vital to the success of the plan. Throughout the school year, the SAC will continue to monitor progress toward meeting the Targeted Goals, and will make updates to the SIP as appropriate.

*c. Preparation of the school's annual budget and plan*

The principal will review last year and this year's budget for planning the use of the upcoming School Improvement funds. The SAC will vote to advocate programs presented before the SAC that reflect the SIP Targeted Goals, and distribute funds as needed to support these Goals. SAC funds will be used with careful consideration as to how achievement of SIP Goals may be enhanced with SAC funding.

**2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project.**

NA

**3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.**

Yes

*a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.*

Lake Shore Middle School will continue to encourage parents from the population that we serve to become members to ensure that all group are represented. The parent liaison will solicit parents, community members, and business owners in an effort to fulfill Lake Shore Middle School's SAC requirements.

**3. Literacy Leadership Team (LLT)**

**a. Membership**

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Mclemore-Golphin, Earlean	Assistant Principal
Gibbons, Carl	Principal
Francis, Ruthe	Assistant Principal
Hightower, Bruce	Assistant Principal
Horton, Leola	Instructional Coach

**b. Duties**

**1. Describe how the LLT or similar group promotes literacy within the school, if applicable.**

The Literacy Leadership Team (LLT) ensures that all educators are well-versed with the new Florida standards implementation, receive professional development for Text Dependent Questions, Citing Textual Evidence, Increasing Rigor, and implementing AVID strategies. The LLT plans to continue to infuse strategies that build stamina and endurance via independent reading using classroom libraries and to nurture a reading culture across our school campus; to build teacher capacity to focus on individual and collective student data and professionally develop teachers on effective small group differentiated instruction based on student needs. Literacy is promoted and supported through family literacy nights, professional development, literacy coaches, summer literacy planning, and other initiatives. Additional strategies include School-wide Literacy day on Professional Development Days (PDD): Lesson plans developed to meet the rigor of Common Core Standards Base Writing; the James Patterson Book Club: Grade level text implementing cross content curriculum; and school-wide access to Reading Plus (school-wide incentives to promote reading).

**D. Public and Collaborative Teaching**

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

**1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.**

The pillars of effective instruction focus on ensuring that ALL students are provided with instruction that will prepare them for post secondary success. In order to ensure all students are immersed in rigorous tasks encompassing the full intent of the standards, actively engaged in building, connecting, and applying knowledge, collaborating in a student-centered, personalized environment, and Empowered and supported through high expectations to be college and career ready we provide our teachers and staff opportunities to participate in collaborative planning and instruction.

Lake Shore Middle School encourages positive working relationships with teachers through participation in Learning Team Meetings/ Professional Learning Communities. The master schedule has been designed to provide consistent time for teachers to meet by common content. Research-based protocols are utilized to focus the meetings on students' academic needs, how students might be assessed, and common planning. Student improvement is monitored and instruction is modified as needed based on decisions made through collaboration.

**2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school.**

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, have an academy schedule and 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, and Rigor, Relevance, and Relationship. 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 and a signing bonus for beginning teachers are 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.

**3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities.**

Our teacher mentoring plan allows teachers the opportunity to conduct peer to peer coaching, peer to peer conferences, shadowing, common planning, and check in status. The teachers are paired by common content area and grade level. Teachers meet frequently to engage in collaborative conversation and planning. School personnel engage in frequent and systematic mentoring, coaching, and induction programs that align with the school's values and fundamental beliefs about teaching, learning, and the conditions that promote achievement. These programs set high expectations for all school personnel and include valid and reliable measures of performance.

Jacqueline Marcotte  
Giuseppi Corinella  
Kenteria Young  
Robert Heber  
Isidore Pongnon  
Belonde Jean Louis  
Michael Cofield  
Devon Scott  
Charmaine Crooks  
TaMeka Webber

## E. Ambitious Instruction and Learning

### 1. Instructional Programs and Strategies

#### a. Instructional Programs

**1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.**

By implementing the first Pillar, students are immersed in rigorous tasks encompassing the full intent of the standards.

- Students are actively engaged with complex texts, tasks, and talk using evidence from the text and creating work samples that are standards-based and rigorous.
- Students are actively engaged in a coherent progression of mathematical practices that relate new concepts to prior skills and target the aspect of rigor called for by the standards.

Lake Shore Middle School ensures that our core instructional programs and materials are aligned to Florida's standards by engaging in small learning communities that create ongoing opportunities for teachers to interact with the new Florida Standards in addition to planning and discussing curriculum that aligns to the standards. This process supports a higher level of comprehension. The educational conversations and learning opportunities promote dialogue and collaboration that can dispel misunderstandings and promote opportunities for advancement in instructional practices, curriculum, and the knowledge of the standards.

#### b. Instructional Strategies

**1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.**

By implementing the third Pillar, students collaborate in a student-centered, personalized environment.

- Students take ownership of their learning through voice and choice in order to demonstrate mastery through a variety of means.
- Students take ownership of a culture of learning in a strategy-rich environment which uses space and technology to maximize student potential

Lake Shore Middle School uses baseline data from standardized assessments, curriculum based measurements, Palm Beach County diagnostics, End Of Course (EOC) exams, Palm Beach Writes, Florida Assessment for Instruction in Reading (FAIR), ACCESS 2.0, FSA's, USA's, PBPA assessments, discipline referrals, and retentions to provide and differentiate instruction to meet the diverse needs of students. Our data sources include Performance Matters and EDW. At the midyear point, data from the Palm Beach County Winter Diagnostics and curriculum based measurement is used. At the end of year, data from the state assessments, and EOC exams is used. Reading teachers use reports from EDW to summarize data at each tier for reading. Mathematics teachers use reports from EDW to summarize data at each tier for mathematics. English/Language Arts teachers use data the Palm Beach Writes and Florida Writes assessments to summarize data at each tier for Writing. Instruction

is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments through Professional Learning Communities and department meeting curriculum planning.

**2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:**

**Strategy:** Weekend Program

**Minutes added to school year:** 2,160

Basketball And Mentoring is a weekend program that provides tutoring in the areas of reading, math, writing, science, and social studies. (12 sessions for 3 hours each session)

**Strategy Rationale**

To provide students with the necessary academic enrichment.

**Strategy Purpose(s)**

- Enrichment

**Person(s) responsible for monitoring implementation of the strategy**

Mclemore-Golphin, Earlean, earlean.mclemore@palmbeachschools.org

**Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

The success of this strategy is determined by the standardized and EOC scores of students who consistently attended the tutorial sessions.

**Strategy:** After School Program

**Minutes added to school year:** 19,200

After school program: (8/22/17) Students remain after school for 2 hours of enrichment and remediation instruction in Reading and Math or credit recovery (MSCR).

**Strategy Rationale**

The Middle School Credit Recovery program provide students with an opportunity to stay on track for promotion. Reading, Math, Civics, and Science tutorials provide students with additional support with standards taught in class.

**Strategy Purpose(s)**

- Enrichment

**Person(s) responsible for monitoring implementation of the strategy**

Mclemore-Golphin, Earlean, earlean.mclemore@palmbeachschools.org

**Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

Diagnostic and Benchmark assessments.

## 2. Student Transition and Readiness

### a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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

All members of the school staff participate in collaborative learning communities. Collaboration occurs across grade levels, content areas, and feeder schools. Staff members implement a formal process that promotes productive discussion about student learning. School personnel can clearly link collaboration to improvement results in instructional practice and student performance. Additionally, incoming 6th grade students are provided with an opportunity to attend our 6th Grade Summer Strong program during the summer and the outgoing 8th grade students are provided with an opportunity to visit Glades Central High School to attend a presentation regarding high school expectations.

**b. College and Career Readiness**

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

Lake Shore Middle School has a comprehensive and developmental guidance department that is designed to serve all students and prepare them for productive citizenship. Our guidance services are based on the national standards of the American School Counseling Association, Florida Department of Education's School Counseling and Guidance Framework, and other research-based strategies. We provide services and assistance within the following three domains: academic, career, and social personal. Services provided in these three areas help to foster student achievement and success. Additionally, we provide services and information through tutoring, SAL-P, progress reports, Edline, higher level classes, National Junior Honor Society, and Student Success Skills. In the Personal/Social Domain, we provide services and information regarding character education, athletic/extracurricular activities (clubs), group counseling, conflict resolution and peer mediation, and Brown/Red Ribbon Week activities.

Several initiatives and programs have been established to foster a college-going culture and to support and assist administrators, teachers, students and families as they work toward achieving college readiness for all students. Some of the Single School Culture © Initiatives initiatives at our school address the promotion of increased student participation and performance in Advanced coursework, the AVID (Advancement Via Individual Determination) program which promotes student self-management and personal responsibility for academic success through an elective AVID course that includes instruction in college readiness topics and strategies, and Guidance Services working with schools to inform and support students and parents in graduation and college readiness goals.

**2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.**

Lake Shore Middle School has a Health Science program available to students. In our academic and elective classrooms, teachers use real-life situations, current events, and guiding questions to help students understand the relevance between their content area and how it applies to their future. Our teachers also collaborate with other subject areas to complete interdisciplinary units and projects. These projects focus on integrating the related subjects together to demonstrate how real-life projects work using the skills learned in different subject areas.

**3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.**

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, Biology, Geometry). 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).

**4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.**

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.

## II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

### A. Problem Identification

#### 1. Data to Support Problem Identification

##### b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

*No files were uploaded*

#### 2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

### B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

### C. Strategic Goals

## School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

### Problem Solving Key

**G** = Goal                    **B** = Barrier                    **S** = Strategy

 = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** If teachers implement effective and relevant standards based instruction to meet the needs of all students, then we will increase the number of students considered high school ready.

## Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., “SMART goals”), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

**G1.** If teachers implement effective and relevant standards based instruction to meet the needs of all students, then we will increase the number of students considered high school ready. **1a**

 G094988

### Targets Supported **1b**

Indicator	Annual Target
High School Readiness	75.0
Civics EOC Pass	70.0
FCAT 2.0 Science Proficiency	35.0
Algebra I EOC Pass Rate	98.0
FSA Mathematics Achievement	40.0
FSA ELA Achievement	35.0
High School Readiness	54.7

### Targeted Barriers to Achieving the Goal **3**

- Low capacity in providing standards based instruction and utilizing complex text during instruction.

### Resources Available to Help Reduce or Eliminate the Barriers **2**

- Administrators, Instructional Coaches, Single School Culture Coordinator, Regional Support Personnel, District Curriculum department

### Plan to Monitor Progress Toward G1. **8**

Data from classroom assessments, district assessments, and iObservation will be used to monitor progress toward meeting goals.

#### Person Responsible

Earlean Mclemore-Golphin

#### Schedule

Biweekly, from 9/11/2017 to 6/1/2018

#### Evidence of Completion

Samples of assignments and student assessment scores.

## Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

### Problem Solving Key

**G** = Goal                    **B** = Barrier                    **S** = Strategy

**1** = Problem Solving Step     S123456 = Quick Key

**G1.** If teachers implement effective and relevant standards based instruction to meet the needs of all students, then we will increase the number of students considered high school ready. 1

 G094988

**G1.B1** Low capacity in providing standards based instruction and utilizing complex text during instruction. 2

 B255672

**G1.B1.S1** Provide teachers with a variety of professional learning opportunities that focus on using the standards to plan and deliver standards based instruction, class monitoring data, and formative assessment data to meet the needs of all students 4

 S270212

### **Strategy Rationale**

To increase teacher capacity to provide rigorous and personalized standard based instruction

#### **Action Step 1** 5

Instructional coaches will provide professional development opportunities that focus on planning standards based instruction on the use of complex, grade level text during PLC, PDD, and department meetings

##### **Person Responsible**

Carl Gibbons

##### **Schedule**

Biweekly, from 8/22/2017 to 5/28/2018

##### **Evidence of Completion**

Coaching schedule, PDD schedule, agendas, sign-in sheets, Coaching Log,

#### **Action Step 2** 5

Administration will provide teachers with school-wide professional development opportunities on the use of complex text, monitoring for student understanding, and standards based instruction.

##### **Person Responsible**

Ruthe Francis

##### **Schedule**

Monthly, from 8/7/2017 to 5/28/2018

##### **Evidence of Completion**

TDEs, agendas from trainings

## Action Step 3 5

Administration and instructional coaches will ensure that teachers plan for rigorous instruction and higher order thinking (Webb's DOK 3 and DOK 4).

### **Person Responsible**

Leola Horton

### **Schedule**

Monthly, from 9/18/2017 to 6/1/2018

### ***Evidence of Completion***

attendance sheets, agenda, handouts, student work samples

## Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Leadership will perform daily classroom observations through iObservation, analyze formative assessment data, and participate in PLCs to monitor teacher planning.

### **Person Responsible**

Ruthe Francis

### **Schedule**

Biweekly, from 9/6/2017 to 5/28/2018

### ***Evidence of Completion***

iObservation reports that reflect increased frequency of strategies in DOK 3 and DOK 4 and improved student assessment data

## Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Administrators and SSCC will conduct classroom walkthroughs, analyze classroom observation data, and student data.

### **Person Responsible**

Carl Gibbons

### **Schedule**

Biweekly, from 9/11/2017 to 5/28/2018

### ***Evidence of Completion***

iObservation reports and student assessment data

**G1.B1.S2** Provide students with a variety of personalized learning opportunities to ensure their success.

4

 S270213

### Strategy Rationale

Additional support will be provided to supplement and enrich academic achievement of students.

### Action Step 1 5

Tutors will provide double down instruction in reading, ELA, and math that will support them in mastering the rigorous standards being taught throughout the school day.

#### Person Responsible

Earlean Mclemore-Golphin

#### Schedule

Weekly, from 8/21/2017 to 6/1/2018

#### Evidence of Completion

Double Down schedule, roster of students, lesson plans, data reports

### Action Step 2 5

Adaptive technology will be used to supplement ELA and Reading, Science, Social Studies, and Math. (Achieve 3000 for ELA, Study Island for ELA, Science, Social Studies, and Math).

#### Person Responsible

Earlean Mclemore-Golphin

#### Schedule

Biweekly, from 8/21/2017 to 6/4/2018

#### Evidence of Completion

Schedule of classes, usage reports

### Action Step 3 5

Certified teachers will be provided supplements for extra periods to provide double down support for students who are performing below grade level.

#### **Person Responsible**

Earlean Mclemore-Golphin

#### **Schedule**

Daily, from 9/4/2017 to 5/25/2018

#### ***Evidence of Completion***

SIS screens, lesson plans

### Action Step 4 5

Provide professional development for teachers to differentiate instruction via small group instruction and the rotational instructional model.

#### **Person Responsible**

Leola Horton

#### **Schedule**

Weekly, from 9/11/2017 to 6/1/2018

#### ***Evidence of Completion***

Lesson plans

### Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Administration will review lesson plans, attendance sheets, and software usage reports.

#### **Person Responsible**

Earlean Mclemore-Golphin

#### **Schedule**

Weekly, from 9/13/2017 to 5/31/2018

#### ***Evidence of Completion***

Double Down schedule, lesson plans, teacher/tutor planning, PLC attendance sheets, iObservation reports, data from formative assessments.

## Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Data from formative assessments and data from iObservation walkthroughs will be reviewed by administration and instructional coaches.

### **Person Responsible**

Earlean Mclemore-Golphin

### **Schedule**

Monthly, from 8/21/2017 to 8/21/2017

### ***Evidence of Completion***

subgroup student achievement data from formative assessments

**G1.B1.S3** (UniSIG) The District will provide complexity pay for teachers as a school recruitment and retention strategy at the UNISIG schools. 4

 S270214

### **Strategy Rationale**

Complexity pay will help attract highly qualified teachers, lessen the teacher turnover rate, and help maintain a supportive and stable school environment at the UNISIG schools.

### **Action Step 1** 5

The Division of Human Resources and Department of Labor Relations will facilitate the completion of a Memorandum of Understanding (MOU) with the Classroom Teacher Association (CTA).

#### **Person Responsible**

Gonzalo, Chief of Human Resources LaCava

#### **Schedule**

On 7/31/2018

#### **Evidence of Completion**

Signed Memorandum of Understanding

### **Action Step 2** 5

Teachers who are actively on-duty and assigned to budgeted positions at the UNISIG schools will receive complexity pay as per the Memorandum of Understanding (MOU).

#### **Person Responsible**

Gonzalo, Chief of Human Resources LaCava

#### **Schedule**

Semiannually, from 9/22/2017 to 6/30/2018

#### **Evidence of Completion**

Payroll summary reports

## Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

Review payroll summary reports to ensure the MOU has been implemented

### **Person Responsible**

Gonzalo, Chief of Human Resources LaCava

### **Schedule**

Semiannually, from 1/8/2018 to 7/31/2018

### ***Evidence of Completion***

Payroll progress as shared with Executive Cabinet

## Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7

Compare historic and current teacher retention data at the project schools.

### **Person Responsible**

Gonzalo, Chief of Human Resources LaCava

### **Schedule**

Triannually, from 8/1/2017 to 7/31/2018

### ***Evidence of Completion***

Teacher vacancy and retention data as evidenced by Principal Dashboard.

**G1.B1.S4** (UniSIG) Provide small group instructional supports for high-needs learners to assist them in becoming successful, independent learners. 4

 S270215

### Strategy Rationale

The use of Academic Tutors who co-plan and co-teach with the primary classroom teacher in the classroom has been documented in The School District of Palm Beach County as the primary contributing factor for Wynnebrook Elementary School's unbroken record of a consecutive school grades of A since 2003 despite its designation as a Title I school with 93% FRL. The model was implemented last year at Washington Elementary Magnet School, a Title I school with 96% FRL. The school improved its school grade from an F in 2016 to a B in 2017. Academic Tutors may come from the communities of the schools they serve further reinforcing positive school culture and support.

### Action Step 1 5

The District will support schools in the selection and hiring of Academic Success Tutors at the UniSIG schools.

#### Person Responsible

Gonzalo, Chief of Human Resources LaCava

#### Schedule

On 7/31/2018

#### Evidence of Completion

Marketing of positions, interview schedules, lists of personnel hired

### Action Step 2 5

Academic Success Tutors support high-needs learners in small groups to ensure their needs are being met.

#### Person Responsible

Carl Gibbons

#### Schedule

Daily, from 10/2/2017 to 7/31/2018

#### Evidence of Completion

School master schedule including academic tutor support schedule, teacher planning documents, classroom walk-through data and iObservations

## Plan to Monitor Fidelity of Implementation of G1.B1.S4 6

The School District Department of Human Resources will ensure all diligence has been taken to hire Academic Tutors for the identified schools.

### **Person Responsible**

Gonzalo, Chief of Human Resources LaCava

### **Schedule**

Semiannually, from 10/2/2017 to 7/31/2018

### **Evidence of Completion**

Marketing of positions, interview schedules, list of personnel hired, summary reports provided to Executive Cabinet

## Plan to Monitor Fidelity of Implementation of G1.B1.S4 6

Conduct school visits to monitor use of Academic Tutors

### **Person Responsible**

. Regional Superintendent

### **Schedule**

Monthly, from 10/2/2017 to 7/31/2018

### **Evidence of Completion**

Schedule of school visits

## Plan to Monitor Effectiveness of Implementation of G1.B1.S4 7

Instructional Reviews will be conducted to monitor effectiveness of the use of Academic Tutors in the classroom.

### **Person Responsible**

. Regional Superintendent

### **Schedule**

Semiannually, from 9/22/2017 to 7/27/2018

### **Evidence of Completion**

Instructional Review Schedule, Achievement and Demographic data reflected on the Principal and Principal Supervisor Dashboard

**G1.B1.S5** (UniSIG) Implement research-based, adaptive instruction delivered in digital and blended learning environments. 4

 S270216

### Strategy Rationale

Achieve 3000 is a research-based reading program that delivers daily differentiated instruction for nonfiction reading and writing that's tailored to each student's Lexile® reading level. The online differentiated learning platform engages learners at their individual reading levels and challenges them to improve their literacy skills with texts of increasing complexity. The computer based platform provides standards-based lessons and a large repository of articles aligned to topics in most major textbooks through a personalized, computer adaptive learning component.

### Action Step 1 5

The District will purchase Achieve 3000 licenses and Chromebooks student laptops for implementation of the personalized, computer adaptive instruction in grades 6-8 (English Language Arts and Grade 8 Social Studies).

#### Person Responsible

Keith, Chief Academic Officer Oswald

#### Schedule

On 2/2/2018

#### Evidence of Completion

Purchase and distribution records

### Action Step 2 5

Provide professional development for Achieve 3000 implementation.

#### Person Responsible

Keith, Chief Academic Officer Oswald

#### Schedule

On 12/1/2017

#### Evidence of Completion

Achieve 3000 Professional Development Plan and PD records

## Plan to Monitor Fidelity of Implementation of G1.B1.S5 6

The Department of Teaching and Learning will ensure that the Achieve 3000 licenses and Chromebooks have been ordered and deployed for students at the identified secondary schools.

### **Person Responsible**

Diana Fedderman

### **Schedule**

On 12/22/2017

### ***Evidence of Completion***

Purchase and distribution records

## Plan to Monitor Effectiveness of Implementation of G1.B1.S5 7

Instructional Reviews and Superintendent's Data Reviews of student data at the project schools.

### **Person Responsible**

. Regional Superintendent

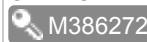
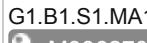
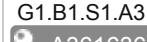
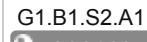
### **Schedule**

Semiannually, from 9/22/2017 to 7/27/2018

### ***Evidence of Completion***

Achieve 3000 reports, Principal and Principal Supervisor Dashboard, Data Review Schedules

#### IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
<b>2018</b>					
G1.B1.S2.MA1  M386272	Data from formative assessments and data from iObservation walkthroughs will be reviewed by...	Mclemore-Golphin, Earlean	8/21/2017	subgroup student achievement data from formative assessments	8/21/2017 monthly
G1.B1.S5.A2  A361646	Provide professional development for Achieve 3000 implementation.	Oswald, Keith, Chief Academic Officer	10/2/2017	Achieve 3000 Professional Development Plan and PD records	12/1/2017 one-time
G1.B1.S5.MA1  M386280	The Department of Teaching and Learning will ensure that the Achieve 3000 licenses and Chromebooks...	Fedderman, Diana	10/2/2017	Purchase and distribution records	12/22/2017 one-time
G1.B1.S5.A1  A361645	The District will purchase Achieve 3000 licenses and Chromebooks student laptops for implementation...	Oswald, Keith, Chief Academic Officer	10/2/2017	Purchase and distribution records	2/2/2018 one-time
G1.B1.S2.A3  A361639	Certified teachers will be provided supplements for extra periods to provide double down support...	Mclemore-Golphin, Earlean	9/4/2017	SIS screens, lesson plans	5/25/2018 daily
G1.B1.S1.MA1  M386270	Administrators and SSCC will conduct classroom walkthroughs, analyze classroom observation data,...	Gibbons, Carl	9/11/2017	iObservation reports and student assessment data	5/28/2018 biweekly
G1.B1.S1.MA1  M386271	Leadership will perform daily classroom observations through iObservation, analyze formative...	Francis, Ruthe	9/6/2017	iObservation reports that reflect increased frequency of strategies in DOK 3 and DOK 4 and improved student assessment data	5/28/2018 biweekly
G1.B1.S1.A1  A361634	Instructional coaches will provide professional development opportunities that focus on planning...	Gibbons, Carl	8/22/2017	Coaching schedule, PDD schedule, agendas, sign-in sheets, Coaching Log,	5/28/2018 biweekly
G1.B1.S1.A2  A361635	Administration will provide teachers with school-wide professional development opportunities on the...	Francis, Ruthe	8/7/2017	TDEs, agendas from trainings	5/28/2018 monthly
G1.B1.S2.MA1  M386273	Administration will review lesson plans, attendance sheets, and software usage reports.	Mclemore-Golphin, Earlean	9/13/2017	Double Down schedule, lesson plans, teacher/tutor planning, PLC attendance sheets, iObservation reports, data from formative assessments.	5/31/2018 weekly
G1.MA1  M386285	Data from classroom assessments, district assessments, and iObservation will be used to monitor...	Mclemore-Golphin, Earlean	9/11/2017	Samples of assignments and student assessment scores.	6/1/2018 biweekly
G1.B1.S1.A3  A361636	Administration and instructional coaches will ensure that teachers plan for rigorous instruction...	Horton, Leola	9/18/2017	attendance sheets, agenda, handouts, student work samples	6/1/2018 monthly
G1.B1.S2.A1  A361637	Tutors will provide double down instruction in reading, ELA, and math that will support them in...	Mclemore-Golphin, Earlean	8/21/2017	Double Down schedule, roster of students, lesson plans, data reports	6/1/2018 weekly
G1.B1.S2.A4  A361640	Provide professional development for teachers to differentiate instruction via small group...	Horton, Leola	9/11/2017	Lesson plans	6/1/2018 weekly
G1.B1.S2.A2  A361638	Adaptive technology will be used to supplement ELA and Reading, Science, Social Studies, and Math....	Mclemore-Golphin, Earlean	8/21/2017	Schedule of classes, usage reports	6/4/2018 biweekly
G1.B1.S3.A2  A361642	Teachers who are actively on-duty and assigned to budgeted positions at the UNISIG schools will...	LaCava, Gonzalo, Chief of Human Resources	9/22/2017	Payroll summary reports	6/30/2018 semiannually
G1.B1.S4.MA1  M386276	Instructional Reviews will be conducted to monitor effectiveness of the use of Academic Tutors in...	Regional Superintendent, .	9/22/2017	Instructional Review Schedule, Achievement and Demographic data reflected on the Principal and Principal Supervisor Dashboard	7/27/2018 semiannually

**Palm Beach - 1232 - Lake Shore Middle School - 2017-18 SIP**  
**Lake Shore Middle School**

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S5.MA1  M386279	Instructional Reviews and Superintendent's Data Reviews of student data at the project schools.	Regional Superintendent, .	9/22/2017	Achieve 3000 reports, Principal and Principal Supervisor Dashboard, Data Review Schedules	7/27/2018 semiannually
G1.B1.S3.MA1  M386274	Compare historic and current teacher retention data at the project schools.	LaCava, Gonzalo, Chief of Human Resources	8/1/2017	Teacher vacancy and retention data as evidenced by Principal Dashboard.	7/31/2018 triannually
G1.B1.S3.MA1  M386275	Review payroll summary reports to ensure the MOU has been implemented	LaCava, Gonzalo, Chief of Human Resources	1/8/2018	Payroll progress as shared with Executive Cabinet	7/31/2018 semiannually
G1.B1.S3.A1  A361641	The Division of Human Resources and Department of Labor Relations will facilitate the completion of...	LaCava, Gonzalo, Chief of Human Resources	8/1/2017	Signed Memorandum of Understanding	7/31/2018 one-time
G1.B1.S4.MA1  M386277	The School District Department of Human Resources will ensure all diligence has been taken to hire...	LaCava, Gonzalo, Chief of Human Resources	10/2/2017	Marketing of positions, interview schedules, list of personnel hired, summary reports provided to Executive Cabinet	7/31/2018 semiannually
G1.B1.S4.MA2  M386278	Conduct school visits to monitor use of Academic Tutors	Regional Superintendent, .	10/2/2017	Schedule of school visits	7/31/2018 monthly
G1.B1.S4.A1  A361643	The District will support schools in the selection and hiring of Academic Success Tutors at the...	LaCava, Gonzalo, Chief of Human Resources	9/22/2017	Marketing of positions, interview schedules, lists of personnel hired	7/31/2018 one-time
G1.B1.S4.A2  A361644	Academic Success Tutors support high-needs learners in small groups to ensure their needs are being...	Gibbons, Carl	10/2/2017	School master schedule including academic tutor support schedule, teacher planning documents, classroom walk-through data and iObservations	7/31/2018 daily

## V. Professional Development Opportunities

*Professional development opportunities identified in the SIP as action steps to achieve the school's goals.*

**G1.** If teachers implement effective and relevant standards based instruction to meet the needs of all students, then we will increase the number of students considered high school ready.

**G1.B1** Low capacity in providing standards based instruction and utilizing complex text during instruction.

**G1.B1.S1** Provide teachers with a variety of professional learning opportunities that focus on using the standards to plan and deliver standards based instruction, class monitoring data, and formative assessment data to meet the needs of all students

### **PD Opportunity 1**

Instructional coaches will provide professional development opportunities that focus on planning standards based instruction on the use of complex, grade level text during PLC, PDD, and department meetings

#### **Facilitator**

SSCC and instructional coaches

#### **Participants**

All teachers

#### **Schedule**

Biweekly, from 8/22/2017 to 5/28/2018

### **PD Opportunity 2**

Administration will provide teachers with school-wide professional development opportunities on the use of complex text, monitoring for student understanding, and standards based instruction.

#### **Facilitator**

Various trainers

#### **Participants**

All content area teachers

#### **Schedule**

Monthly, from 8/7/2017 to 5/28/2018

### **PD Opportunity 3**

Administration and instructional coaches will ensure that teachers plan for rigorous instruction and higher order thinking (Webb's DOK 3 and DOK 4).

#### **Facilitator**

School and District Personnel

#### **Participants**

All teachers

#### **Schedule**

Monthly, from 9/18/2017 to 6/1/2018

**G1.B1.S5** (UniSIG) Implement research-based, adaptive instruction delivered in digital and blended learning environments.

### **PD Opportunity 1**

Provide professional development for Achieve 3000 implementation.

#### **Facilitator**

Department of Teaching and Learning

#### **Participants**

Intensive Reading and English Language Arts teachers in grades 6-8, Social Studies teachers in grades 6 and 8.

#### **Schedule**

On 12/1/2017

## VI. Technical Assistance Items

*Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.*

## VII. Budget

1	G1.B1.S1.A1	Instructional coaches will provide professional development opportunities that focus on planning standards based instruction on the use of complex, grade level text during PLC, PDD, and department meetings				\$0.00
2	G1.B1.S1.A2	Administration will provide teachers with school-wide professional development opportunities on the use of complex text, monitoring for student understanding, and standards based instruction.				\$0.00
3	G1.B1.S1.A3	Administration and instructional coaches will ensure that teachers plan for rigorous instruction and higher order thinking (Webb's DOK 3 and DOK 4).				\$0.00
4	G1.B1.S2.A1	Tutors will provide double down instruction in reading, ELA, and math that will support them in mastering the rigorous standards being taught throughout the school day.				\$0.00
5	G1.B1.S2.A2	Adaptive technology will be used to supplement ELA and Reading, Science, Social Studies, and Math. (Achieve 3000 for ELA, Study Island for ELA, Science, Social Studies, and Math).				\$0.00
6	G1.B1.S2.A3	Certified teachers will be provided supplements for extra periods to provide double down support for students who are performing below grade level.				\$0.00
7	G1.B1.S2.A4	Provide professional development for teachers to differentiate instruction via small group instruction and the rotational instructional model.				\$0.00
8	G1.B1.S3.A1	The Division of Human Resources and Department of Labor Relations will facilitate the completion of a Memorandum of Understanding (MOU) with the Classroom Teacher Association (CTA).				\$0.00
9	G1.B1.S3.A2	Teachers who are actively on-duty and assigned to budgeted positions at the UniSIG schools will receive complexity pay as per the Memorandum of Understanding (MOU).				\$118,415.44
Function	Object	Budget Focus	Funding Source	FTE	2017-18	
5100	120-Classroom Teachers	1232 - Lake Shore Middle School	UniSIG		\$110,000.00	
		Notes: Complexity Pay per MOU paid in two installments 44 teachers				
5100	200-Employee Benefits	1232 - Lake Shore Middle School	UniSIG		\$8,415.44	
		Notes: Fringe benefits for Complexity Pay as per District schedule 44 teachers				
10	G1.B1.S4.A1	The District will support schools in the selection and hiring of Academic Success Tutors at the UniSIG schools.				\$126,756.00
Function	Object	Budget Focus	Funding Source	FTE	2017-18	
5100	160-Other Support Personnel	1232 - Lake Shore Middle School	UniSIG	4.0	\$81,900.00	
		Notes: Academic Success Tutors will provide tutorial support at the UniSIG schools. Rate: \$20,475 per Tutor (7.5 hours * \$15/hr * 182 days)				

**Palm Beach - 1232 - Lake Shore Middle School - 2017-18 SIP**  
**Lake Shore Middle School**

	5100	200-Employee Benefits	1232 - Lake Shore Middle School	UniSIG	4.0	\$44,856.00
		<i>Notes: Fringe benefits for Academic Success Tutors as per District benefit schedule @17.65% (\$3,614) +\$7600 health &amp; life per Tutor</i>				
11	G1.B1.S4.A2	<b>Academic Success Tutors support high-needs learners in small groups to ensure their needs are being met.</b>				<b>\$0.00</b>
12	G1.B1.S5.A1	<b>The District will purchase Achieve 3000 licenses and Chromebooks student laptops for implementation of the personalized, computer adaptive instruction in grades 6-8 (English Language Arts and Grade 8 Social Studies).</b>				<b>\$113,438.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	690-Computer Software	1232 - Lake Shore Middle School	UniSIG		\$71,443.00
		<i>Notes: Achieve 3000 for Lake Shore Middle School = \$71,443</i>				
	5100	644-Computer Hardware Non-Capitalized	1232 - Lake Shore Middle School	UniSIG		\$41,995.00
		<i>Notes: Chromebooks and charging stations for students to use computer laptops to implement Achieve 3000 in grades 6-8 English Language Arts &amp; Reading and grades 6 &amp; 8 Social Studies classrooms using a small group rotational model of instruction. Lake Shore Middle School: 15 teachers x 10 Chromebooks @ \$250 each = \$37,500 plus 5 charging carts @ \$899 Total Cost : \$41,995</i>				
13	G1.B1.S5.A2	<b>Provide professional development for Achieve 3000 implementation.</b>				<b>\$4,000.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	750-Other Personal Services	1232 - Lake Shore Middle School	UniSIG		\$4,000.00
		<i>Notes: Substitutes to provide release time for teachers to participate in professional development opportunities to implement the new instruction with fidelity.</i>				
<b>Total:</b>						<b>\$362,609.44</b>