



---

## Table of Contents

---

<b>Purpose and Outline of the SIP</b>	<b>3</b>
<b>School Information</b>	<b>4</b>
<b>Needs Assessment</b>	<b>6</b>
<b>Planning for Improvement</b>	<b>10</b>
<b>Title I Requirements</b>	<b>16</b>
<b>Budget to Support Goals</b>	<b>18</b>

## Lake Shore Middle School

425 W CANAL ST N, Belle Glade, FL 33430

<https://lsms.palmbeachschools.org>

### School Demographics

<b>School Type and Grades Served</b> (per MSID File)	<b>2017-18 Title I School</b>	<b>2017-18 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)
Middle School 6-8	Yes	97%
<b>Primary Service Type</b> (per MSID File)	<b>Charter School</b>	<b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)
K-12 General Education	No	97%

### School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	D	D	C	F*

### School Board Approval

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

### SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a 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>.

### Purpose and Outline of the SIP

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

## Part I: School Information

### School Mission and Vision

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

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

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

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

### School Leadership Team

#### Membership

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

Name	Title
Gibbons, Carl	Principal
Mclemore-Golphin, Earlean	Assistant Principal
Hightower, Bruce	Assistant Principal
Johnson, Jamilah	Assistant Principal
Schwartztrauber, Shaun	Assistant Principal
Horton, Leola	Instructional Coach
Montilla, Magnolia	Instructional Coach

#### Duties

#### 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.

### Early Warning Systems

#### Year 2017-18

#### 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	6	9	3	0	0	0	0	18
One or more suspensions	0	0	0	0	0	0	55	61	37	0	0	0	0	153
Course failure in ELA or Math	0	0	0	0	0	0	46	101	66	0	0	0	0	213
Level 1 on statewide assessment	0	0	0	0	0	0	124	153	154	0	0	0	0	431

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	66	93	63	0	0	0	0	222

The number of students identified as retainees:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	0	0	0	0	0	0	67	79	68	0	0	0	0	214
Retained Students: Previous Year(s)	0	0	0	0	0	0	57	79	68	0	0	0	0	204

Date this data was collected

Thursday 7/19/2018

Year 2016-17 - As Reported

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
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

Year 2016-17 - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
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

## Part II: Needs Assessment/Analysis

### Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

#### Which data component performed the lowest? Is this a trend?

When reviewing our school data for ELA, we see the Learning Gains went from 44% in 2017 to 38% in 2018, a decline of 6%. Both the achievement and the Low 25% had a decline of 2 percentage points from 2017 to 2018. In Math we see our achievement went from 36% in 2017 to 28% in 2018, a decline of 8%. Math Learning Gains also declined by 11%. Science achievement is 26%, a decline of 3%. Our Social Studies achievement is 62%, a 1% decline.

When looking at Grade Level Data, in ELA we see that both sixth and seventh grade have declined between 2% to 7%. And in Math, we have a decline of 22% in sixth grade and 17% in seventh when comparing 2018 results to 2017 results. Our sub group data demonstrates that with exception of SWD all subgroups have declined from 2017 to 2018.

#### Which data component showed the greatest decline from prior year?

Math Learning Gains declined 11 percentage points, from 49% in 2017 to 38% in 2018

Math Achievement declined 8 percentage points, from 36% in 2017 to 28% in 2018.

ELLs showed the greatest decline of all subgroups, 9 percentage points, from 21% in 2017 to 12% 2018. Achievement for ELLs declined the most from 2017 to 2018:

- In ELA Achievement, the ELL decline was 9 percentage points, from 21% proficient in 2017 to 12% in 2018.
- In Math Achievement, the ELL decline was 10 percentage points, from 26% in 2017 to 16% in 2018.
- In Science Achievement, the ELL decline was 5 percentage points, from 18% in 2017 to 13% in 2018.
- The sub group data within Math demonstrates that our ELLs have declined 9% in ELA and 10% in Math from 2017 to 2018.

#### Which data component had the biggest gap when compared to the state average?

Math achievement gap between the school is -30% (School 28% and State 58%).

- Math raw data achievement gap between the school and the District is -42% for students in 6th grade, with the school performance at 14% and the District average at 56%. This is also a decline of -22% from

2017 to 2018.

ELA achievement gap is -28% (School 25% and State, 53%).

- ELA raw data achievement gap between the school and the District is -42% in 6th grade, -20% in 7th grade, and -32% in 8th grade.

Science achievement gap between the school and the state is -15% (School 26% to State 52%), between the school and the District

**Which data component showed the most improvement? Is this a trend?**

ELA Lowest 25th Percentile improved 2% from 41% in 2017 to 43% in 2018.

ELL students improved 5% from 2017 to 2018 in Science, from 57% to 62% proficient.

When comparing grade level data, we see that the eight grade group went up 2% points in ELA and 11% points in Math from 2017 to 2018. Additionally, the SWD have demonstrated achievement gains within all content areas, a positive improvement between 1% to 5 %.

**Describe the actions or changes that led to the improvement in this area.**

The implementation of Achieve 3000 using technology within ELA and Social Studies classes. The addition of Academic Tutors providing in class additional support for student in Math and ELA with the double down approach with researched based instructional strategies. Small group rotations included in the instructional delivery with heterogeneous and homogeneous grouping of identified students in Math and ELA. The hiring of 2 Academic Tutors provided for ELL students (1 Spanish Speaking, 1 Creole speaking) to provide additional support in all tested area's for ELL students. SWD students were provided tutoring and additional support in Math and ELA with certified teachers in the form of push-in and pull-out tutoring during school and after-school in ELA and Math. Standards based instruction was paramount and monitored within all class for students along with current data reviewed to drive instruction and differentiate instruction based on students needs.

**School Data**

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

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	25%	56%	53%	28%	55%	52%
ELA Learning Gains	38%	57%	54%	48%	56%	53%
ELA Lowest 25th Percentile	43%	49%	47%	47%	49%	45%
Math Achievement	28%	61%	58%	36%	59%	55%
Math Learning Gains	38%	61%	57%	51%	60%	55%
Math Lowest 25th Percentile	42%	54%	51%	45%	48%	47%
Science Achievement	26%	55%	52%	34%	54%	50%
Social Studies Achievement	62%	75%	72%	53%	73%	67%

**EWS Indicators as Input Earlier in the Survey**

Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Attendance below 90 percent	6 (3)	9 (4)	3 (5)	18 (12)
One or more suspensions	55 (63)	61 (72)	37 (70)	153 (205)

**EWS Indicators as Input Earlier in the Survey**

Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Course failure in ELA or Math	46 (40)	101 (90)	66 (11)	213 (141)
Level 1 on statewide assessment	124 (104)	153 (160)	154 (103)	431 (367)

**Grade Level Data**

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2018	20%	53%	-33%	52%	-32%
	2017	27%	54%	-27%	52%	-25%
Same Grade Comparison		-7%				
Cohort Comparison						
07	2018	22%	54%	-32%	51%	-29%
	2017	24%	55%	-31%	52%	-28%
Same Grade Comparison		-2%				
Cohort Comparison		-5%				
08	2018	26%	60%	-34%	58%	-32%
	2017	27%	56%	-29%	55%	-28%
Same Grade Comparison		-1%				
Cohort Comparison		2%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2018	14%	56%	-42%	52%	-38%
	2017	36%	55%	-19%	51%	-15%
Same Grade Comparison		-22%				
Cohort Comparison						
07	2018	19%	39%	-20%	54%	-35%
	2017	22%	38%	-16%	53%	-31%
Same Grade Comparison		-3%				
Cohort Comparison		-17%				
08	2018	33%	65%	-32%	45%	-12%
	2017	40%	63%	-23%	46%	-6%
Same Grade Comparison		-7%				
Cohort Comparison		11%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2018	23%	54%	-31%	50%	-27%
	2017					
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018	57%	72%	-15%	71%	-14%
2017	60%	73%	-13%	69%	-9%
Compare			-3%		

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018	72%	62%	10%	62%	10%
2017	83%	59%	24%	60%	23%
Compare			-11%		

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					

**Subgroup Data**

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	9	28	33	15	31	34	18	38			
ELL	12	38	45	16	34	35	13	62			
BLK	24	38	44	26	37	44	26	59	53		

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
HSP	27	39	40	31	40	38	26	65	44		
WHT	30			30							
FRL	25	38	42	28	38	41	27	62	49		
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	5	33	36	13	40	42	13	37			
ELL	21	43	41	26	44	31	18	57			
BLK	26	44	42	33	47	42	22	65	30		
HSP	31	47	44	44	53	40	44	59	29		
FRL	27	44	43	35	48	41	28	63	28		

### Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
<b>Title</b>	To ensure progress towards student achievement within ELA and Math instruction to support the expectations of LTO#2 (High School Readiness)
<b>Rationale</b>	ELA performance on the Florida Standards Assessment dropped in two cells: ELA achievement (-2 percent to 25 percent) and ELA Learning Gains (-6 percent to 38 percent). Mathematics performance on the Florida Standards Assessment dropped in two cells: Math Achievement (-8 percent to 28 percent) and Math Learning Gains (-11 percent to 38 percent).
<b>Intended Outcome</b>	<p>Improve ELA Proficiency by 15% to be on target for meeting the LTO of the Strategic Plan by 2021.</p> <p>Improve Math Proficiency by 12% to be on target for meeting the LTO of the Strategic Plan by 2021.</p>
<b>Point Person</b>	Carl Gibbons (carl.gibbons@palmbeachschools.org)
Action Step	
<b>Description</b>	<p>Pillars of Effective Instruction: Students are immersed in rigorous task encompassing the full intent of the Florida State Standards and content required by Florida State Statute 1003.42 continuing to develop a single school culture and appreciation of multicultural diversity in alignment to S.B. 2.09 with a focus on ....</p> <p>Action Step #1: The District will provide Performance Pay if the school increases its school grade as a retention strategy to keep highly qualified teachers, lessen the teacher turnover rate, and maintain a supportive and stable learning environment at the UniSIG schools.</p> <p>Action Step #2: The school will utilize Academic Success Tutors to provide small group instructional supports for high-needs learners to improve their academic achievement. (J. Johnson and S. Schwartztrauber)</p> <p>Action Step #3: Pillars of Effective Instruction – Students will be immersed in rigorous tasks encompassing the full intent of the standards by implementing research-based, adaptive instruction using iReady Reading and Math Diagnostic and Instruction using a technology based platform. Writing Program "Top Score" for writing. (J. Johnson)</p> <p>Action Step #4: ELA teachers will implement a focused curriculum: (1) Ready FL LAFS English Language Arts instructional materials; (2) iReady technology- assigned grade level standards-based lessons - 30 minutes per week, per student; (3) iReady teacher toolbox instructional resources (J. Johnson)</p> <p>Action Step #5: ELA teachers will engage in the standards-based instruction cycle during collaborative planning: (1) what do students need to know, understand, and be able to do; (2) how do we teach effectively to ensure all students are learning; (3) how do we know students are learning; and (4) what do we do when students are not learning or or reaching mastery before expectation? Teacher will also analyze standards and Test Item Specifications during the planning process. (J. Johnson)</p> <p>Action Step #6: Mathematics teachers will implement a focused curriculum: (1) Palm Beach County Schools Go Math curriculum; (2) iReady adaptive technology - 45 minutes per week, per student; and (3) Math Nation and Khan Academy for Algebra I students. iReady will be used with Algebra students requiring additional support. (S. Schwartztrauber)</p>

Action Step #7: Mathematics teachers will engage in the standards-based instruction cycle during collaborative planning: (1) what do students need to know, understand, and be able to do; (2) how do we teach effectively to ensure all students are learning; (3) how do we know students are learning; and (4) what do we do when students are not learning or reaching mastery before expectation? Teacher will also analyze standards and test item specifications during the planning process. Math will be taught in context. (S. Schwartztrauber)

Action Step #8: Mathematics teachers will implement a uniform instructional delivery model, including gradual release of responsibility: (1) Warm Up: "You practice previous learning"; (2) Introduction: "I introduce the topic and share lesson goals/targets"; (3) demonstrate or think aloud: "I do it, you watch me"; (4) shared demonstration: "We do it together"; (5) guided practice: "You do it together, I facilitate and help you"; (6) independent practice: "You do it alone, I assess your learning"; and (7) reflect: "We summarize our learning and reflect." (S. Schwartztrauber)

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

### Plan to Monitor Effectiveness

Monitoring Step #1: The principal will ensure that all teachers receive support for improving instructional practice that improves student achievement. The District Leadership will complete a Memorandum of Understanding and ensure that the requirements of the MOU are implemented.

Monitoring Step #2: The principal will designate the Assistant Principal, the Single School Culture Coordinator, and other members of the Leadership Team to monitor the Academic Success Tutors to ensure the effective use of their services for tutorials and instructional support.

Monitoring Step #3: The principal will designate the Single School Culture Coordinator to monitor iReady performance, and assist teachers in analyzing the data to make effective instructional decisions that support student achievement for tutorials, small group, and whole group instruction.

### Description

Monitoring Step #4: The assistant principal will monitor fidelity of implementation by conducting daily visits to classrooms, attending PLC meetings and review lessons plans and focus calendars weekly.  
(S. Schwartztrauber)

Monitoring Step #5: Monitor use of Ready FL LAFS English Language Arts instructional materials, iReady technology- assigned grade level standards-based lessons - 30 minutes per week, per student, and iReady Teacher Toolbox instructional resources. (J. Johnson)

Monitoring Step #6: Increase PLCs to two times per week - PLCS will be facilitated by Single School Culture Specialist and attended by assistant principal. Department meetings will occur once per month and focus on best practices and standards based lesson planning. (J. Johnson)

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

Activity #2	
<b>Title</b>	To ensure progress towards student achievement within Civics and Science instruction to support the expectations of LTO#2 (High School Readiness)
<b>Rationale</b>	8th Grade Science performance on the Next Generation Sunshine State Standards Statewide Science Assessment decreased 3 percent to 24%. 7th Grade Civics performance on the Civics End of Course Exam decreased 1 percent to 62%.
<b>Intended Outcome</b>	Improve Science Proficiency by 15% to be on target for meeting the LTO of the Strategic Plan by 2021. Improve Civics Proficiency by 18% to be on target for meeting the LTO of the Strategic Plan by 2021.
<b>Point Person</b>	Carl Gibbons (carl.gibbons@palmbeachschools.org)
Action Step	
<b>Description</b>	<p>Pillars of Effective Instruction: Students are immersed in rigorous task encompassing the full intent of the Florida State Standards and content required by Florida State Statute 1003.42 continuing to develop a single school culture and appreciation of multicultural diversity in alignment to S.B. 2.09 with a focus on ....</p> <p>Action Step #1: The District will provide Performance Pay if the school increases its school grade as a retention strategy to keep highly qualified teachers, lessen the teacher turnover rate, and maintain a supportive and stable learning environment at the UniSIG schools.</p> <p>Action Step #2: The school will utilize Academic Success Tutors to provide small group instructional supports for high-needs learners to improve their academic achievement.</p> <p>Action Step #3: Pillars of Effective Instruction – Students will be immersed in rigorous tasks encompassing the full intent of the standards by implementing a focused curriculum: Palm Beach County School Stemscope curriculum and Kessler Science curriculum. (B. Hightower)</p> <p>Action Step #4: Science teachers will engage in the standards-based instruction cycle during collaborative planning: (1) what do students need to know, understand, and be able to do; (2) how do we teach effectively to ensure all students are learning; (3) how do we know students are learning; and (4) what do we do when students are not learning or reaching mastery before expectation? Teacher will also analyze standards and test item specifications during the planning process. Science will be taught in context. (B. Hightower)</p> <p>Action Step #5: Science teachers will implement a uniform instructional delivery model, including the 5E method of instruction which consists of: Engagement, Exploration, Explanation, Elaboration, and Evaluation. (B. Hightower)</p> <p>Action Step #6: Civics teachers will implement a focused curriculum: Nearpod and Zzish platforms will be used to deliver teacher created curriculum. (E. McLemore-Golphin)</p> <p>Action Step #7: Civics teachers will analyze standards and Test Item Specifications during the planning process. (E. McLemore-Golphin)</p> <p>Action Step #8: Civics teachers will implement a uniform instructional delivery model, including gradual release of responsibility: Bell Ringer, lesson introduction; shared</p>

demonstration; guided practice; independent practice; lesson wrap up. (E. McLemore-Golphin)

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

#### Plan to Monitor Effectiveness

Monitoring Step #1: The principal will ensure that all teachers receive support for improving instructional practice that improves student achievement. The District Leadership will complete a Memorandum of Understanding and ensure that the requirements of the MOU are implemented.

Monitoring Step #2: The principal will designate the Assistant Principal, the Single School Culture Coordinator, and other members of the Leadership Team to monitor the Academic Success Tutors to ensure the effective use of their services for tutorials and instructional support.

#### Description

Monitoring Step #3: The principal will designate the Single School Culture Coordinator to monitor and assist teachers in analyzing the data to make effective instructional decisions that support student achievement for tutorials, small group, and whole group instruction.

Monitoring Step #4: The assistant principal will monitor fidelity of implementation by conducting daily visits to classrooms, attending PLC meetings and review lessons plans and focus calendars weekly.  
(B. Hightower and E. McLemore-Golphin)

Monitoring Step #5: Monitor use of instructional materials, adaptive technology, and grade level standards-based lessons. (B. Hightower and E. McLemore-Golphin)

Monitoring Step #6: Increase PLCs to two times per week - PLCS will be facilitated by Single School Culture Specialist and attended by assistant principal. Department meetings will occur once per month and focus on best practices and standards based lesson planning. (B. Hightower and E. McLemore-Golphin)

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

**Activity #3**

<b>Title</b>	To ensure progress towards positive culture and achieve the expectations of LTO#2 (High School Readiness)
<b>Rationale</b>	In FY18, 222 students were identified as exhibiting two or more early warning indicators (attendance below 90 percent, one or more suspensions, course failure in ELA and Math, and Level 1 on statewide assessment) as compared to 204 students in FY17.
<b>Intended Outcome</b>	Decrease the number of students identifies as exhibiting two or more early warning indicators by 25% to be on target for meeting the LTO of the Strategic Plan by 2021.
<b>Point Person</b>	Carl Gibbons (carl.gibbons@palmbeachschools.org)

**Action Step**

<b>Description</b>	<p>Pillars of Effective Instruction: Students are immersed in rigorous task encompassing the full intent of the Florida State Standards and content required by Florida State Statute 1003.42 continuing to develop a single school culture and appreciation of multicultural diversity in alignment to S.B. 2.09 with a focus on ....</p> <p>Action Step #1: The District will provide Performance Pay if the school increases its school grade as a retention strategy to keep highly qualified teachers, lessen the teacher turnover rate, and maintain a supportive and stable learning environment at the UniSIG schools.</p> <p>Action Step #2: The school will utilize Academic Success Tutors to provide small group instructional supports for high-needs learners to improve their academic achievement.</p> <p>Action Step #3: Pillars of Effective Instruction – Students will be immersed in rigorous tasks encompassing the full intent of the standards by implementing activities that reinforce the school's Universal Guidelines and Expectations and School-wide Positive Behavior System.</p> <p>Action Step #4: Teachers will articulate, demonstrate, and teach the specific practices that reflect the application of the school’s SwPBS Universal Guidelines to the contexts students will encounter before/during/after school.</p> <p>Action Step #5: Adults across the campus will clarify their expectations for positive interpersonal interaction and create the structures and processes for a Single School Culture for Academics, Behavior, and Climate.</p> <p>Action Step #6: Teachers will create a college-going culture through the Eight Components of College and Career Readiness (developing aspirations, academic planning, enrichment and extracurricular engagement, college and career exploration and selection, college and career assessments, affordability planning, admissions and transitions into postsecondary).</p>
--------------------	---

<b>Person Responsible</b>	Carl Gibbons (carl.gibbons@palmbeachschools.org)
---------------------------	--

**Plan to Monitor Effectiveness**

<b>Description</b>	<p>Monitoring Step #1: The principal will ensure that all teachers receive support for progress towards positive culture. The District Leadership will complete a Memorandum of Understanding and ensure that the requirements of the MOU are implemented.</p> <p>Monitoring Step #2: The principal will designate the Assistant Principal, the Single School Culture Coordinator, and other members of the Leadership Team to monitor the Single</p>
--------------------	---

School Culture initiative to ensure the effective use of universal guidelines and expectations.

Monitoring Step #3: The principal will designate the Single School Culture Coordinator to monitor student behavior and performance data, and assist teachers in analyzing the data to make effective decisions that support student achievement.

Monitoring Step #4: The assistant principal will monitor fidelity of implementation by conducting daily visits to classrooms.

Monitoring Step #5: Administration and the SwPBS team will review classroom data to ensure students are engaged while in class. Maintain a minimum of a 4:1 ratio of positive interactions (RPI) to ensure students remain engaged during instructional time.

Monitoring Step #6: Administration will monitor the implementation of positive behavioral interventions and supports to improve school climate and reduce suspensions through the SBT and Rti processes.

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

## Part IV: Title I Requirements

### Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

#### **Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.**

For the 2018-2019 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.

## PFEP Link

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

### **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.

### **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.

### **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.**

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.

Title I, Part A: These funds are used to employ a Parent Liaison, teachers, and instructional coaches. Funds are also used for tutorials, supplies, refreshments for parental training, remediation, tutorial programs, and the MSCR program.

Title I, Part C - 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 are met.

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

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 Red Ribbon Week and programs 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 and promoting an appreciation of multicultural diversity 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: LSMS offers Pre-Medical choice for students that will help them prepare for college readiness.

Single School Culture (SSC) for Academics: Teachers attend weekly learning team and common planning meetings where teachers collaborate and student work and assessments are analyzed to determine areas of strengths and weaknesses to drive instruction.

**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.

**Part V: Budget**

<b>Total:</b>	<b>\$309,083.25</b>
---------------	---------------------