Lauderdale Lakes Middle School

2021-22 Schoolwide Improvement Plan

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Lauderdale Lakes Middle School

3911 NW 30TH AVE, Lauderdale Lakes, FL 33309

[no web address on file]

Demographics

Principal: Linda Lopez

Start Date for this Principal: 9/9/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Asian Students Black/African American Students* Hispanic Students* White Students* Economically Disadvantaged Students*
School Grades History	2018-19: C (48%) 2017-18: C (48%) 2016-17: C (47%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	[LaShawn Russ-Porterfield](#)
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).	

School Board Approval

This plan is pending approval by the Broward County School Board.

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	Yes	78%

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	2020-21	2019-20	2018-19	2017-18
Grade		C	C	C

School Board Approval

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Lauderdale Lakes Middle is committed to educating all students to reach their highest potential by incorporating rigorous standard-based instruction through programs such as: IB Magnet STEM.

Provide the school's vision statement.

Lauderdale Lakes Middle is committed to educating and equipping today's students to succeed in tomorrow's 21st Century world by equipping our students with real-world skills by partnering with community stakeholders.

School Leadership Team

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

Name	Position Title	Job Duties and Responsibilities
Slesinski, Jill	Principal	The role of a principal is to provide strategic direction in the school system. Principals develop standardized curricula, assess teaching methods, monitor student achievement, encourage parent involvement, revise policies and procedures, administer the budget, hire and evaluate staff and oversee facilities.
Facyson, Markis	Assistant Principal	The Assistant School Principal will effectively execute the performance responsibilities by demonstrating the following knowledge, skills, and abilities to: provide instructional leadership for all educational programs at the school; exhibit the knowledge and practice of current educational trends, research and technology; understand the unique needs, population trends and characteristics of students served in the school; read, interpret and implement the State Board Rules, Code of Ethics, School Board Policies and appropriate state and federal statutes; and coach, supervise and evaluate personnel in accordance with collective bargaining agreements. The Assistant School Principal will need to demonstrate effective communication and interaction skills with all stakeholders, have the ability to use group dynamics within the context of cultural diversity and be knowledgeable of Florida educational reform, accountability and effective school concepts. Assistant Principal's assist the principal in providing vision and leadership to develop, administer and monitor high quality educational programs that optimize the human and material resources, including time and space, available for a successful and safe school program for students, staff and community.
Ryser, William	Assistant Principal	The Assistant School Principal will effectively execute the performance responsibilities by demonstrating the following knowledge, skills, and abilities to: provide instructional leadership for all educational programs at the school; exhibit the knowledge and practice of current educational trends, research and technology; understand the unique needs, population trends and characteristics of students served in the school; read, interpret and implement the State Board Rules, Code of Ethics, School Board Policies and appropriate state and federal statutes; and coach, supervise and evaluate personnel in accordance with collective bargaining agreements. The Assistant School Principal will need to demonstrate effective communication and interaction skills with all stakeholders, have the ability to use group dynamics within the context of cultural diversity and be knowledgeable of Florida educational reform, accountability and effective school concepts. Assistant Principal's assist the principal in providing vision and leadership to develop, administer and monitor high quality educational programs that optimize the human and material resources, including time and space, available for a successful and safe school program for students, staff and community.
Joseph, Rachel	Instructional Coach	Determine a system to monitor and measure increases in both teacher's instructional development and student achievement through regular, ongoing classroom visits.

Name	Position Title	Job Duties and Responsibilities
Mellion-Clerveaux, Ericka	Instructional Coach	Determine a system to monitor and measure increases in both teacher's instructional development and student achievement through regular, ongoing classroom visits.
Riley, Stephanie	Instructional Coach	Determine a system to monitor and measure increases in both teacher's instructional development and student achievement through regular, ongoing classroom visits.
Louis, Jeana	Magnet Coordinator	Manage and evaluate the school's magnet program to ensure the highest level of quality. through: collect data, analyze results, and report findings in order to evaluate student achievement and assist with placing students in appropriate intervention and support services.

Demographic Information

Principal start date

Thursday 9/9/2021, Linda Lopez

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

5

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

48

Total number of teacher positions allocated to the school

53

Total number of students enrolled at the school

839

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

7

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

5

Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	272	299	270	0	0	0	0	841
Attendance below 90 percent	0	0	0	0	0	0	83	83	79	0	0	0	0	245
One or more suspensions	0	0	0	0	0	0	13	1	1	0	0	0	0	15
Course failure in ELA	0	0	0	0	0	0	26	11	13	0	0	0	0	50
Course failure in Math	0	0	0	0	0	0	36	35	5	0	0	0	0	76
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	68	64	89	0	0	0	0	221
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	76	77	84	0	0	0	0	237
Number of students with a substantial reading deficiency	0	0	0	0	0	0	45	115	111	0	0	0	0	271

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	94	115	116	0	0	0	0	325

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	1	0	0	0	0	1
Students retained two or more times	0	0	0	0	0	0	2	6	8	0	0	0	0	16

Date this data was collected or last updated

Friday 9/10/2021

2020-21 - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	248	279	255	0	0	0	0	782
Attendance below 90 percent	0	0	0	0	0	0	24	19	14	0	0	0	0	57
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0		
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	67	64	94	0	0	0	0	225
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	47	42	68	0	0	0	0	157

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	19	54	70	0	0	0	0	143

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	2	5	7	0	0	0	0	14

2020-21 - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	248	279	255	0	0	0	0	782
Attendance below 90 percent	0	0	0	0	0	0	24	19	14	0	0	0	0	57
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0		
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	67	64	94	0	0	0	0	225
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	47	42	68	0	0	0	0	157

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Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	2	5	7	0	0	0	0	14

Part II: Needs Assessment/Analysis

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

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				33%	57%	54%	32%	57%	53%
ELA Learning Gains				43%	57%	54%	43%	57%	54%
ELA Lowest 25th Percentile				35%	48%	47%	45%	50%	47%
Math Achievement				43%	60%	58%	38%	60%	58%
Math Learning Gains				53%	58%	57%	46%	59%	57%
Math Lowest 25th Percentile				45%	49%	51%	44%	50%	51%
Science Achievement				38%	49%	51%	35%	52%	52%
Social Studies Achievement				55%	71%	72%	57%	72%	72%

Grade Level Data Review - State Assessments
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	35%	57%	-22%	54%	-19%
Cohort Comparison						
07	2021					
	2019	26%	55%	-29%	52%	-26%
Cohort Comparison		-35%				
08	2021					
	2019	31%	59%	-28%	56%	-25%
Cohort Comparison		-26%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	40%	58%	-18%	55%	-15%
Cohort Comparison						
07	2021					
	2019	23%	53%	-30%	54%	-31%
Cohort Comparison		-40%				
08	2021					
	2019	33%	45%	-12%	46%	-13%
Cohort Comparison		-23%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	23%	43%	-20%	48%	-25%
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	70%	67%	3%	67%	3%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	52%	71%	-19%	71%	-19%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	86%	61%	25%	61%	25%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	95%	56%	39%	57%	38%

Grade Level Data Review - Progress Monitoring Assessments

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

The i-Ready Diagnostic Assessment was used to progress monitor students in grades 6-8 for reading and math.

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	50/24.4%	60/29.7%	0/0.0%
	Economically Disadvantaged	39/23.%	47/29.%	0/0.0%
	Students With Disabilities	3/13.0%	5/20%	0/0.0%
	English Language Learners	4/9.8%	8/16.7%	0/0.0%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	44/21.0%	63/28.4%	1/25.0%
	Economically Disadvantaged	37/15.4%	43/18.3%	1/25.0%
	Students With Disabilities	2/8.3%	4/16.7%	0/0.0%
	English Language Learners	1/4.8%	2/9.1%	0/0.0%

Grade 7				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	19.8	33.9	0
	Economically Disadvantaged	19.3	35.9	0
	Students With Disabilities	7.4	24	0
	English Language Learners	2.7	15.8	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	12.6	24.6	0
	Economically Disadvantaged	12.4	23	0
	Students With Disabilities	0	7.7	0
	English Language Learners	16.1	15.8	0
	Number/% Proficiency	Fall	Winter	Spring
Civics	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 8				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	19.8	35.9	0
	Economically Disadvantaged	19.2	37.1	0
	Students With Disabilities	3.8	10	0
	English Language Learners	0	8.7	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	7.3	17.9	0
	Economically Disadvantaged	8.3	19.8	0
	Students With Disabilities	0	11.8	0
	English Language Learners	5.3	17.4	0
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	16	26	26	13	20	22	23	16			
ELL	24	30	28	18	16	23	29	43	65		
ASN	40	60		50	30						
BLK	26	30	22	19	16	19	30	34	72		
HSP	30	32	29	27	14	20	33	35	75		
FRL	27	29	23	21	13	16	29	35	72		
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	17	35	31	19	37	31	12	30			
ELL	22	38	31	31	52	46	18	45	75		
BLK	32	42	34	42	51	41	37	58	92		
HSP	36	49	34	44	56	57	39	38	85		

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
WHT	38	50		47	47						
FRL	32	43	36	43	53	44	36	54	90		
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	11	37	43	13	31	32	10	31			
ELL	17	46	48	20	42	39	14	42	90		
BLK	30	41	47	37	47	45	33	57	90		
HSP	37	48	32	40	46	40	34	45	79		
WHT	61	53		61	41						
FRL	32	43	45	37	46	43	35	56	89		

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	30
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	25
Total Points Earned for the Federal Index	298
Total Components for the Federal Index	10
Percent Tested	93%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	20
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	30
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	

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

Asian Students	
Federal Index - Asian Students	45
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	

Black/African American Students	
Federal Index - Black/African American Students	30
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

Hispanic Students	
Federal Index - Hispanic Students	31
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	

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

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

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

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	29
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

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

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

According to recent state assessment, ELA obtained a 33%, but the trending data shows a 1% to 2% annually.

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

Reported areas of concern would be: the lowest Quartile, reaching levels of Proficiency in both ELA and Math, which would also include our subgroups of SWD and ESOL. According to 2019 assessment, ELA achievement shows that 70% of our students came in below grade level in 2019; incoming students demonstrated an increase in student proficiency based off their previous state assessment having our lowest quartile to consist of high level 2 readers.

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

ELA teachers have better identified benchmarks and utilize them in such a way to properly have the item specifications, LAFS as well as the IPG to serve as a guide during planning and PLCs.
The Math coach has restructured the format of PLCs, IFCs and are closely monitoring students weekly through iReady data.
Overall, achievement ambassadors have been assigned to push-in into classes and meet with students for small group instruction daily to meet the specific needs of students for remediation and continuous progress monitoring.

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

All areas need improvement.

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

New actions that have contributed to the improvements in the areas of Science, ELA and Math are the following: incorporating lab and/or support classes within the Master schedule; providing enrichment opportunities for students that need a double dose for improvement.

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

Teachers will provide flipped classroom opportunities, assign modules and offer enrichment as well as high school courses for students that score proficiency or higher on the state assessment.

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

Instructional coaches will provide weekly professional developments, lesson planning support during Power Hour as well as Building capacity for more effective instructional delivery.

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

1. Weekly PLCs
2. Weekly RtI meetings
3. Weekly updates with administration/building capacity
4. Teachers providing evidence of using TIER 2 strategies
5. Lab and support classes built into Master schedule in areas of ELA, Math and Lowest Quartile

Part III: Planning for Improvement

Areas of Focus:

#1. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups

Area of Focus Description and Rationale:	School leaders and Support staff will implement opportunities through Power Hour for teachers to collectively analyze student data for the purposes of better student support particularly the Low 25% in ELA and Math. This would ensure that our SWD and ESOL Sub-Groups students are in the most accommodating class setting and learning to reach their fullest potential by teachers rigorously implement standards-based instruction in conjunction with high yield strategies, while progress monitoring student academic performance to proficiency.
Measurable Outcome:	By June 2022, 50% of students will achieve a learning gain in ELA and Math on the FSA.
Monitoring:	Weekly meetings through: Achieve Ambassadors, Data Chats, Building Capacity and Common Formative Assessments.
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy:	Weekly meetings monitoring ILS systems: iReady, MasteryConnect, Read 180, and System 44.
Rationale for Evidence-based Strategy:	Decrease learning gap, and increase students' proficiency and Language Arts and Math.

Action Steps to Implement

No action steps were entered for this area of focus

Additional Schoolwide Improvement Priorities

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

According to SafeSchooforAlex.org, 8.0 incidents per 100 students. This rate is greater than the Statewide middle/junior school rate of 4.2 incidents per 100 students. SPBP leaders and Support staff will implement opportunities throughout first period classes to implement district initiatives such as: Peace Day, hosting KINDNESS Day and Say HELLO. In additionally sharing best-practices, implementing Tier 2 strategies for students during Focus Groups during Power Hour for further student support through MTSS/RtI.

Part IV: Positive Culture & Environment

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

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

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

Lauderdale Lakes consistently hosts monthly Parent Nights, even in a virtual space, so that parents, stakeholders and community leaders are afforded the opportunity to contribute towards the efforts of students' progress. As students are given the opportunity to showcase their work, students are recognized consequently rising their moral.

During the school day, our token system would be referred to as Class Dojo; based off the number of points from Class Dojo students would granted Viking Bucks as they meet the school-wide expectations in the hallways. Upon receipt of the Viking Dollars, students will have the option to select which reward(s) they would like to receive. Moreover, at the end the month students, that have 20 Viking Dollars leftover, could then participate within the Viking-fest activities. This would include student being randomly selected meeting the prerequisites for being the student of the month highlighted within our school newsletter. This system would ensure that positive behavior is recognized and maintains the expectation that it needs to be on-going.

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

Lauderdale Lakes Middle uses the SPBP team which consists of the following:
Markis Facyson- Administrator
Jarrett Joseph-5000 Mentor/Club Sponsor
Alma Rolle-BTU Representative
Jeana Louis-Magnet Coordinator
Rachel Joseph-SPBP Point of Contact

Kiondra Shelman-Civics Teacher
Latia Troutman-Parent/Community Representative
Donna Baker- Equity Liaison
• PBIS team will Quarterly Review BASIS Dashboard
• Engage in bi-weekly Focus Group Meetings to address student behavior concerns
• Increase staff presence in Top 3 locations
• PBIS team will Quarterly Review BASIS Dashboard for grade 8 discipline referrals
• Engage in bi-weekly Focus Group Meetings to address student behavior concerns in 8th grade
• Modify lesson plans to address new behavior concerns
• PBIS team will Quarterly Review BASIS Dashboard
• Engage in bi-weekly Focus Group Meetings to address student behavior concerns
Process for classroom generated referrals will be reviewed with teachers.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups				$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	1000		1701 - Lauderdale Lakes Middle School	Title, I Part A		$0.00
					Total:	$0.00