

The School District of Palm Beach County

# Lake Shore Middle School



2022-23 Schoolwide Improvement Plan

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# Lake Shore Middle School

425 W CANAL ST N, Belle Glade, FL 33430

<https://lsms.palmbeachschools.org>

## Demographics

**Principal: Carl Gibbons**

Start Date for this Principal: 9/3/2017

|  |   |
|--|---|
| <b>2019-20 Status</b><br>(per MSID File)   | Active  |
| <b>School Type and Grades Served</b><br>(per MSID File)  | Middle School<br>6-8  |
| <b>Primary Service Type</b><br>(per MSID File)   | K-12 General Education  |
| <b>2021-22 Title I School</b>  | Yes   |
| <b>2021-22 Economically Disadvantaged (FRL) Rate</b><br>(as reported on Survey 3)  | 100%  |
| <b>2021-22 ESSA Subgroups Represented</b><br>(subgroups with 10 or more students)<br>(subgroups below the federal threshold are identified with an asterisk) | Students With Disabilities*<br>English Language Learners*<br>Black/African American Students*<br>Hispanic Students<br>White Students*<br>Economically Disadvantaged Students* |
| <b>School Grades History</b>   | 2021-22: C (44%)<br>2018-19: C (48%)<br>2017-18: D (39%)  |
| <b>2019-20 School Improvement (SI) Information*</b>  |   |
| <b>SI Region</b>   | Southeast   |
| <b>Regional Executive Director</b>   | <a href="#">LaShawn Russ-Porterfield</a>  |
| <b>Turnaround Option/Cycle</b>   | N/A   |
| <b>Year</b>  |   |
| <b>Support Tier</b>  |   |
| <b>ESSA Status</b>   | TSI   |

\* 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 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 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](http://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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| <b>Title I Requirements</b>           | <b>0</b>  |
| <b>Budget to Support Goals</b>        | <b>0</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><br>(per MSID File) | <b>2021-22 Title I School</b> | <b>2021-22 Economically Disadvantaged (FRL) Rate</b><br>(as reported on Survey 3) |
| Middle School<br>6-8                                    | Yes                           | 100%  |
| <b>Primary Service Type</b><br>(per MSID File)          | <b>Charter School</b>         | <b>2018-19 Minority Rate</b><br>(Reported as Non-white on Survey 2)               |
| K-12 General Education                                  | No                            | 98%   |

## School Grades History

|       |         |         |         |         |
|-------|---------|---------|---------|---------|
| Year  | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| Grade | C       | C       | C       | C       |

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## SIP Authority

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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 as 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**

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

| Name                   | Position Title      | Job Duties and Responsibilities   |
|------------------------|---------------------|---|
| Gibbons, Carl          | Principal           | <p>Serve as Principal and provide leadership, direction, and coordination at the school. Communicate the vision and carry out the mission.</p> <p>Serve as instructional leader and advocate for improving student outcomes.</p> <p>Ensure the implementation of District comprehensive curriculum in all courses.</p> <p>Ensure the District Scope &amp; Sequence and Pacing Calendar is followed.</p> <p>Promote professional learning and growth among faculty and staff.</p> <p>Establish partnerships with all stakeholder groups.</p> <p>Create a safe and positive learning environment and promote Single School Culture.</p> |
| Schwartztrauber, Shaun | Assistant Principal | <p>Serve as Curriculum Assistant Principal and principal liaison.</p> <p>Communicate the vision and carry out the mission.</p> <p>Serve as instructional leader and advocate for improving student outcomes.</p> <p>Ensure the implementation of District comprehensive curriculum in all courses.</p> <p>Ensure the District Scope &amp; Sequence and Pacing Calendar is followed.</p> <p>Promote professional learning and growth among faculty and staff.</p> <p>Establish partnerships with all stakeholder groups.</p> <p>Create a safe and positive learning environment and promote Single School Culture.</p>                 |
| Burden, Lakisha        | Assistant Principal | <p>Serve as sixth grade assistant principal. Communicate the vision and carry out the mission.</p> <p>Serve as instructional leader and advocate for improving student outcomes.</p> <p>Ensure the implementation of District comprehensive curriculum in all courses.</p> <p>Ensure the District Scope &amp; Sequence and Pacing Calendar is followed.</p> <p>Promote professional learning and growth among faculty and staff.</p> <p>Establish partnerships with all stakeholder groups.</p> <p>Create a safe and positive learning environment and promote Single School Culture.</p>   |



| Name              | Position Title      | Job Duties and Responsibilities   |
|-------------------|---------------------|---|
| Lash, Jessica     | Assistant Principal | <p>Serve as seventh grade assistant principal. Communicate the vision and carry out the mission.</p> <p>Serve as instructional leader and advocate for improving student outcomes.</p> <p>Ensure the implementation of District comprehensive curriculum in all courses.</p> <p>Ensure the District Scope &amp; Sequence and Pacing Calendar is followed.</p> <p>Promote professional learning and growth among faculty and staff.</p> <p>Establish partnerships with all stakeholder groups.</p> <p>Create a safe and positive learning environment and promote Single School Culture.</p> |
| Scott, Corey      | Assistant Principal | <p>Serve as seventh grade assistant principal. Communicate the vision and carry out the mission.</p> <p>Serve as instructional leader and advocate for improving student outcomes.</p> <p>Ensure the implementation of District comprehensive curriculum in all courses.</p> <p>Ensure the District Scope &amp; Sequence and Pacing Calendar is followed.</p> <p>Promote professional learning and growth among faculty and staff.</p> <p>Establish partnerships with all stakeholder groups.</p> <p>Create a safe and positive learning environment and promote Single School Culture.</p> |
| Handford, Phyllis | Other               | <p>Serve as Single School Culture Specialist.</p> <p>Serve as lead for STEM Choice Program.</p> <p>Promote Single School Culture for academics, behavior, and climate.</p> <p>Facilitate professional learning communities and professional development.</p> <p>Provide coaching support and mentoring to teachers in all content areas.</p>  |
| Lutz, Rachel      | Other               | <p>Serve as Single School Culture Specialist.</p> <p>Serve as lead for School Based Team.</p> <p>Promote Single School Culture for academics, behavior, and climate.</p> <p>Facilitate professional learning communities and professional development.</p>  |

| Name              | Position Title | Job Duties and Responsibilities   |
|-------------------|----------------|---|
|                   |                | Provide coaching support and mentoring to teachers in all content areas.  |
| Williams, Catisia | Reading Coach  | Serve as literacy coach.<br>Promote Single School Culture for academics, behavior, and climate.<br>Facilitate professional learning communities and professional development.<br>Provide literacy coaching support and mentoring to teachers in all content areas.            |
| Walker, Ramona    | Other          | Serve as Learning Team Facilitator.<br>Promote Single School Culture for academics, behavior, and climate.<br>Facilitate professional learning communities and professional development.<br>Provide literacy coaching support and mentoring to teachers in all content areas. |

**Demographic Information**

**Principal start date**

Sunday 9/3/2017, Carl Gibbons

**Number of teachers with a 2022 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.*

1

**Number of teachers with a 2022 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.*

14

**Total number of teacher positions allocated to the school**

53

**Total number of students enrolled at the school**

763

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

6

**Identify the number of instructional staff who joined the school during the 2022-23 school year.**

7

**Demographic Data**

**Early Warning Systems**

Using prior year's data, complete the table below with the number of students by current 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 | 248 | 242 | 230 | 0 | 0  | 0  | 0  | 720   |
| Attendance below 90 percent                              | 0           | 0 | 0 | 0 | 0 | 0 | 122 | 100 | 82  | 0 | 0  | 0  | 0  | 304   |
| One or more suspensions                                  | 0           | 0 | 0 | 0 | 0 | 0 | 48  | 88  | 79  | 0 | 0  | 0  | 0  | 215   |
| Course failure in ELA                                    | 0           | 0 | 0 | 0 | 0 | 0 | 36  | 106 | 74  | 0 | 0  | 0  | 0  | 216   |
| Course failure in Math                                   | 0           | 0 | 0 | 0 | 0 | 0 | 70  | 113 | 128 | 0 | 0  | 0  | 0  | 311   |
| Level 1 on 2022 statewide FSA ELA assessment             | 0           | 0 | 0 | 0 | 0 | 0 | 114 | 119 | 87  | 0 | 0  | 0  | 0  | 320   |
| Level 1 on 2022 statewide FSA Math assessment            | 0           | 0 | 0 | 0 | 0 | 0 | 162 | 150 | 114 | 0 | 0  | 0  | 0  | 426   |
| Number of students with a substantial reading deficiency | 0           | 0 | 0 | 0 | 0 | 0 | 114 | 119 | 87  | 0 | 0  | 0  | 0  | 320   |

Using the table above, complete the table below with the number of students by current grade level who have 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 | 170 | 151 | 110 | 0 | 0  | 0  | 0  | 431   |

Using current year data, complete the table below with the number of students identified as being "retained.":

| 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 | 2 | 12 | 12 | 0 | 0  | 0  | 0  | 26    |
| Students retained two or more times | 0           | 0 | 0 | 0 | 0 | 0 | 7 | 11 | 8  | 0 | 0  | 0  | 0  | 26    |

Date this data was collected or last updated

Wednesday 8/17/2022

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 | 198 | 255 | 242 | 0 | 0  | 0  | 0  | 695   |
| Attendance below 90 percent                              | 0           | 0 | 0 | 0 | 0 | 0 | 2   | 54  | 51  | 0 | 0  | 0  | 0  | 107   |
| One or more suspensions                                  | 0           | 0 | 0 | 0 | 0 | 0 | 16  | 30  | 36  | 0 | 0  | 0  | 0  | 82    |
| Course failure in ELA                                    | 0           | 0 | 0 | 0 | 0 | 0 | 124 | 89  | 141 | 0 | 0  | 0  | 0  | 354   |
| Course failure in Math                                   | 0           | 0 | 0 | 0 | 0 | 0 | 103 | 116 | 112 | 0 | 0  | 0  | 0  | 331   |
| Level 1 on 2019 statewide FSA ELA assessment             | 0           | 0 | 0 | 0 | 0 | 0 | 56  | 109 | 84  | 0 | 0  | 0  | 0  | 249   |
| Level 1 on 2019 statewide FSA Math assessment            | 0           | 0 | 0 | 0 | 0 | 0 | 60  | 119 | 90  | 0 | 0  | 0  | 0  | 269   |
| Number of students with a substantial reading deficiency | 0           | 0 | 0 | 0 | 0 | 0 | 111 | 85  | 99  | 0 | 0  | 0  | 0  | 295   |
| FY21 ELA Winter Diag Level 1 & 2                         | 0           | 0 | 0 | 0 | 0 | 0 | 155 | 224 | 163 | 0 | 0  | 0  | 0  | 542   |
| FY21 Math Winter Diag Level 1 & 2                        | 0           | 0 | 0 | 0 | 0 | 0 | 161 | 189 | 111 | 0 | 0  | 0  | 0  | 461   |

**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 | 129 | 104 | 142 | 0 | 0  | 0  | 0  | 375   |

**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 | 7 | 4 | 2 | 0 | 0  | 0  | 0  | 13    |

**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 | 198 | 255 | 242 | 0 | 0  | 0  | 0  | 695   |
| Attendance below 90 percent                              | 0           | 0 | 0 | 0 | 0 | 0 | 2   | 54  | 51  | 0 | 0  | 0  | 0  | 107   |
| One or more suspensions                                  | 0           | 0 | 0 | 0 | 0 | 0 | 16  | 30  | 36  | 0 | 0  | 0  | 0  | 82    |
| Course failure in ELA                                    | 0           | 0 | 0 | 0 | 0 | 0 | 124 | 89  | 141 | 0 | 0  | 0  | 0  | 354   |
| Course failure in Math                                   | 0           | 0 | 0 | 0 | 0 | 0 | 103 | 116 | 112 | 0 | 0  | 0  | 0  | 331   |
| Level 1 on 2019 statewide FSA ELA assessment             | 0           | 0 | 0 | 0 | 0 | 0 | 56  | 109 | 84  | 0 | 0  | 0  | 0  | 249   |
| Level 1 on 2019 statewide FSA Math assessment            | 0           | 0 | 0 | 0 | 0 | 0 | 60  | 119 | 90  | 0 | 0  | 0  | 0  | 269   |
| Number of students with a substantial reading deficiency | 0           | 0 | 0 | 0 | 0 | 0 | 111 | 85  | 99  | 0 | 0  | 0  | 0  | 295   |
| FY21 ELA Winter Diag Level 1 & 2                         | 0           | 0 | 0 | 0 | 0 | 0 | 155 | 224 | 163 | 0 | 0  | 0  | 0  | 542   |
| FY21 Math Winter Diag Level 1 & 2                        | 0           | 0 | 0 | 0 | 0 | 0 | 161 | 189 | 111 | 0 | 0  | 0  | 0  | 461   |

**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 | 129 | 104 | 142 | 0 | 0  | 0  | 0  | 375   |

**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 | 2 | 12 | 12 | 0 | 0  | 0  | 0  | 26    |
| Students retained two or more times | 0           | 0 | 0 | 0 | 0 | 0 | 7 | 4  | 2  | 0 | 0  | 0  | 0  | 13    |

**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      | 2022   |          |       | 2021   |          |       | 2019   |          |       |
|-----------------------------|--------|----------|-------|--------|----------|-------|--------|----------|-------|
|                             | School | District | State | School | District | State | School | District | State |
| ELA Achievement             | 27%    | 53%      | 50%   |        |          |       | 34%    | 58%      | 54%   |
| ELA Learning Gains          | 40%    |          |       |        |          |       | 54%    | 56%      | 54%   |
| ELA Lowest 25th Percentile  | 29%    |          |       |        |          |       | 50%    | 49%      | 47%   |
| Math Achievement            | 26%    | 35%      | 36%   |        |          |       | 37%    | 62%      | 58%   |
| Math Learning Gains         | 47%    |          |       |        |          |       | 55%    | 60%      | 57%   |
| Math Lowest 25th Percentile | 54%    |          |       |        |          |       | 50%    | 53%      | 51%   |
| Science Achievement         | 27%    | 56%      | 53%   |        |          |       | 34%    | 52%      | 51%   |
| Social Studies Achievement  | 59%    | 64%      | 58%   |        |          |       | 53%    | 75%      | 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                | 2022 |        |          |                            |       |                         |
|                   | 2019 | 37%    | 58%      | -21%                       | 54%   | -17%                    |
| Cohort Comparison |      |        |          |                            |       |                         |
| 07                | 2022 |        |          |                            |       |                         |
|                   | 2019 | 27%    | 53%      | -26%                       | 52%   | -25%                    |
| Cohort Comparison |      | -37%   |          |                            |       |                         |
| 08                | 2022 |        |          |                            |       |                         |
|                   | 2019 | 33%    | 58%      | -25%                       | 56%   | -23%                    |
| Cohort Comparison |      | -27%   |          |                            |       |                         |

| MATH              |      |        |          |                            |       |                         |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade             | Year | School | District | School-District Comparison | State | School-State Comparison |
| 06                | 2022 |        |          |                            |       |                         |
|                   | 2019 | 46%    | 60%      | -14%                       | 55%   | -9%                     |
| Cohort Comparison |      |        |          |                            |       |                         |
| 07                | 2022 |        |          |                            |       |                         |
|                   | 2019 | 20%    | 35%      | -15%                       | 54%   | -34%                    |
| Cohort Comparison |      | -46%   |          |                            |       |                         |
| 08                | 2022 |        |          |                            |       |                         |
|                   | 2019 | 28%    | 64%      | -36%                       | 46%   | -18%                    |
| Cohort Comparison |      | -20%   |          |                            |       |                         |

| SCIENCE           |      |        |          |                            |       |                         |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade             | Year | School | District | School-District Comparison | State | School-State Comparison |
| 06                | 2022 |        |          |                            |       |                         |
|                   | 2019 |        |          |                            |       |                         |
| Cohort Comparison |      |        |          |                            |       |                         |
| 07                | 2022 |        |          |                            |       |                         |
|                   | 2019 |        |          |                            |       |                         |
| Cohort Comparison |      | 0%     |          |                            |       |                         |
| 08                | 2022 |        |          |                            |       |                         |
|                   | 2019 | 31%    | 51%      | -20%                       | 48%   | -17%                    |
| Cohort Comparison |      | 0%     |          |                            |       |                         |

| BIOLOGY EOC  |        |          |                       |       |                    |
|--------------|--------|----------|-----------------------|-------|--------------------|
| Year         | School | District | School Minus District | State | School Minus State |
| 2022         |        |          |                       |       |                    |
| 2019         |        |          |                       |       |                    |
| CIVICS EOC   |        |          |                       |       |                    |
| Year         | School | District | School Minus District | State | School Minus State |
| 2022         |        |          |                       |       |                    |
| 2019         | 50%    | 72%      | -22%                  | 71%   | -21%               |
| HISTORY EOC  |        |          |                       |       |                    |
| Year         | School | District | School Minus District | State | School Minus State |
| 2022         |        |          |                       |       |                    |
| 2019         |        |          |                       |       |                    |
| ALGEBRA EOC  |        |          |                       |       |                    |
| Year         | School | District | School Minus District | State | School Minus State |
| 2022         |        |          |                       |       |                    |
| 2019         | 90%    | 64%      | 26%                   | 61%   | 29%                |
| GEOMETRY EOC |        |          |                       |       |                    |
| Year         | School | District | School Minus District | State | School Minus State |
| 2022         |        |          |                       |       |                    |
| 2019         | 0%     | 60%      | -60%                  | 57%   | -57%               |

**Subgroup Data Review**

| 2022 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 2020-21 | C & C Accel 2020-21 |
| SWD                                       | 10       | 22     | 20          | 10        | 43      | 52           | 15       | 49      |           |                   |                     |
| ELL                                       | 21       | 42     | 31          | 21        | 40      | 45           | 10       | 51      |           |                   |                     |
| BLK                                       | 24       | 38     | 31          | 24        | 47      | 56           | 30       | 58      | 83        |                   |                     |
| HSP                                       | 28       | 43     | 25          | 27        | 46      | 51           | 20       | 61      | 87        |                   |                     |
| WHT                                       | 55       |        |             | 27        | 40      |              |          |         |           |                   |                     |
| FRL                                       | 27       | 40     | 29          | 26        | 47      | 54           | 27       | 59      | 84        |                   |                     |
| 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                                       | 8        | 27     | 25          | 10        | 22      | 25           | 11       | 20      | 9         |                   |                     |
| ELL                                       | 17       | 30     | 28          | 16        | 27      | 41           | 13       | 36      | 23        |                   |                     |
| BLK                                       | 28       | 32     | 18          | 21        | 20      | 29           | 31       | 45      | 41        |                   |                     |
| HSP                                       | 29       | 32     | 25          | 24        | 27      | 34           | 32       | 41      | 40        |                   |                     |

| 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 |
| WHT                                       | 40       | 53     |             | 33        | 40      |              |          |         |           |                   |                     |
| FRL                                       | 28       | 33     | 21          | 22        | 23      | 31           | 31       | 44      | 40        |                   |                     |
| 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                                       | 14       | 45     | 44          | 20        | 44      | 44           | 21       | 32      |           |                   |                     |
| ELL                                       | 25       | 52     | 45          | 38        | 59      | 44           | 26       | 51      | 77        |                   |                     |
| BLK                                       | 32       | 54     | 54          | 34        | 54      | 53           | 30       | 47      | 69        |                   |                     |
| HSP                                       | 38       | 53     | 33          | 45        | 56      | 33           | 41       | 64      | 70        |                   |                     |
| WHT                                       | 46       | 60     |             | 46        | 73      |              |          |         |           |                   |                     |
| FRL                                       | 33       | 54     | 49          | 37        | 55      | 49           | 34       | 54      | 68        |                   |                     |

**ESSA Data Review**

This data has not been updated for the 2022-23 school year.

| ESSA Federal Index  |     |
|---|-----|
| ESSA Category (TS&I or CS&I)  | TSI |
| OVERALL Federal Index – All Students  | 45  |
| OVERALL Federal Index Below 41% All Students                                    | NO  |
| Total Number of Subgroups Missing the Target                                    | 2   |
| Progress of English Language Learners in Achieving English Language Proficiency | 52  |
| Total Points Earned for the Federal Index                                       | 445 |
| Total Components for the Federal Index  | 10  |
| Percent Tested  | 98% |

**Subgroup Data**

| Students With Disabilities  |     |
|---|-----|
| Federal Index - Students With Disabilities                                | 29  |
| Students With Disabilities Subgroup Below 41% in the Current Year?        | YES |
| Number of Consecutive Years Students With Disabilities Subgroup Below 32% | 3   |

| English Language Learners  |     |
|--|-----|
| Federal Index - English Language Learners                                | 35  |
| English Language Learners Subgroup Below 41% in the Current Year?        | YES |
| Number of Consecutive Years English Language Learners Subgroup Below 32% | 0   |



| 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%            | 0   |
| Asian Students   |     |
| Federal Index - Asian Students   |     |
| Asian Students Subgroup Below 41% in the Current Year?                             | N/A |
| Number of Consecutive Years Asian Students Subgroup Below 32%                      | 0   |
| Black/African American Students  |     |
| Federal Index - Black/African American Students                                    | 44  |
| Black/African American Students Subgroup Below 41% in the Current Year?            | NO  |
| Number of Consecutive Years Black/African American Students Subgroup Below 32%     | 0   |
| Hispanic Students  |     |
| Federal Index - Hispanic Students  | 44  |
| Hispanic Students Subgroup Below 41% in the Current Year?                          | NO  |
| Number of Consecutive Years Hispanic Students Subgroup Below 32%                   | 0   |
| 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%                | 0   |
| 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%           | 0   |
| White Students   |     |
| Federal Index - White Students   | 41  |
| White Students Subgroup Below 41% in the Current Year?                             | NO  |
| Number of Consecutive Years White Students Subgroup Below 32%                      | 0   |
| Economically Disadvantaged Students  |     |
| Federal Index - Economically Disadvantaged Students                                | 45  |
| Economically Disadvantaged Students Subgroup Below 41% in the Current Year?        | NO  |
| Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32% | 0   |

## Part III: Planning for Improvement

### 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?

ELA:

6th Grade 22% 3+ compared to 37% in FY19

7th Grade 30% 3+ compared to 28% in FY19

8th Grade 27% 3+ compared to 34% in FY19

Math:

6th Grade 17% 3+ compared to 46% in FY19

7th Grade 13% 3+ compared to 20% in FY19

8th Grade 31% 3+ compared to 28% in FY19

Science:

27% at 3+ compared to 31% in FY19

Algebra:

82% at 3+ compared to 90% in FY19

Civics:

59% at 3+ compared to 51% in FY19

We experienced the greatest drops in achievement for both ELA (-15) and Math (-29) at the 6th grade level due to a number of factors, including but not limited to: significant learning loss; uptick in student discipline referrals; continued student absences/quarantines during the first semester; and teacher shortages to begin school year.

#### What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Our area in need of the greatest improvement is our ESSA identified subgroup: students with disabilities.

FY21 FSA Outcomes:

ELA:

SWDs at 3+ was 6% vs. to 10% in FY19

Math:

SWDs at 3+ was 6% vs. to 16% in FY19.

Science:

SWDs at 3+ was 2% compared to 17% in FY19.

Civics:

SWDs at 3+ was 46% compared to 31.3% in FY19.

ELA:

ELLs at 3+ was 17% vs. to 13% in FY19

Math:

ELLs at 3+ was 16% vs. to 31% in FY19.

Science:

ELLs at 3+ was 5% compared to 6% in FY19.

Civics:

ELLs at 3+ was 49% compared to 38% in FY19.

We experienced the greatest drops in achievement for both ELA overall (-15) and Math overall (-29) at the 6th grade level due to a number of factors, including but not limited to: significant learning loss; uptick in student discipline referrals; continued student absences/quarantines during the first semester; and teacher shortages to begin school year.

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

Our SWDs and ELLs experienced greater learning loss due to their disabilities/language progression and the struggles to increase outcomes in the learning environment. The interruptions to instruction (attendance and motivation) prevented our SWDs and ELLs from not fully acquiring the skills necessary to meet grade level standards.

Due to a number of factors, including but not limited to: significant learning loss; uptick in student discipline referrals; continued student absences/quarantines during the first semester; and teacher shortages to begin school year.

Provide teacher training on integrating accommodations in instruction in the inclusion classroom. Prioritizing SWDs and ELLs for placement in our intensive math classes and expansion of reading classes. Embedding daily mixed review and skill drills in the math intensive environment along with personalized adaptive instruction. Conducting data chats quarterly with SWDs and ELLs to discuss goals and progress toward their established goals.

**What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?**

Algebra achievement: 82% at 3+ compared to 90% in FY19 - Algebra achievement (acceleration component) increased from 69% in FY19 to 84% in FY22. In other words, 84% of eligible students passed in FY22 whereas only 69% of eligible students passed in FY19.

Civics achievement: 59% at 3+ compared to 51% in FY19; ELLs at 3+ was 49% compared to 38% in FY19; SWDs at 3+ was 46% compared to 31.3% in FY19. Civics was not affected by teacher shortage, and students were engaged in regular targeted review and remediation to address areas in need of improvement.

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

Contributing to these increases were the supplemental interventions provided to students by academic and temp tutors along with ongoing coaching and instructional support for teachers and students by the math coach, reading coach, and two Single School Culture Coordinators.

Contributing to these data outcomes was the emphasis placed on developing student competence and confidence through targeted review, aggressive monitoring with corrective feedback, and implementing a focused curriculum that aligned to Florida Standards. Continued use of push-in tutors for individual and small group supplemental support also played a key role in improving achievement.

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

Refocusing our efforts in the math foundations classes by implementing VMath Intervention daily along with VMathLive adaptive instruction to an increased percentage of 6th grade students (40% to 60%). This increase permits the inclusion of the vast majority of SWDs, ELLs, and level one students in the math foundations course.

Expanding our reading intensive courses from 18 sections to 25 along with 4 additional decoding intervention sections of reading for Tier 3 students (2 to begin immediately and 2 after preliminary screening). Implementing focused curriculum (Teengagement) and the rotational instructional model with support for language acquisition and decoding in small groups.

Ensure teachers integrate accommodations in instruction in all classes as well as refine the implementation of support models in the inclusion environment. Implement differentiated instruction to meet the needs of all learners in all grades and content areas.

**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.**

1. Standards-based planning (BEST and otherwise) for ELA, math, reading, science, and social studies; including training and support from District curriculum specialists.
2. Teacher training in the implementation of the Structure Teaching: Gradual Release of Responsibility model during pre-school and during weekly PLCs. Focus on You do together / You do to provide differentiated supports for students based on individual needs.
3. Ensure teachers receive training in data analysis, utilizing resources and materials appropriately.
4. Teacher training during pre-school and subsequent PDDs on structuring the learning environment with CHAMPS classroom management practices.

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

1. Improve learning gains and achievement for our SWDs in ELA and Math by building capacity for (a) integrating accommodations with instruction and (b) implementing various models of support effectively and with fidelity.
2. Increase achievement and learning gains in ELA, Math, Civics, and Science by implementing a focused standards-based curriculum, providing supplemental supports (e.g., tutors and adaptive online instruction), and building instructional capacity for meeting the needs of learners with diverse needs.
3. Support improved reading outcomes for students by embedding content area literacy strategies in social studies and science classrooms.
4. Provide ongoing opportunities for collaborative standards-based instructional planning using focused curricula and with guidance from coaches, SSCC, and District specialists.

5. Implementing Race to the Top mentoring program for targeted students (beginning August) based on course failures, retention, discipline referrals, and other risk factors.
6. Implementing monthly Student Seminars to explicitly teach students self management, self awareness, social skills, resiliency, and other skills needed for success in school. These sessions will be facilitated by our Behavioral Health Professional and followed up with related teacher-led activities and school announcements.

**Areas of Focus**

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

**#1. Instructional Practice specifically relating to Standards-aligned Instruction**

In alignment to the District Strategic Plan, Lake Shore Middle School is committed to academic excellence and growth. Our instructional priority is to monitor student understanding and provide corrective feedback aligned to the benchmark and intended learning.

ELA:  
 6th Grade 22% 3+ compared to 37% in FY19  
 7th Grade 30% 3+ compared to 28% in FY19  
 8th Grade 27% 3+ compared to 34% in FY19

**Area of Focus**  
**Description and Rationale:**  
**Include a rationale that explains how it was identified as a critical need from the data reviewed.**

Math:  
 6th Grade 17% 3+ compared to 46% in FY19  
 7th Grade 13% 3+ compared to 20% in FY19  
 8th Grade 31% 3+ compared to 28% in FY19

ELA:  
 SWDs at 3+ was 6% vs. to 10% in FY19

Math:  
 SWDs at 3+ was 6% vs. to 16% in FY19.

ELA:  
 ELLs at 3+ was 17% vs. to 13% in FY19

Math:  
 ELLs at 3+ was 16% vs. to 31% in FY19.

Improve achievement by February 2023 and May 2023:

ELA:  
 6th Grade 27% and 32%  
 7th Grade 33% and 35%  
 8th Grade 31% and 34%

**Measurable Outcome:**  
**State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**

Math:  
 6th Grade 28% and 38%  
 7th Grade 20% and 30%  
 8th Grade 36% and 40%

ELA:  
 SWDs 10% and 20%

Math:  
 SWDs 16% and 20%

ELA:  
 ELLs 20% and 25%

Math:  
 ELLs 25% and 31%

Monitoring is a key action in accelerating student achievement and ensuring continuous school improvement using the plan, do, check, and act cycle. Leveraging this cycle provides teachers and administration the data that they need to make decisions about instruction and differentiated support for the students.

**Monitoring:  
Describe how this  
Area of Focus will be  
monitored for the  
desired outcome.**

At Lake Shore Middle we strategically plan for a variety of monitoring techniques: lesson plan checks; Data-Feedback-Strategy Method, classroom visits, analysis of student work, student attendance, data chats with students and families, formal and informal observations, Professional Learning Communities attendance and participation, formative and summative assessment, online instruction indicators, and FLDOE Progress Monitoring.

**Person responsible  
for monitoring  
outcome:**

Carl Gibbons (carl.gibbons@palmbeachschools.org)

1) Instructional Tutors - Will provide instructional supports for high-needs learners through "double-down" small group instruction in level 1 reading classes (2 teachers, 1 classroom).

(2) A Focused Curriculum - Aligned to the content and complexity of the Florida Standards will ensure that instruction is strategic and standards-based.

**Evidence-based  
Strategy:  
Describe the  
evidence-based  
strategy being  
implemented for this  
Area of Focus.**

(3) Math Foundations - Providing two periods of math for L25 students and targeted L1/L2 students to ensure mastery of grade level standards. Additional support for accelerated students to ensure access leads to successful outcomes.

(4) Professional Learning Communities - Teachers will engage in focused PD, collaborative planning, and data analysis to strengthen standards-based instruction.

(5) Adaptive Technology - Students will have opportunity to use Reading Plus, Achieve 3000, and VMath to further differentiate and personalize learning.

(6) Social and Emotional Learning - A focus on SEL through mentoring, student seminars, and AVID will address the wellness needs of students.

(1) Instructional Tutors and small group instruction will provide additional support and ensure that the differentiated needs of high needs students are personalized to better meet student needs. Tutors in level one reading classes will also permit teachers to provide decoding intervention to students.

**Rationale for  
Evidence-based  
Strategy:  
Explain the rationale  
for selecting this  
specific strategy.  
Describe the  
resources/criteria  
used for selecting  
this strategy.**

(2) Standards-based instruction is essential for improving student outcomes and accelerating learning to meet grade level proficiencies.

3) Math Foundations - Increasing time on task in math for select students will provide more time for differentiated and personalized instruction.

(4) Professional learning communities provide teachers a forum for sharing best practices and analyzing data to strengthen standards-based instruction.

(5) Adaptive Technology supports differentiation and personalization of instruction.

(6) Mentoring, student seminars, and AVID provide students the relational, organizational, and resiliency skills needed to thrive academically and behaviorally.

### Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

#### Tutoring

- Employ and onboard tutors;
- Identify student groups to be serviced (including SWDs and ELLs);
- Develop tutor schedule;
- Determine instructional strategies and resources to be used based on student needs;
- Provide ongoing professional development for Tutors to increase the effectiveness of their supplemental instruction; and
- Monitor via classroom walkthroughs and data analysis of target student performance.

**Person Responsible** Shaun Schwartztrauber (shaun.schwartztrauber68@palmbeachschools.org)

#### 2. Focused curriculum

- Using District approved standards-based resources in each content/subject area.
- Collaborate with the ESE/ESOL for training and support for incorporating instructional best practices.
- Use SSCC and instructional coaches for coaching, modeling, and planning support.
- Provide standards-based collegial planning days for teacher lesson planning and development.
- Monitor via classroom walkthroughs and coaching schedules.

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

#### 3. Math Foundations

- Math foundations added to master schedule, including SWDs and ELLs.
- Provide professional development in PLCs to support teachers for effective math foundations instruction.
- Use Curriculum Specialists from Teaching and Learning for coaching, modeling, and planning support.
- Teachers will use VMath intervention and adaptive instruction using VMathLive.
- Monitor via classroom walkthroughs and data analysis.

**Person Responsible** Shaun Schwartztrauber (shaun.schwartztrauber68@palmbeachschools.org)

#### 4. Collaborative Professional Learning Communities (PLCs)

- Develop schedule for teacher collaboration with data driven Agenda based on needs of students/teachers. - Use Curriculum Specialists from Teaching and Learning for coaching, modeling, and planning support.
- APs, Coaches, and SSCCs will attend and monitor all Collaborative Communities.
- Teachers will plan specific whole/small group activities for SWDs/ELLs along with adaptive technologies

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

#### 5. Adaptive Technology - Students will have opportunity to use Reading Plus, VMathLive, and IXL Math.

- Provide PDs for teachers on proper use of technology.
- Teachers create student rotational schedules for technology.
- Teachers incorporate differentiated small group instruction utilizing data from technology.
- Celebrate student success on a consistent schedule.
- Monitor via data reporting from adaptive tools and classroom walkthroughs.

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

#### 6. Student Seminars (Universal Support) & Racing to the Top Mentoring Program (Targeted Support)

- All students attend a monthly Student Seminar to support our Positive Behavior Supports implementation
- Behavioral Health Professional facilitates the Seminars.
- Develop a schedule aligned to support students who will be mentored.



- Develop a shared Mentoring log using Google Sheets.
- Log all Mentoring activities on the Google Log.
- Monitor via schedules, walkthroughs, and SBT and PBIS Team data analysis.

**Person Responsible** Corey Scott (corey.scott@palmbeachschools.org)

### 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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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

Lake Shore Middle School administrative and coaching staff is currently in the process of receiving coaching and training from Scholastic on leveraging powerful partnerships with families to improve student success. This work will continue in FY23 with the entire school faculty and staff in the form of 3 on site training sessions for faculty, training for office staff, and two additional visits to provide ongoing coaching and support for our efforts. The focus of these efforts are as follows: (1) Creating a welcoming and accessible environment for families; (2) Shifting the collective paradigm on family engagement; and (3) Linking all family engagement efforts and activities to student learning.

Our Family Resource Center and Community Resource Person will support families with monthly educational workshops. The CRP will also connect families to agencies and resources in the greater community and provide resources (e.g., school supplies and clothing) to ensure students are prepared for learning.

Family Curriculum and Education Nights will be held in September, November, and January. These Family Nights will: (1) Share information on school and District programs; (2) Educate families on academic standards, mental and behavioral health support services, and behavioral expectations for students; (3) Provide hands on activities and strategies to enhance family participation in student learning at home. Additional engagement strategies will be employed to increase attendance and overall experience, including but not limited to: partnering with the South Florida Science Center and Aquarium; providing entertainment from the Lake Shore Middle School Band; and building excitement with performances by the Lake Shore Middle School cheerleading squad - to name a few.

Other important collaborations with families include monthly SAC meetings, Title I Annual Meeting, Open House, Orientation for incoming 6th graders, parent conferences, and home visits from our Community Resource Person and other support staff.

The counseling team at Lake Shore Middle School provides ongoing academic, social-emotional, behavioral, career and college readiness, and coordination to community services to students and families. Counseling activities include, but are not limited to, Kognito Mental Health Program implementation, Behavioral Health Cooperative Agreement referrals, Character Counts recognition, SwPBS implementation, Attendance Matters efforts, and parent conferencing.

School counselors also lead transition support to incoming 6th grade students and rising freshman in an assembly format and with corresponding presentations shared through our Website and social media platforms for families.

Our MTSS Behavior Coach specifically collaborates with school administrators and counselors to provide mentorship and intervention for students (e.g., conflict resolution, social skills, anger control) and facilitates mediations and restorative circles.

College and career education is integral to the success of Lake Shore Middle School students. We have adopted a college-going culture through the display of college pennants, implementation of Single School Culture for Academics, and AVID strategies. Medical and Coding courses are offered to students in addition to courses within the Palm Beach and Florida Virtual portfolios.

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

List each stakeholder who is supporting the positive culture & write details about the support.

**Principal & Leadership Team:** Promoting collaboration among staff members, with proper focus and leadership, creates a positive environment in which teachers can share best practices that are responsive to student needs. Thus, principals can positively influence their school culture with strategies that encourage collaboration.

**School Counselor:** Supports a positive culture and environment through lessons they teach that are unique and different from academic instruction. Through the small group interactions and experience for students, our counselor ensures students feel safe, welcome, and included.

**Community Resource Person:** Provides families direct links to important resources and agencies as well as education on how to better support education for their child.

**Teachers:** incorporate SwPBS; a framework that brings together school communities to develop positive, safe, supportive learning cultures. SWPBS assists schools to improve social, emotional, behavioral, and academic outcomes for children and young people. to ensure all students have equitable and equal opportunities to learn in a positive environment.

**SAC:** Support school identify priorities for continuous improvement for academics, behavior, and climate.

**Students:** Various clubs (e.g. Promise Club) to support students will adopting the traits of good character, building self-esteem, increasing academic focus, and stopping bullying behavior.

In addition, as stipulated within Florida Statute & Policy 2.09 our school ensures all students receive equal access to the pillars of Effective Instruction: Students immersed in rigorous tasks 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 Instruction applicable to appropriate grade levels including but not limited to:

(a) History of the Holocaust; the systematic, planned annihilation of European Jews and other groups by Nazi Germany. A watershed event in the history of humanity to taught in a manner that leads to an investigation of human behavior. An understanding of the ramifications of prejudice, racism, and stereotyping. An examination of what it means to be a responsible and respectful person, for the purposes of encouraging tolerance of diversity in a pluralistic society and for nurturing and protecting democratic values and institutions, including the policy, definition, and historical and current examples of anti-Semitism, as described in s. 1000.05(7), and the prevention of anti-Semitism. The second week in November,

designated as “Holocaust Education Week” in this state in recognition that November is the anniversary of Kristallnacht, widely recognized as a precipitating event that led to the Holocaust.

(b) History of African and African Americans including the history of African peoples before the political conflicts that led to the development of slavery, the passage to America, the enslavement experience, abolition, and the contributions of African Americans to society. Instructional materials shall include the contributions of African Americans to American society.

(c) Women's Contribution Standards prioritize listing women of accomplishment, which reflects the standards' overall tendency to celebrate individual leadership and achievement. Instructional materials shall include the contributions of Women to society.

(d) Sacrifices of Veterans and the value of Medal of Honor recipients In order to encourage patriotism, the sacrifices that veterans and Medal of Honor recipients have made in serving our country and protecting democratic values worldwide.

These integrated concepts introduced as stand-alone teaching points or into other core subjects: math, reading, social studies, science. Our goal is for our students to learn the content and curriculum taught through Florida State Statute 1003.42 to ensure inclusiveness for all.

Teachers follow the scope and sequence as outlined on the Palm Beach County curriculum resource Blender.

This ensures that teachers have a concrete timeline as well as the resources to provide quality instruction on the mandated curriculum. Additionally, topics addressed in greater depth through the school counselor during instruction and during special events held throughout the school year.

Students will also learn character development, the character development curriculum shall stress the qualities of patriotism; responsibility; citizenship; kindness; respect for authority, life, liberty, and personal property; honesty; charity; self-control; racial, ethnic, and religious tolerance; and cooperation.