Lake Shore Middle School

2022-23 Schoolwide Improvement Plan

Table of Contents

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

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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 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* Black/African American Students* Hispanic Students White Students* Economically Disadvantaged Students*
School Grades History	2021-22: C (44%) 2018-19: C (48%) 2017-18: D (39%)
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	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.

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.

Table of Contents

Lake Shore Middle School

425 W CANAL ST N, Belle Glade, FL 33430

https://lsms.palmbeachschools.org

School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	Yes	100%

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

School Board Approval

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

SIP Authority

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

Lake Shore Middle School will be ranked 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	Serve as Principal and provide leadership, direction, and coordination at the school. Communicate the vision and carry out the mission. Serve as instructional leader and advocate for improving student outcomes. Ensure the implementation of District comprehensive curriculum in all courses. Ensure the District Scope & Sequence and Pacing Calendar is followed. Promote professional learning and growth among faculty and staff. Establish partnerships with all stakeholder groups. Create a safe and positive learning environment and promote Single School Culture.
Schwartztrauber, Shaun	Assistant Principal	Serve as Curriculum Assistant Principal and principal liaison. Communicate the vision and carry out the mission. Serve as instructional leader and advocate for improving student outcomes. Ensure the implementation of District comprehensive curriculum in all courses. Ensure the District Scope & Sequence and Pacing Calendar is followed. Promote professional learning and growth among faculty and staff. Establish partnerships with all stakeholder groups. Create a safe and positive learning environment and promote Single School Culture.
Burden, Lakisha	Assistant Principal	Serve as sixth grade assistant principal. Communicate the vision and carry out the mission. Serve as instructional leader and advocate for improving student outcomes. Ensure the implementation of District comprehensive curriculum in all courses. Ensure the District Scope & Sequence and Pacing Calendar is followed. Promote professional learning and growth among faculty and staff. Establish partnerships with all stakeholder groups. Create a safe and positive learning environment and promote Single School Culture.

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

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. Promote Single School Culture for academics, behavior, and climate. Facilitate professional learning communities and professional development. Provide literacy coaching support and mentoring to teachers in all content areas.
Walker, Ramona	Other	Serve as Learning Team Facilitator. Promote Single School Culture for academics, behavior, and climate. Facilitate professional learning communities and professional development. 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		
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	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	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 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.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	Improve achievement by February 2023 and May 2023: ELA: 6th Grade 27% and 32% 7th Grade 33% and 35% 8th Grade 31% and 34% 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: Describe how this Area of Focus will be monitored for the desired outcome.	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. 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)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	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. (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.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	(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. (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.