# Lauderdale Lakes Middle School



## 2022-23 Schoolwide Improvement Plan

## Table of Contents

# Lauderdale Lakes Middle School

### 3911 NW 30TH AVE, Lauderdale Lakes, FL 33309

### [ no web address on file ]

## Demographics

## Principal: Linda Lopez                    Start Date for this Principal: 9/9/2021

| | |
|---|---|
| **2019-20 Status**<br>(per MSID File) | Active |
| **School Type and Grades Served**<br>(per MSID File) | Middle School<br>6-8 |
| **Primary Service Type**<br>(per MSID File) | K-12 General Education |
| **2021-22 Title I School** | Yes |
| **2021-22 Economically Disadvantaged (FRL) Rate**<br>(as reported on Survey 3) | 100% |
| **2021-22 ESSA Subgroups Represented**<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>Asian Students<br>Black/African American Students*<br>Hispanic Students*<br>White Students*<br>Economically Disadvantaged Students* |
| **School Grades History** | 2021-22: C (46%)<br><br>2018-19: C (48%)<br><br>2017-18: C (48%) |
| **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 Broward County School Board.

## SIP Authority

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

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

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

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

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

## Lauderdale Lakes Middle School

### 3911 NW 30TH AVE, Lauderdale Lakes, FL 33309

### [ no web address on file ]

### School Demographics

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

| **Primary Service Type**<br>(per MSID File) | **Charter School** | **2018-19 Minority Rate**<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 |

### School Board Approval

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

### SIP Authority

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

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

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

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

## School Leadership Team

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

| Name | Position Title | Job Duties and Responsibilities |
|------|----------------|--------------------------------|
| | | and space, available for<br>a successful and safe school program for students, staff and community. |
| Riley, Stephanie | Instructional Coach | Determine a system to monitor and measure increases in both teacher's instructional development and student<br>achievement through regular, ongoing classroom visits. |
| Louis, Jeana | Magnet Coordinator | Manage and evaluate the school's magnet program to<br>ensure the highest level of quality through: collect data, analyze results, and report findings in order to evaluate student achievement and assist with placing students in appropriate intervention and support<br>services. |
| Baker, Donna | Instructional Coach | Determine a system to monitor and measure increases in both teacher's instructional development and student<br>achievement through regular, ongoing classroom visits. |
| Mellion-Clerveaux, Ericka | Instructional Coach | Determine a system to monitor and measure increases in both teacher's instructional development and student<br>achievement through regular, ongoing classroom visits. |
| Shelman, Kionardra | Instructional Coach | Determine a system to monitor and measure increases in both teacher's instructional development and student<br>achievement through regular, ongoing classroom visits. |
| Gibbons, Althea | Assistant Principal | The Assistant School Principal will effectively execute the performance responsibilities by demonstrating the<br>following knowledge, skills, and abilities to: provide instructional leadership for all educational programs at the<br>school; exhibit the knowledge and practice of current educational trends, research and technology; understand<br>the unique needs, population trends and characteristics of students served in the school; read, interpret and<br>implement the State Board Rules, Code of Ethics, School Board Policies and appropriate state and federal statutes; and coach, supervise and evaluate personnel in accordance with collective bargaining agreements. The Assistant School Principal will need to demonstrate effective communication and interaction skills with all<br>stakeholders, have the ability to use group dynamics within the context of cultural diversity and be<br>knowledgeable of Florida educational reform, accountability and effective school concepts. Assistant Principal's assist the principal in providing vision and leadership to develop, administer and monitor high quality educational programs that optimize the human and material resources, including time |

| Name | Position Title | Job Duties and Responsibilities |
|---|---|---|
| | | and space, available for a successful and safe school program for students, staff and community. |
| Thomas, Sabrina | School Counselor | The Guidance Director will conduct weekly meetings with the guidance counselors and occupational specialists; coordinate the school standardized testing program, orientation program for new students, school surveys, graduation requirements and articulation programs; meet with teachers to present and explain the results of various testing programs, assist teachers in effective utilization of test results, counsel students on personal, academic and vocational problems and notify parents as deemed necessary; establish small group counseling sessions; provide materials and suggestions for classroom oriented guidance activities; identify community and school system resources, and when advisable, refer student situations to the proper agencies; arrange student, parent and teacher conferences; keep records of conferences and send reports, within the limits of confidentiality, to the principal; provide educational counseling to students prior to the scheduling of classes; gather information from all faculty members having contact a student being considered for referral; assemble and maintain up-to-date information concerning educational and occupational possibilities; review current developments, literature and technical sources of information related to job responsibility. |

## Demographic Information

**Principal start date**
Thursday 9/9/2021, Linda Lopez

**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.*
0

**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.*
9

**Total number of teacher positions allocated to the school**
49

**Total number of students enrolled at the school**
815

**Identify the number of instructional staff who left the school during the 2021-22 school year.**
12

**Identify the number of instructional staff who joined the school during the 2022-23 school year.**
12

**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 | 302 | 279 | 330 | 0 | 0 | 0 | 0 | 911 |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 0 | 78 | 66 | 94 | 0 | 0 | 0 | 0 | 238 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 103 | 77 | 92 | 0 | 0 | 0 | 0 | 272 |
| Course failure in ELA | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 29 | 11 | 0 | 0 | 0 | 0 | 43 |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 16 | 27 | 8 | 0 | 0 | 0 | 0 | 51 |
| Level 1 on 2022 statewide FSA ELA assessment | 0 | 0 | 0 | 0 | 0 | 0 | 117 | 107 | 135 | 0 | 0 | 0 | 0 | 359 |
| Level 1 on 2022 statewide FSA Math assessment | 0 | 0 | 0 | 0 | 0 | 0 | 137 | 129 | 122 | 0 | 0 | 0 | 0 | 388 |
| Number of students with a substantial reading deficiency | 0 | 0 | 0 | 0 | 0 | 0 | 33 | 29 | 34 | 0 | 0 | 0 | 0 | 96 |

**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 | 137 | 133 | 164 | 0 | 0 | 0 | 0 | 434 |

**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 | 1 | 3 | 36 | 0 | 0 | 0 | 0 | 40 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 14 | 0 | 0 | 0 | 0 | 18 |

**Date this data was collected or last updated**

Thursday 9/1/2022

**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 | 272 | 299 | 270 | 0 | 0 | 0 | 0 | 841 |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 0 | 83 | 83 | 79 | 0 | 0 | 0 | 0 | 245 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 13 | 1 | 1 | 0 | 0 | 0 | 0 | 15 |
| Course failure in ELA | 0 | 0 | 0 | 0 | 0 | 0 | 26 | 11 | 13 | 0 | 0 | 0 | 0 | 50 |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 36 | 35 | 5 | 0 | 0 | 0 | 0 | 76 |
| Level 1 on 2019 statewide FSA ELA assessment | 0 | 0 | 0 | 0 | 0 | 0 | 68 | 64 | 89 | 0 | 0 | 0 | 0 | 221 |
| Level 1 on 2019 statewide FSA Math assessment | 0 | 0 | 0 | 0 | 0 | 0 | 76 | 77 | 84 | 0 | 0 | 0 | 0 | 237 |
| Number of students with a substantial reading deficiency | 0 | 0 | 0 | 0 | 0 | 0 | 45 | 115 | 111 | 0 | 0 | 0 | 0 | 271 |

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

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

**The number of students identified as retainees:**

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

**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 | 272 | 299 | 270 | 0 | 0 | 0 | 0 | 841 |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 0 | 83 | 83 | 79 | 0 | 0 | 0 | 0 | 245 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 13 | 1 | 1 | 0 | 0 | 0 | 0 | 15 |
| Course failure in ELA | 0 | 0 | 0 | 0 | 0 | 0 | 26 | 11 | 13 | 0 | 0 | 0 | 0 | 50 |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 36 | 35 | 5 | 0 | 0 | 0 | 0 | 76 |
| Level 1 on 2019 statewide FSA ELA assessment | 0 | 0 | 0 | 0 | 0 | 0 | 68 | 64 | 89 | 0 | 0 | 0 | 0 | 221 |
| Level 1 on 2019 statewide FSA Math assessment | 0 | 0 | 0 | 0 | 0 | 0 | 76 | 77 | 84 | 0 | 0 | 0 | 0 | 237 |
| Number of students with a substantial reading deficiency | 0 | 0 | 0 | 0 | 0 | 0 | 45 | 115 | 111 | 0 | 0 | 0 | 0 | 271 |

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

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

**The number of students identified as retainees:**

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

## 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 | 30% | 54% | 50% | | | | 33% | 57% | 54% |
| ELA Learning Gains | 42% | | | | | | 43% | 57% | 54% |
| ELA Lowest 25th Percentile | 43% | | | | | | 35% | 48% | 47% |
| Math Achievement | 27% | 41% | 36% | | | | 43% | 60% | 58% |
| Math Learning Gains | 48% | | | | | | 53% | 58% | 57% |
| Math Lowest 25th Percentile | 60% | | | | | | 45% | 49% | 51% |
| Science Achievement | 37% | 52% | 53% | | | | 38% | 49% | 51% |
| Social Studies Achievement | 46% | 63% | 58% | | | | 55% | 71% | 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 | 35% | 57% | -22% | 54% | -19% |
| Cohort Comparison | | | | | | |
| 07 | 2022 | | | | | |
| | 2019 | 26% | 55% | -29% | 52% | -26% |
| Cohort Comparison | -35% | | | | | |
| 08 | 2022 | | | | | |
| | 2019 | 31% | 59% | -28% | 56% | -25% |
| Cohort Comparison | -26% | | | | | |

| MATH | | | | | | |
|---|---|---|---|---|---|---|
| **Grade** | **Year** | **School** | **District** | **School-District Comparison** | **State** | **School-State Comparison** |
| 06 | 2022 | | | | | |
| | 2019 | 40% | 58% | -18% | 55% | -15% |
| Cohort Comparison | | | | | | |
| 07 | 2022 | | | | | |
| | 2019 | 23% | 53% | -30% | 54% | -31% |
| Cohort Comparison | | -40% | | | | |
| 08 | 2022 | | | | | |
| | 2019 | 33% | 45% | -12% | 46% | -13% |
| Cohort Comparison | | -23% | | | | |

| 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 | 23% | 43% | -20% | 48% | -25% |
| Cohort Comparison | | 0% | | | | |

| BIOLOGY EOC | | | | | |
|---|---|---|---|---|---|
| **Year** | **School** | **District** | **School Minus District** | **State** | **School Minus State** |
| 2022 | | | | | |
| 2019 | 70% | 67% | 3% | 67% | 3% |
| CIVICS EOC | | | | | |
| **Year** | **School** | **District** | **School Minus District** | **State** | **School Minus State** |
| 2022 | | | | | |
| 2019 | 52% | 71% | -19% | 71% | -19% |
| 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 | 86% | 61% | 25% | 61% | 25% |
| GEOMETRY EOC | | | | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2022 | | | | | |
| 2019 | 95% | 56% | 39% | 57% | 38% |

## 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 | 18 | 38 | 38 | 15 | 38 | 47 | 13 | 40 | | | |
| ELL | 23 | 42 | 39 | 21 | 48 | 67 | 34 | 33 | 87 | | |
| ASN | 50 | 60 | | | | | | | | | |
| BLK | 29 | 41 | 44 | 26 | 46 | 59 | 36 | 46 | 78 | | |
| HSP | 36 | 47 | 38 | 28 | 57 | 68 | 36 | 42 | 82 | | |
| WHT | 43 | | | 29 | | | | | | | |
| FRL | 31 | 43 | 44 | 28 | 48 | 61 | 39 | 47 | 79 | | |
| 2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS | | | | | | | | | | | |
| Subgroups | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2019-20 | C & C Accel 2019-20 |
| SWD | 16 | 26 | 26 | 13 | 20 | 22 | 23 | 16 | | | |
| ELL | 24 | 30 | 28 | 18 | 16 | 23 | 29 | 43 | 65 | | |
| ASN | 40 | 60 | | 50 | 30 | | | | | | |
| BLK | 26 | 30 | 22 | 19 | 16 | 19 | 30 | 34 | 72 | | |
| HSP | 30 | 32 | 29 | 27 | 14 | 20 | 33 | 35 | 75 | | |
| FRL | 27 | 29 | 23 | 21 | 13 | 16 | 29 | 35 | 72 | | |
| 2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS | | | | | | | | | | | |
| Subgroups | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2017-18 | C & C Accel 2017-18 |
| SWD | 17 | 35 | 31 | 19 | 37 | 31 | 12 | 30 | | | |
| ELL | 22 | 38 | 31 | 31 | 52 | 46 | 18 | 45 | 75 | | |
| BLK | 32 | 42 | 34 | 42 | 51 | 41 | 37 | 58 | 92 | | |
| HSP | 36 | 49 | 34 | 44 | 56 | 57 | 39 | 38 | 85 | | |
| WHT | 38 | 50 | | 47 | 47 | | | | | | |
| FRL | 32 | 43 | 36 | 43 | 53 | 44 | 36 | 54 | 90 | | |

## 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 | 44 |
| 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 | 33 |
| Total Points Earned for the Federal Index | 444 |
| Total Components for the Federal Index | 10 |
| Percent Tested | 96% |
| **Subgroup Data** | |
| **Students With Disabilities** | |
| Federal Index - Students With Disabilities | 31 |
| 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 | 43 |
| English Language Learners Subgroup Below 41% in the Current Year? | NO |
| 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 | 55 |
| Asian Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Asian Students Subgroup Below 32% | 0 |
| **Black/African American Students** | |
| Federal Index - Black/African American Students | 43 |
| 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 | 47 |

| Hispanic Students | |
|---|---|
| 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 | 36 |
| White Students Subgroup Below 41% in the Current Year? | YES |
| 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?**

According to the 2021-2022 state assessment, proficiency for ELA was 30% and proficiency for Math was 27%. Trends show an increase from 2020-2021 but not quite the percentages pre-COVID.

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

Reported areas of concern would be: the lowest quartile, reaching levels of Proficiency in both ELA and Math, which would also include our subgroups of SWD and ELL. According to 2022 assessments, ELA achievement shows that 70% of our students came in below grade level; incoming students demonstrated an increase in student proficiency based off their previous state assessment having our lowest quartile to consist of high level 2 readers.

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

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

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

All areas need improvement.

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

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

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

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

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

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

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

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

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

**:**

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

| **Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.** | While the data shows an increase in lowest 25% learning gains for our SWD Sub-group for ELA and Math from 2021-2022 year, we will continue to work towards proficiency in ELA and Math. School leaders and support staff will implement opportunities through Power Hour for teachers to collectively analyze student data for the purposes of better student support particularly Level 2s and Level 3s in ELA and Math. This would ensure that our SWD and ELL Sub-Groups students are in the most accommodating class setting and learning to reach their fullest potential by teachers rigorously implement standards-based instruction in conjunction with high yield strategies, while progress monitoring student academic performance to proficiency. |
|---|---|
| **Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.** | By June 2023, 40% of students will be proficient on the ELA state assessment and 49% on the Math state assessment. |
| **Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.** | Weekly meetings through: Achieve Ambassadors, Data Chats, Building Capacity and Common Formative Assessments. |
| **Person responsible for monitoring outcome:** | [no one identified] |
| **Evidence-based Strategy: Describe the evidence-based strategy being implemented** | Weekly meetings monitoring ILS systems: Mastery Connect, Read 180, System 44, Savvas |

**for this Area of Focus.**

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

Decrease learning gap, and increase students' proficiency and Language Arts and Math.

**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.

Provide Professional Development to instructional and support staff members

**Person Responsible** [no one identified]

| #2. Instructional Practice specifically relating to ELA | |
| --- | --- |
| **Area of Focus Description and Rationale:**<br>**Include a rationale that explains how it was identified as a critical need from the data reviewed.** | Based on FSA ELA scores from the 2021-2022 school year, 30% of the students are either reading at or above grade level. Literacy is the gateway to Math, Science and Social Studies proficiency. |
| **Measurable Outcome:**<br>**State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.** | By June 2023, 40% of students will be proficient on the ELA state assessment. |
| **Monitoring:**<br>**Describe how this Area of Focus will be monitored for the desired outcome.** | Weekly meetings through: Achievement Ambassadors, Data Chats, Building Capacity and Common Formative Assessments. |
| **Person responsible for monitoring outcome:** | Ericka Mellion-Clerveaux (ericka.mellion@browardschools.com) |
| **Evidence-based Strategy:**<br>**Describe the evidence-based strategy being implemented for this Area of Focus.** | Weekly meetings monitoring ILS systems: HMH Ed Learning Platform, Read 180, and System 44. |
| **Rationale for Evidence-based Strategy:**<br>**Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.** | Decrease learning gap, and increase students' proficiency and Language Arts. |

| 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. | |

Standards based lesson planning and instruction, monitoring student data, using assessment data to drive instruction.

| | |
| --- | --- |
| **Person Responsible** | Ericka Mellion-Clerveaux (ericka.mellion@browardschools.com) |

| #3. -- Select below -- specifically relating to |
|---|
| **Area of Focus Description and Rationale:**<br>Include a rationale that explains how it was identified as a critical need from the data reviewed. |

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

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

**Person responsible for monitoring outcome:** [no one identified]

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

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

| 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. |

*No action steps were entered for this area of focus*

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## 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.

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

Lauderdale Lakes consistently hosts monthly Parent Nights so that parents, stakeholders and community leaders are afforded the opportunity to contribute towards the efforts of students' progress. As students are given the opportunity to showcase their work, students are recognized consequently raising their morale.
Additionally, students are selected monthly for Kids of Character; their are highlighted on the cafeteria bulletin board and the monthly slideshow in the school lobby.
During the school day, our token system would be referred to as Viking Bucks; students would granted Viking Bucks as they meet the school-wide expectations on campus. Upon receipt of the Viking Bucks, students will have the option to select which reward(s) they would like to receive. Moreover, at the end the month, students who have collected 20 Viking Bucks or more could then participate in a variety of Viking activities. This includes but is not limited to: being raffled to participate in a lunch bunch, dances, or being

highlighted in the Viking Hall of Fame. This system would ensure that positive behavior is recognized and maintains the expectation that should be ongoing.

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

Lauderdale Lakes Middle uses the SPBP team which consists of the following:
Althea Gibbons - Administrator
Markis Facyson - 5000 Role Models Mentor/Club Sponsor
Alma Rolle - BTU Representative (ESPs)
Michael Carey - BTU Representative (Teachers)
Jeana Louis - Magnet Coordinator
Kiondra Shelman - Civics Teacher
Erica Clerveaux - Parent/Community Representative
Alexandra Wnuk - Equity Liaison
Sabrina Thomas - Guidance Director
Carmen Coste - Guidance Counselor
Philreth Thompson-Ali - JFG Teacher
Adair Dominguez - Math Teacher
• PBIS team will Quarterly Review BASIS Dashboard and engage in monthly Focus Group Meetings to address student behavior concerns by: increasing staff presence in Top 3 locations with a high number of behavior events,
modifying lesson plans to address behavior concerns, and creating a process for classroom generated referrals.