

Broward County Public Schools

Lauderdale Lakes Middle School



2022-23 Schoolwide Improvement Plan

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Lauderdale Lakes Middle School

3911 NW 30TH AVE, Lauderdale Lakes, FL 33309

[no web address on file]

Demographics

Principal: Linda Lopez

Start Date for this Principal: 9/9/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
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* Asian Students Black/African American Students* Hispanic Students* White Students* Economically Disadvantaged Students*
School Grades History	2021-22: C (46%) 2018-19: C (48%) 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.

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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Lauderdale Lakes Middle School

3911 NW 30TH AVE, Lauderdale Lakes, FL 33309

[no web address on file]

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

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SIP Authority

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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	<p>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.</p>
Slesinski, Jill	Principal	<p>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.</p>
Facyson, Markis	Assistant Principal	<p>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</p>

Name	Position Title	Job Duties and Responsibilities
		and space, available for 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 achievement through regular, ongoing classroom visits.
Louis, Jeana	Magnet Coordinator	Manage and evaluate the school's magnet program to ensure the highest level of quality through: collect data, analyze results, and report findings in order to evaluate student achievement and assist with placing students in appropriate intervention and support services.
Baker, Donna	Instructional Coach	Determine a system to monitor and measure increases in both teacher's instructional development and student 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 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 achievement through regular, ongoing classroom visits.
Gibbons, Althea	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 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 Rtl 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.	<p>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.</p>
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	<p>By June 2023, 40% of students will be proficient on the ELA state assessment and 49% on the Math state assessment.</p>
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	<p>Weekly meetings through: Achieve Ambassadors, Data Chats, Building Capacity and Common Formative Assessments.</p>
Person responsible for monitoring outcome:	<p>[no one identified]</p>
Evidence-based Strategy: Describe the evidence-based strategy being implemented	<p>Weekly meetings monitoring ILS systems: Mastery Connect, Read 180, System 44, Savvas</p>

**for this Area
of Focus.**

**Rationale for
Evidence-
based**

Strategy:

**Explain the
rationale for
selecting this
specific
strategy.**

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

**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.

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:**

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:

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:

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:

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:

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:**

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

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.

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; they 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 be 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 of 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.