

Broward County Public Schools

# Lauderdale Lakes Middle School



2023-24

Schoolwide Improvement Plan (SIP)

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## Lauderdale Lakes Middle School

3911 NW 30TH AVE, Lauderdale Lakes, FL 33309

[ no web address on file ]

### School Board Approval

This plan was approved by the Broward County School Board on 10/17/2023.

### SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

#### Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

#### Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

#### Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

## **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 Department 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.

## 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, Stakeholder Involvement and SIP Monitoring

#### **School Leadership Team**

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 as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Lopez, Linda	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 and space, available for a successful and safe school program for students, staff and community.</p>
Gibbons, Althea	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
		<p>and space, available for a successful and safe school program for students, staff and community.</p>
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>
Bethel, Lezetta	Other	<p>Serve as the principal's designee for all exceptional student education (ESE) staff in accordance with the annual Local Education Agency (LEA) Memo. Administration and the ESE Specialists are required to submit a signed agreement annually. Coordinate required ESE meetings. Provide information to school-based personnel on a variety of topics to include updating staff on policy changes. Assist regular education teachers of students with disabilities to implement the Individual Education Plan (IEP) and monitor progress of IEP goals. Assist staffing committee members in developing appropriate IEPs and ensure parents receive draft IEPs for all annual reviews. Meet with ESE curriculum supervisors monthly with regard to curricula, related services and program delivery systems for students with disabilities. Provide explanations to parent(s) of the Procedural Safeguards as well as the availability of resources within the District to meet the unique needs of the student. Utilize facilitative behaviors consistent with the Facilitated IEP training provided by the District in order to conduct efficient and productive IEP meetings, in which all participants feel valued and heard. Assist in identifying, reporting and correcting IDEA compliance concerns identified internally. Shall report all compliance concerns directly to the school-based leadership. Correct compliance errors identified internally (within the school) and externally, in accordance with federal, state and local laws, rules, policies and procedures. Communicate effectively with parents, colleagues and other stakeholders to ensure that IEPs for students with</p>



Name	Position Title	Job Duties and Responsibilities
		disabilities are implemented with fidelity. Utilize the electronic management system to generate IEP document.
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.
Mellion-Clerveaux, Ericka	Reading 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.

### Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The stakeholders met to review the previous year's data. Upon reviewing the data, the stakeholders brainstormed to determine a root cause of low performance in the identified areas of need. This brainstorming session, resulted in the creation of measurable action items and interventions to meet the target in the following subgroups: Students with Disabilities and White students.

### SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

Each month, the School Leadership Team will meet to review student data from common assessments in ELA and Math. Additionally, classroom walkthroughs will be conducted, with a strategic focus on classes that have SWDs and White student subgroups. Student data chats after each assessment will be conducted to progress monitor student mastery.

### Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

<b>2023-24 Status</b> (per MSID File)	Active
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<b>School Type and Grades Served</b> (per MSID File)	Middle School 6-8
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2022-23 Title I School Status</b>	Yes
<b>2022-23 Minority Rate</b>	98%
<b>2022-23 Economically Disadvantaged (FRL) Rate</b>	100%
<b>Charter School</b>	No
<b>RAISE School</b>	No
<b>ESSA Identification</b> *updated as of 3/11/2024	TSI
<b>Eligible for Unified School Improvement Grant (UniSIG)</b>	No
<b>2021-22 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL) Asian Students (ASN) Black/African American Students (BLK) Hispanic Students (HSP) White Students (WHT)* Economically Disadvantaged Students (FRL)
<b>School Grades History</b> *2022-23 school grades will serve as an informational baseline.	2021-22: C  2019-20: C  2018-19: C  2017-18: C
<b>School Improvement Rating History</b>	
<b>DJJ Accountability Rating History</b>	

## Early Warning Systems

Using 2022-23 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		
Absent 10% or more days	0	0	0	0	0	0	94	78	91	263	
One or more suspensions	0	0	0	0	0	0	122	75	84	281	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	15	14	8	37	
Course failure in Math	0	0	0	0	0	0	9	15	15	39	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	141	135	123	399	
Level 1 on statewide Math assessment	0	0	0	0	0	0	127	111	96	334	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	4	76	13	93	

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Students with two or more indicators	0	0	0	0	0	0	161	155	128	444	

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	1	28	29
Students retained two or more times	0	0	0	0	0	0	4	2	31	37

#### Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	0	0	78	66	94	238
One or more suspensions	0	0	0	0	0	0	0	103	77	92	272
Course failure in ELA	0	0	0	0	0	0	0	3	29	11	43
Course failure in Math	0	0	0	0	0	0	0	16	27	8	51
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	117	107	135	359
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	137	129	122	388
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	33	29	34	96

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Students with two or more indicators	0	0	0	0	0	0	137	133	164	434	

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	1	3	36	40
Students retained two or more times	0	0	0	0	0	0	0	4	14	18

#### Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	0	78	66	94	238	
One or more suspensions	0	0	0	0	0	0	103	77	92	272	
Course failure in ELA	0	0	0	0	0	0	3	29	11	43	
Course failure in Math	0	0	0	0	0	0	16	27	8	51	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	117	107	135	359	
Level 1 on statewide Math assessment	0	0	0	0	0	0	137	129	122	388	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	33	29	34	96	

**The number of students by current grade level that had two or more early warning indicators:**

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Students with two or more indicators	0	0	0	0	0	0	137	133	164	434	

**The number of students identified retained:**

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	1	3	36	40
Students retained two or more times	0	0	0	0	0	0	0	4	14	18

## II. Needs Assessment/Data Review

### ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

**On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.**

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	31	53	49	30	54	50	27		
ELA Learning Gains				42			31		
ELA Lowest 25th Percentile				43			23		
Math Achievement*	32	56	56	27	41	36	21		
Math Learning Gains				48			16		
Math Lowest 25th Percentile				60			19		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*	33	50	49	37	52	53	30		
Social Studies Achievement*	29	67	68	46	63	58	35		
Middle School Acceleration	78	70	73	78	51	49	71		
Graduation Rate					49	49			
College and Career Acceleration					70	70			
ELP Progress	28	42	40	33	74	76	25		

\* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

#### ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	TSI
OVERALL Federal Index – All Students	39
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	6
Total Points Earned for the Federal Index	231
Total Components for the Federal Index	6
Percent Tested	96
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	TSI
OVERALL Federal Index – All Students	44
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	444
Total Components for the Federal Index	10
Percent Tested	96
Graduation Rate	

**ESSA Subgroup Data Review (pre-populated)**

<b>2022-23 ESSA SUBGROUP DATA SUMMARY</b>				
<b>ESSA Subgroup</b>	<b>Federal Percent of Points Index</b>	<b>Subgroup Below 41%</b>	<b>Number of Consecutive years the Subgroup is Below 41%</b>	<b>Number of Consecutive Years the Subgroup is Below 32%</b>
SWD	16	Yes	4	4
ELL	29	Yes	1	1
AMI				
ASN	73			
BLK	39	Yes	1	
HSP	27	Yes	1	1
MUL				
PAC				
WHT	23	Yes	2	1
FRL	35	Yes	1	

<b>2021-22 ESSA SUBGROUP DATA SUMMARY</b>				
<b>ESSA Subgroup</b>	<b>Federal Percent of Points Index</b>	<b>Subgroup Below 41%</b>	<b>Number of Consecutive years the Subgroup is Below 41%</b>	<b>Number of Consecutive Years the Subgroup is Below 32%</b>
SWD	31	Yes	3	3
ELL	43			
AMI				
ASN	55			
BLK	43			
HSP	47			
MUL				
PAC				
WHT	36	Yes	1	
FRL	45			

**Accountability Components by Subgroup**

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	31			32			33	29	78			28
SWD	15			18			17	19			5	10
ELL	20			20			17	22	69		6	28
AMI												
ASN	64			82							2	
BLK	32			32			32	29	79		6	27
HSP	20			32			26	26			5	32
MUL												
PAC												
WHT	31			15							2	
FRL	30			32			27	27	75		6	17

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	30	42	43	27	48	60	37	46	78			33
SWD	18	38	38	15	38	47	13	40				
ELL	23	42	39	21	48	67	34	33	87			33
AMI												
ASN	50	60										
BLK	29	41	44	26	46	59	36	46	78			28
HSP	36	47	38	28	57	68	36	42	82			38
MUL												
PAC												
WHT	43			29								
FRL	31	43	44	28	48	61	39	47	79			32

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	27	31	23	21	16	19	30	35	71			25
SWD	16	26	26	13	20	22	23	16				
ELL	24	30	28	18	16	23	29	43	65			25

2020-21 ACCOUNTABILITY 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	ELP Progress
AMI												
ASN	40	60		50	30							
BLK	26	30	22	19	16	19	30	34	72			29
HSP	30	32	29	27	14	20	33	35	75			17
MUL												
PAC												
WHT												
FRL	27	29	23	21	13	16	29	35	72			29

### Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (\*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2023 - Spring	24%	49%	-25%	47%	-23%
08	2023 - Spring	29%	49%	-20%	47%	-18%
06	2023 - Spring	23%	50%	-27%	47%	-24%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	24%	54%	-30%	54%	-30%
07	2023 - Spring	35%	51%	-16%	48%	-13%
08	2023 - Spring	32%	46%	-14%	55%	-23%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	19%	38%	-19%	44%	-25%



ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	70%	48%	22%	50%	20%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	68%	46%	22%	48%	20%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	81%	63%	18%	63%	18%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	28%	64%	-36%	66%	-38%

### III. Planning for Improvement

#### Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

**Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.**

Out of the seven early warning systems indicators, sixth graders led five out of the seven categories in comparison to 7th and 8th grades. Those areas are: One or more suspensions, Absent 10% or more days,

Course failure in English Language Arts (ELA), Level 1 on statewide ELA assessment, and Level 1 on statewide Math assessment. Ten percent of the Students with Disabilities performed on grade level or better on the ELA FAST PM3 assessment; twenty-one percent of the same subgroup performed on grade level or better on the Math FAST PM3. Fifty percent of the White students showed mastery on the ELA FAST PM3, while thirty percent showed master on the Math FAST PM3. The data showed that 6th grade performed lowest on both the ELA and Math end of year assessments.

**Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.**

The data component showing the greatest decline from the year prior is the number of 6th grade students performing below level in ELA.

**Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.**

The greatest gap is seen in ELA when compared to the state average. Seventy percent of students are below grade level in ELA compared to the state's 47%. Our students historically show high learning gains, in spite of students coming in well below grade level. However for the 2022-2023 their were no learning gains in the new assessment.

**Which data component showed the most improvement? What new actions did your school take in this area?**

The data component showing the most improvement overall math achievement. The school implemented an pullout support model involving leadership team members. Additionally, there were Extended Learning Opportunities afterschool and Saturdays.

**Reflecting on the EWS data from Part I, identify one or two potential areas of concern.**

Reflecting on the EWS data from Part I, the number of suspensions in 6th grade is a potential area of concern.

**Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.**

Reducing the number of suspensions;  
Providing additional support in ELA and Math with a focus on Students with Disabilities and white students.

#### **Area of Focus**

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

**#1. ESSA Subgroup specifically relating to Students with Disabilities****Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Students with Disabilities and White Students are the two areas of focus as these are the two identified low-performing subgroups.

**Measurable Outcome:**

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

In ELA and Math, we will use FAST PM1 and PM2 data to progress monitor student growth. From PM1 to PM2 students with disabilities and white students will show a 5% gain. From PM2 to PM3, students in these subgroups will show an additional 5% gain.

**Monitoring:**

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

This Area of Focus will be monitored for the desired outcome by utilizing District common assessments in Math and Selection Test for ELA.

**Person responsible for monitoring outcome:**

Ericka Mellion-Clerveaux (ericka.mellion@browardschools.com)

**Evidence-based Intervention:**

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Evidence-based interventions being implemented for this Area of Focus include:

Support facilitators attending content-focused PLCs with training included on how to read and understand IEPs; Support facilitators creating a push-in schedule to support;  
Staff receiving training on how to access IEPs;  
Targeting Students with Disabilities and White students for Extended Learning Opportunities.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

The rationale for the specific strategies named above is due to the low-performing subgroups. Intentional focus must be made to support both subgroups, thereby ensuring academic growth in the areas of reading and math. The intervention will help us reach our goal by providing an additional layer of support for students with disabilities through push-ins, IEP trainings, and targeted ELO participation.

**Tier of Evidence-based Intervention**

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**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.

Assign testing dates for FAST PM1, PM2, and PM3

**Person Responsible:** Markis Facyson (markis.facyson@browardschools.com)

**By When:** 9/15

Support facilitators will attend the Content PLCs beginning 9/21.

**Person Responsible:** Kionardra Shelman (kionardra.shelman@browardschools.com)

**By When:** 9/21

Support facilitators will create a schedule and push into content area classes.

**Person Responsible:** Kristie Ford (kristie.ford@browardschools.com)

**By When:** 9/15

Staff will receive training training on how to access IEPs.

**Person Responsible:** Lezetta Bethel (lezetta.bethel@browardschools.com)

**By When:** 9/1

ELO targets - white and students with disabilities; These subgroups would have priority of daytime support. This would occur twice a week.

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

**By When:** 10/15

**#2. Positive Culture and Environment specifically relating to Teacher Retention and Recruitment****Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Teacher Retention and Recruitment; this area of focus based on previous years' turnover. This impacts school culture and families

**Measurable Outcome:**

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

LLMS has 50 instructional staff members. Ninety percent of the instructional staff will be retained for the 2023-2024 school year.

**Monitoring:**

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

Feedback surveys for support; faculty meetings, new teacher monthly meetings.

**Person responsible for monitoring outcome:**

Kionardra Shelman (kionardra.shelman@browardschools.com)

**Evidence-based Intervention:**

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Mentoring - Each new teacher will be assigned a mentor. Each mentor will complete a coaching log detailing meeting. Have volunteers meet with new teachers who do not have an assigned mentor.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

Reduce the turnover rate, improve student learning and outcomes. It also enhances school culture.

**Tier of Evidence-based Intervention**

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**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.

Assign a mentor to the new teacher.

**Person Responsible:** Kionardra Shelman (kionardra.shelman@browardschools.com)

**By When:** 8/21

Email staff survey each quarter for feedback.

**Person Responsible:** Linda Lopez (linda.lopez@browardschools.com)

**By When:** 8/25

Request staff volunteers to mentor teachers.

**Person Responsible:** Kristie Ford (kristie.ford@browardschools.com)

**By When:** 8/25

Implement a Sunshine Club - assign a teacher to sponsor

**Person Responsible:** Kristie Ford (kristie.ford@browardschools.com)

**By When:** 9/15

**#3. Instructional Practice specifically relating to ELA****Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

We are required to have an ELA goal that covers the entire school in order to be in alignment with the state goal focusing on ELA.

**Measurable Outcome:**

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

By spring 2023, 35% of our students will be proficient on the ELA PM3 Assessment (FAST).

**Monitoring:**

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

This area of focus will be monitored for the desired outcome based PM1 and PM2 results.

**Person responsible for monitoring outcome:**

Ericka Mellion-Clerveaux (ericka.mellion@browardschools.com)

**Evidence-based Intervention:**

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Evidence-based interventions include: small group instruction, remediation in the classroom, Extended Learning Opportunities, and incorporation of the Big 3 from the Science of Reading.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

Teachers can provide more individualized support in small groups.

Remediation provides an additional layer of support where deficiencies occur.

The Big 3 from the Science of Reading supports the necessary foundation for reading success.

**Tier of Evidence-based Intervention**

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**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.

ELA teachers receive training and support in the Science of Reading

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

**By When:** ongoing

Implement ELO action plan

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

**By When:** 12/1/2023

Monitor classrooms for remediation and small group instruction.

**Person Responsible:** Althea Gibbons (a.gibbons@browardschools.com)

**By When:** ongoing

### CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C)).

Funds and physical resources are being allocating by the district to support Extended Learning Opportunities, due to the school's Tier 1 focus; these funds will support the areas of focus. Collaborative discussions at monthly School Advisory Council meeting enable the LLMS to consider available resources as part of the needs assessment process to inform evidence-based planning and final decisions concerning allocation of resources. Student performance data is presented to the stakeholders with a possible solution that includes necessary funding. Upon receiving the information, the SAC is provided an opportunity to ask questions and then vote on the expenditures. Considering the needs, plans and then funds enables sustainable systems and strategies to support improved outcomes for each student.

## Title I Requirements

### Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

**Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))**

List the school's webpage\* where the SIP is made publicly available.

The School Improvement Plan will be disseminated to the School Advisory Council meeting. The school's webpage is available here:[https://www.browardschools.com/Page/49968?school\\_number=1701](https://www.browardschools.com/Page/49968?school_number=1701).

**Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.**

List the school's webpage\* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

Lauderdale Lakes Middle School plans to build positive relationships with parents, families, and other community stakeholders by providing frequent communication via the ParentLink system. Additionally, monthly parent nights in conjunction with School Advisory Meetings provides another means of disseminating information beneficial to stakeholders.

**Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)**



Lauderdale Lakes Middle School plans to strengthen the academic program in the school by restructuring the amount of time students spend in their morning areas. Students will spend less time in the common areas and more time with their first period teachers, thereby reducing negative behaviors but increasing more focused time with teachers.

**If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))**

N/A