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Lake Shore Middle School

425 W CANAL ST N, Belle Glade, FL 33430

<https://lsms.palmbeachschools.org>

School Board Approval

This plan was approved by the Palm Beach County School Board on 10/18/2023.

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.

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

Provide the school's vision statement.

Lake Shore Middle School will be ranked as one of the best middle schools in the nation based on school assessment data, academics, participant morale, and parent/community engagement.

School Leadership Team, 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
Gibbons, Carl	Principal	<ul style="list-style-type: none"> -Serve as Principal and provide leadership, direction, and coordination at the school. -Communicate the vision and carry out the mission. -Serve as an instructional leader and advocate for improving student outcomes. -Ensure the implementation of the District's comprehensive curriculum in all courses. -Ensure the District Scope & Sequence and Pacing Calendar are followed. -Promote professional learning and growth among faculty and staff. -Establish partnerships with all stakeholder groups. -Create a safe and positive learning environment and promote Single School Culture.
Schwartztrauber , Shaun	Assistant Principal	<ul style="list-style-type: none"> -Serve as Curriculum Assistant Principal and principal liaison. -Communicate the vision and carry out the mission. -Serve as instructional leader and advocate for improving student outcomes. -Ensure the implementation of District comprehensive curriculum in all courses. -Ensure the District Scope & Sequence and Pacing Calendar is followed. -Promote professional learning and growth among faculty and staff. -Establish partnerships with all stakeholder groups. -Create a safe and positive learning environment and promote Single School Culture.
Burden, Lakisha	Assistant Principal	<p>Serve as sixth grade assistant principal.</p> <ul style="list-style-type: none"> -Communicate the vision and carry out the mission. -Serve as instructional leader and advocate for improving student outcomes. -Ensure the implementation of District comprehensive curriculum in all courses. -Ensure the District Scope & Sequence and Pacing Calendar is followed. -Promote professional learning and growth among faculty and staff. -Establish partnerships with all stakeholder groups. -Create a safe and positive learning environment and promote Single School Culture.
Lash, Jessica	Assistant Principal	<p>Serve as seventh grade assistant principal.</p> <ul style="list-style-type: none"> -Communicate the vision and carry out the mission. -Serve as instructional leader and advocate for improving student outcomes. -Ensure the implementation of District comprehensive curriculum

Name	Position Title	Job Duties and Responsibilities
		<p>in all courses.</p> <ul style="list-style-type: none"> -Ensure the District Scope & Sequence and Pacing Calendar is followed. -Promote professional learning and growth among faculty and staff. -Establish partnerships with all stakeholder groups. -Create a safe and positive learning environment and promote Single School Culture.
<p>Scott, Corey</p>	<p>Assistant Principal</p>	<ul style="list-style-type: none"> -Serve as eighth grade assistant principal. -Communicate the vision and carry out the mission. -Serve as instructional leader and advocate for improving student outcomes. -Ensure the implementation of District comprehensive curriculum in all courses. -Ensure the District Scope & Sequence and Pacing Calendar is followed. -Promote professional learning and growth among faculty and staff. -Establish partnerships with all stakeholder groups. -Create a safe and positive learning environment and promote Single School Culture.
<p>Handford, Phyllis</p>	<p>Other</p>	<ul style="list-style-type: none"> -Serve as Single School Culture Specialist. -Serve as lead for STEM Choice Program. -Serve as Choice and CTE lead -Promote Single School Culture for academics, behavior, and climate. -Facilitate professional learning communities and professional development. -Provide coaching support and mentoring to teachers in all content areas.
<p>Lutz, Rachel</p>	<p>Other</p>	<ul style="list-style-type: none"> -Serve as Single School Culture Specialist. -Serve as lead for School Based Team. -Promote Single School Culture for academics, behavior, and climate. -Facilitate professional learning communities and professional development. -Provide coaching support and mentoring to teachers in all content areas.
<p>Williams, Catisia</p>	<p>Instructional Coach</p>	<ul style="list-style-type: none"> -Serve as literacy coach. -Promote Single School Culture for academics, behavior, and climate. -Facilitate professional learning communities and professional development.

Name	Position Title	Job Duties and Responsibilities
		-Provide literacy coaching support and mentoring to teachers in all content areas.
D'Ausilio, Rachel	Instructional Coach	-Serve as Learning Team Facilitator. -Promote Single School Culture for academics, behavior, and climate. -Facilitate professional learning communities and professional development. -Provide literacy coaching support and mentoring to teachers in all content areas.

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.

We conducted a Comprehensive Needs Assessment during January and February of 2023 to identify performance challenges, identify root causes for these challenges, and set priorities for removing barriers and increasing student outcomes. Faculty and staff provided input during their weekly professional learning communities, and the School Advisory Council (including students and community members) did so during the February meeting.

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

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

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

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

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

Students: Various clubs (e.g. Promise Club) to support students will adopting the traits of good

character,
building self-esteem, increasing academic focus, and stopping bullying behavior.

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))

Our SIP action steps and progress toward goals will be reviewed in weekly professional learning communities, instructional leadership team meetings (every other month), and during our mid-year review meeting. Updates and discussions about our SIP will take place in the Principal's Update at each School Advisory Council meeting.

The School Improvement Plan (SIP) is a living document that memorializes the continuous improvement work we do at our school. The SIP is updated throughout the year to ensure proper documentation of what we do. Continuous improvement at the forefront of what we do. We work collaboratively to review and analyze data. We make decisions based on the data to ensure all students receive the necessary support and accommodations during instruction. Our team works towards the following student achievement goals:

- Strategic visioning and planning
- Problem identification and root cause analysis
- Developing action steps towards improvement
- Creating and maintaining a culture of collaboration towards shared decision-making
- Supporting professional learning and improvement

Monitoring will take place throughout the year. We will monitor mastery of grade level benchmarks through the use of Interim Assessments, District Diagnostics: FSQ's USA, NGSQ's, Midterms, Semester exams, Reading Plus Diagnostics, Achieve 3000, Imagine Learning, Math Nation, Khan Academy, FAST Progress Monitoring, Florida Standard Assessments, End of Course assessments, and, Teacher made assessments. The Unit Assessments will occur at the end of each unit of study. The FAST assessments will occur three times a year (PM's 1, 2, & 3 in English Language Arts, and Math). The FAST assessments will occur one to two times a year in Algebra I and Geometry.

The annual test administered for ELL students is WIDA ACCESS. The WIDA is used to assess ELL students' proficiency in the areas of speaking, listening, reading, and writing. Teachers are trained by the ESOL Coordinator to assess data, modify, and implement differentiated instruction based on the results of data.

The annual test for ESE students is the FSAA. The FSAA is used to assess ESE students' proficiency in all content areas to include: English Language Arts, Mathematics, Science, Social Studies. Teachers are trained by the ESE Coordinator to assess data, modify, and implement differentiated instruction, based on the results of data.

The Single school culture (Academics, Behavior, Climate) Academics: Collaborative Planning Communities and Professional Learning Communities occur every week per content area. Content area teachers meet with the academic coaches and administration to discuss and analyze data, modify instruction, and create standards-based learning goal scales. Student work and best practices are shared and analyzed during Administrative Team meetings, Professional Learning Communities, the Instructional Leadership Team meetings, Faculty meetings, and School Advisory Council meetings.

Demographic Data

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

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

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	77	101	130	308
One or more suspensions	0	0	0	0	0	0	89	111	41	241
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	16	97	55	168
Course failure in Math	0	0	0	0	0	0	34	68	52	154
Level 1 on statewide ELA assessment	0	0	0	0	0	0	116	145	98	359
Level 1 on statewide Math assessment	0	0	0	0	0	0	71	107	73	251
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	116	145	98	359

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	120	175	103	398

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	2	2	8	12
Students retained two or more times	0	0	0	0	0	0	2	6	7	15

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	122	100	82	304
One or more suspensions	0	0	0	0	0	0	48	88	79	215
Course failure in ELA	0	0	0	0	0	0	36	106	74	216
Course failure in Math	0	0	0	0	0	0	70	113	128	311
Level 1 on statewide ELA assessment	0	0	0	0	0	0	114	119	87	320
Level 1 on statewide Math assessment	0	0	0	0	0	0	162	150	114	426
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	114	119	87	320

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	170	151	110	431

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

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								122	100	82	304
One or more suspensions								48	88	79	215
Course failure in ELA								36	106	74	216
Course failure in Math								70	113	128	311
Level 1 on statewide ELA assessment								114	119	87	320
Level 1 on statewide Math assessment								162	150	114	426
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.								114	119	87	320

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	170	151	110	431

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

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*	27	51	49	27	53	50	29		
ELA Learning Gains				40			33		
ELA Lowest 25th Percentile				29			21		
Math Achievement*	37	59	56	26	35	36	22		
Math Learning Gains				47			22		
Math Lowest 25th Percentile				54			31		
Science Achievement*	24	50	49	27	56	53	31		
Social Studies Achievement*	47	68	68	59	64	58	45		
Middle School Acceleration	59	76	73	84	52	49	40		
Graduation Rate					50	49			
College and Career Acceleration					70	70			
ELP Progress	38	37	40	52	85	76	33		

* 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	5
Total Points Earned for the Federal Index	232
Total Components for the Federal Index	6
Percent Tested	98
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	TSI
OVERALL Federal Index – All Students	45

2021-22 ESSA Federal Index	
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	445
Total Components for the Federal Index	10
Percent Tested	98
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	16	Yes	4	4
ELL	37	Yes	2	
AMI				
ASN				
BLK	36	Yes	1	
HSP	42			
MUL				
PAC				
WHT	20	Yes	1	1
FRL	38	Yes	1	

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	29	Yes	3	3
ELL	35	Yes	1	
AMI				
ASN				
BLK	44			
HSP	44			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
MUL				
PAC				
WHT	41			
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	27			37			24	47	59			38
SWD	8			18			2	20			5	30
ELL	21			35			18	47	60		6	38
AMI												
ASN												
BLK	23			35			18	43	63		6	33
HSP	33			41			30	56	54		6	40
MUL												
PAC												
WHT	20			20							2	
FRL	26			37			22	46	61		6	37

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	27	40	29	26	47	54	27	59	84			52
SWD	10	22	20	10	43	52	15	49				40
ELL	21	42	31	21	40	45	10	51				52
AMI												
ASN												

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
BLK	24	38	31	24	47	56	30	58	83			52
HSP	28	43	25	27	46	51	20	61	87			54
MUL												
PAC												
WHT	55			27	40							
FRL	27	40	29	26	47	54	27	59	84			52

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	29	33	21	22	22	31	31	45	40			33
SWD	8	27	25	10	22	25	11	20	9			21
ELL	17	30	28	16	27	41	13	36	23			33
AMI												
ASN												
BLK	28	32	18	21	20	29	31	45	41			33
HSP	29	32	25	24	27	34	32	41	40			29
MUL												
PAC												
WHT	40	53		33	40							
FRL	28	33	21	22	23	31	31	44	40			33

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.

Grade	Year	ELA				
		School	District	School-District Comparison	State	School-State Comparison
07	2023 - Spring	25%	48%	-23%	47%	-22%
08	2023 - Spring	30%	47%	-17%	47%	-17%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	21%	45%	-24%	47%	-26%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	42%	54%	-12%	54%	-12%
07	2023 - Spring	22%	36%	-14%	48%	-26%
08	2023 - Spring	50%	65%	-15%	55%	-5%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	24%	46%	-22%	44%	-20%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	65%	48%	17%	50%	15%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	44%	65%	-21%	66%	-22%

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.

Achievement levels 3+

FY23 PM3/EOC FY22 FY21 FY19

ELA
 Overall 25 27 29 34

6th 21
7th 25
8th 30
SWDs 7 10 8 14
ELLs 9 21 17 25

Math
Overall 38 26 22 37
6th 43
7th 23
8th 50
SWDs 17 10 10 20
ELLs 26 21 16 38

Alg. 65 84 40 68
SWDs NA NA 9 0
ELLs NA NA 23 77

Science
8th 24 27 31 34
SWDs 0 15 11 21
ELLs 9 10 13 26

Civics
7th 45 59 45 53
SWDs 21 49 20 32
ELLs 27 51 36 51

We experienced the greatest drops in Civics achievement overall (-14), SWDs (-28), and ELLs (-24) from FY22 to FY23 due to a number of factors, including but not limited to: significant disparity among student achievement among teachers; student attendance issues; and student discipline referrals.

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

In addition to Civics, we have experienced a drop in achievement for ELA (-2) from FY22 and (-9) from FY19 due to a number of factors, including but not limited to: student reading levels far below grade level; student attendance; student motivation.

Fy23 PM3/EOC FY22 FY21 FY19
SWDs 7 10 8 14
ELLs 9 21 17 25

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.

School PM3 State PM3
ELA
6 21 47
7 25 47
8 30 47

Math
6 43 54
7 23 48
8 50 55

Science 24 47

Civics 45 66

Algebra 65 54

ELA experienced a gap of 26 point (6th), 22 points (7th), 17 points (8th) due to a number of factors, including but not limited to: student reading levels far below grade level; student attendance; student motivation.

Algebra scores outpaced the State by 11 points due to a number of factors, including: double-blocking; tutorials; and instructional coach support.

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

Math
FY23 PM3/EOC FY22 FY21 FY19
Overall 38 26 22 37
SWDs 17 10 10 20
ELLs 26 21 16 38

As a school, we are showing improvements over the past few years with an overall gain of 1 point from 2019 to 2023 - thus surpassing pre-pandemic achievement due to a number of factors, including but not limited to: implementing math foundations courses offered to approximately 25 level 1/2 students; providing teachers with standards-based planning days; and analyzing data to determine student weaknesses followed by developing reteach opportunities.

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

Ensuring student success is at the forefront of our focus. If we address the areas of concern below, we are ensuring our students receive the support needed for growth and achievement. When looking at our Early Warning System indicators our two potential areas of concern are:

- Level 1 State Assessments ELA & Math
- Reading Deficiency

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

1. Standards-based planning (BEST and otherwise) for ELA, math, reading, science, and social studies; including training and support from District curriculum specialists. Improve learning gains and achievement for our SWDs and ELLs in ELA and Math by building capacity for (a) integrating accommodations with instruction and (b) implementing various models of support effectively and with fidelity.

2. Teacher training in the implementation of the Structure Teaching: Gradual Release of Responsibility model during pre-school and during weekly PLCs. Focus on You do together / You do to provide differentiated supports for students based on individual needs. Support improved reading outcomes for students by embedding content area literacy strategies in social studies and science classrooms.
3. Provide ongoing opportunities for collaborative standards-based instructional planning using focused curricula and with guidance from coaches, SSCC, and District specialists. Ensure teachers receive training in data analysis, utilizing resources and materials appropriately. Increase achievement and learning gains in ELA, Math, Civics, and Science by implementing a focused standards-based curriculum, providing supplemental supports (e.g., tutors and adaptive online instruction), and building instructional capacity for meeting the needs of learners with diverse needs.
4. Implementing Race to the Top mentoring program for targeted students (beginning August) based on course failures, retention, discipline referrals, and other risk factors.
5. Implementing monthly Student Seminars and integrate Skills for Learning and Life in reading intensive classes to explicitly teach students self management, self awareness, social skills, resiliency, and other skills needed for success in school. These sessions will be facilitated by our Behavioral Health Professional and followed up with related teacher-led activities and school announcements.

Area of Focus

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

#1. Instructional Practice specifically relating to Professional Learning Communities

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.

Achievement levels 3+

Fy23 PM3/EOC FY22 FY21 FY19

ELA

Overall 25 27 29 34

SWDs 7 10 8 14

ELLs 9 21 17 25

Math

Overall 38 26 22 37

SWDs 17 10 10 20

ELLs 26 21 16 38

Alg. 65 84 40 68

SWDs NA NA 9 0

ELLs NA NA 23 77

Science

8th 24 27 31 34

SWDs 0 15 11 21

ELLs 9 10 13 26

Civics

7th 45 59 45 53

SWDs 21 49 20 32

ELLs 27 51 36 51

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

Measurable Outcome:

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

Student Outcomes:

Feb '24 and May '24

ELA:

Overall 25% and 34%

6th Grade 21% and 30%

7th Grade 25% and 34%

8th Grade 30% and 39%

Math:

Overall 38% to 45%
6th Grade 43% and 50%
7th Grade 23% and 30%
8th Grade 50% and 57%

ELA:

SWDs 7% and 20%

Math:

SWDs 17% and 25%

ELA:

ELLs 9% and 25%

Math:

ELLs 26% and 31%

Teacher Practice Outcomes:

-By November 2023, 50% of our teachers will be implementing monitoring and corrective feedback.

-By February 2024, 80% of our teachers will be implementing monitoring and corrective feedback.

-By April 2024, 100% of our teachers will be implementing monitoring and corrective feedback.

Monitoring:

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

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

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

Person responsible for monitoring outcome:

Carl Gibbons (carl.gibbons@palmbeachschools.org)

Evidence-based 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.)

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

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

(3) Math Foundations - Providing two periods of math for L25 students and targeted L1/L2 students to

ensure mastery of grade-level standards. Additional support for accelerated students to ensure access leads to successful outcomes.

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

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

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

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

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

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

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

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

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

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

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.

Tutoring

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

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

By When: September 1, 2023 and ongoing through PM3 administration

2. Focused curriculum

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

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

By When: Ongoing beginning August 10, 2023 through the end of the school year

3. Math Foundations

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

Person Responsible: Phyllis Handford (phyllis.handford@palmbeachschools.org)

By When: Ongoing beginning August 10, 2023 through the end of the school year

4. Collaborative Professional Learning Communities (PLCs)

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

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

By When: Ongoing beginning August 17, 2023 through the end of the school year

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

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

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

By When: Ongoing beginning August 10, 2023 through the end of the school year

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

- All students attend a monthly Student Seminar to support our Positive Behavior Supports implementation
- Behavioral Health Professional facilitates the Seminars.
- Develop a schedule aligned to support students who will be mentored.
- Develop a shared Mentoring log using Google Sheets.
- Log all Mentoring activities on the Google Log.
- Monitor via schedules, walkthroughs, and SBT and PBIS Team data analysis.

Person Responsible: Rachel Lutz (rachel.lutz@palmbeachschools.org)

By When: Ongoing beginning September 1, 2023 through the end of the school year

#2. Positive Culture and Environment specifically relating to Other

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.

FY 23 DATA:

Number of Students Total Number of Events

Office Discipline Referrals 277 1,348

Suspension. 235 638

In alignment to the District's Strategic Plan, we enhance a sense of belonging, safety, and acceptance for all students. Our instructional priority is to use trends in student data to identify needs in order to support positive behaviors.

Measurable Outcome:

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

Student Behavior Outcomes:

Office Discipline Referrals

By May 2024, student discipline referrals in terms of students and events will decrease by 20 percent year over year.

Suspension

By May 2024, student suspension in terms of students and events will decrease by 20 percent year over year.

Teacher Practice Outcomes:

Implement By December 2023, 80% will implement the explicit instruction lessons and writing prompts to support the development of student skills for learning and life.

By February 2024, 100% will implement the explicit instruction lessons and writing prompts to support the development of student skills for learning and life.

Monitoring:

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

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

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

Person responsible for monitoring outcome:

Carl Gibbons (carl.gibbons@palmbeachschools.org)

Evidence-based 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.)

1. Student seminars
2. SwPBS
3. Florida State Statute 1003.41 & Policy 2.09
4. Skills for Life and Learning SLL:

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

1. Student Seminars: seminars focused on supporting students' pro-social behavior.
2. SWPBS: supports the decrease of levels of disruptiveness, rates of office referrals, and suspensions. To improve school climate, safety, and order. To increase instructional time.
3. Required Instruction 1003.42 and Policy 2.09: 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. Stakeholders play a key role in school performance and addressing equity.
4. SLL: Deliver SLL explicit lessons each week through reading classes followed by four consecutive discussion prompts to support the explicit lesson.

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.

1. Student Seminars: seminars focused on supporting students' pro-social behavior.
 - Schedule seminars (quarterly)
 - Coordinate with guest speakers, as needed
 - Plan the sessions
 - Deliver the sessions

Person Responsible: Rachel Lutz (rachel.lutz@palmbeachschools.org)

By When: Beginning August 15, 2023 and ongoing throughout the school year

2. SWPBS: supports the decrease of levels of disruptiveness, rates of office referrals, and suspensions. To improve school climate, safety, and order. To increase instructional time.

- Develop monthly schedule for meetings
- Post expectations throughout the school
- Provide guidance to teachers on Single School Culture in August
- Provide SwPBS training in August
- Provide classroom management training in August
- Teach behavioral expectations in August (and ongoing)
- Provide ongoing support for PBS throughout year
- Create a schedule for student incentives (i.e., monthly)

Person Responsible: Rachel Lutz (rachel.lutz@palmbeachschools.org)

By When: Ongoing beginning August 10, 2023 and throughout the school year

3. Our school will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8)(b)(ii), as applicable to appropriate grade levels, including but not limited to:

- (g) History of the Holocaust
- (h) History of Africans and African Americans
- (i) History of Asian Americans & Pacific Islanders
- (o) Health Education, Life Skills & Social Media
- (q) Hispanic Contributions
- (r) Women's Contributions
- (t) Civic & Character Education
- (u) Sacrifices of Veterans, and the value of Medal of Honor recipients

2. Character-development program (required K-12) with curriculum to address: patriotism; responsibility; citizenship; kindness; respect for authority, life, liberty, and personal property; honesty; charity; self-control; racial, ethnic, and religious tolerance; and cooperation.

3. Our school highlights multicultural diversity within the curriculum and the arts.

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

By When: Ongoing beginning August 10, 2023 and throughout the school year

4. SLL: Deliver SLL explicit lessons each week through reading classes followed by four consecutive discussion prompts to support the explicit lesson.

- Develop schedule for SLL explicit lessons
- Develop supporting prompts for each lesson
- Deliver instruction in all reading classes every day (and others as needed)

Person Responsible: Shaun Schwartztrauber (shaun.schwartztrauber@palmbeachschools.org)

By When: Ongoing beginning August 10, 2023 and throughout the school year

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).

SDPBC requires every school regardless of school grade, to complete a Schoolwide Improvement Plan (SIP) aligned to the district's 5-Year Strategic Plan in the Continuous Improvement Management System (CIMS) portal. Schools identified for Comprehensive Support & Improvement (CS&I), Targeted Support & Improvement (TS&I), and Additional Targeted Support & Improvement (ATSI) are provided personalized, one-on-one or small group support to assist the principal and leadership teams in developing comprehensive plans of action steps in the SIP for improving student achievement. These sessions ensure SIP and Strategic Plan alignment, provide an overview of the requirements of the School Board, and school improvement updates. The training is mandatory for all principals. Principals select members of their SIP leadership teams to attend a session with them. Working in collaboration with the school leadership team, the Regional Superintendent's Office, Performance Accountability/School Improvement, School Transformation, and Federal/State Programs, the District ensures that the SIP, the Schoolwide Title I Plan, and other grant-funded plans or allocations are in alignment with the District's Five-Year Strategic Plan and complementary in the funded strategies and supports for each school's continuous improvement. All plans are carefully reviewed and approved by the School Advisory Council (SAC), the Regional Office team, and the Office of School Improvement.

UPDATE for what you do for SWDs and ELLs

Resources and allocations are focused on: (choose the ones that align with your school).

1. Resource teachers (ESOL and ESE) support during small group instruction.
2. Teachers and support staff will attend ongoing professional development to engage deep, focused, collaborative planning to support and strengthen data analysis and small group planning and implementation.
3. Professional Learning Community (PLC)/Professional Development will ensure teachers collaboratively unite to focus on best practices and methodologies.
4. Instructional Coaches will provide teachers with a variety of levels of support to ensure teacher development and growth.
5. Multi-Tiered System of Supports (MTSS) framework to ensure students are provided with the specific instruction, resources, time, and intensity needed for success.
6. The Regional and Instructional Superintendents monitor the implementation of strategies, and the District Reading Collaboration team provides professional development.
7. Regular (i.e., quarterly) data collection and review meetings will be scheduled between the District Reading Collaboration team and Regional/Instructional Superintendents to determine individual school needs and provide additional training and support.
8. The District Reading Collaboration team provides professional development to schools based on needs.
9. Curriculum Resources: Curriculum resources to enhance ELA, Science, Civics & Math skills and support student mastery of the Florida B.E.S.T. standards, will support literacy across the content areas, will support social emotion growth through the resources found in the Skills for Learning & Life (SLL) Resource Center to promote character education.
10. We have partnerships with multiple community and business partners. Together the schools, partner organizations, and businesses provide additional high-quality resources and services to students and families and comprehensively focus on health and wellness, as well as academic achievement. (List some if you wish)

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.

All Title I schools in SDPBC are required to complete a Schoolwide Plan (SWP) where the answers to these questions are addressed. This information is located on the District Title 1 website.

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))

NA

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)

NA

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))

NA