
Title I Comprehensive Schoolwide Plan
LAKE SHORE MIDDLE SCHOOL (1232)

ELA

1. List prioritized needs statements.

ELA State testing achievement for FY24 was 29 percent and 32 percent without non-accountable. FY25 Fast Progress Monitoring 2 data indicates that 29 percent of students are on track to score a level 3 or above by the end of the year, thus showing a lack of movement. Subgroup data shows that 10.6 percent of ESE students are predicted to score a level 3 or higher on PM3. Our ELL students are closing the achievement gap with 28 percent of LF and LY students scoring a level 3 or above (1 point achievement gap).

2. List the root causes for the needs assessment statements you prioritized.

-Lack of a comprehensive plan for building students' foundational skills in reading is contributing to a significant achievement gap across all tested areas for students with disabilities. -Teachers lack additional strategies to remediate and scaffold students. -Lack of a comprehensive professional development plan for instructing English language learners has contributed to significant achievement gaps across all tested areas. - Student Attendance. - Teachers need differentiated instruction for reteaching and remediation. -Lack of professional support for teachers and students by ESE and ESOL experts in the classroom has slowed down the closure of achievement gaps among SWDs and ELLs across all tested areas. - Inconsistencies with the implementation of Single School Culture for Behavior has resulted in missed instructional time for SWDs due to excessive removals from class and office discipline referrals.

3. Share possible solutions that address the root causes.

-Professional development for teachers targeting rigor in the classroom and differentiated instruction -Targeted instruction for extra practice and remediation -Additional resources for students and classrooms -Organizational resources -Programs to provide real world experiences and exposure through technology -Home/School connection to ensure completion of homework and reading takes place outside of school hours -Provide resources in native languages (when applicable)

4. How will school strengthen the PFEP to support ELA?

• Communication

LSMS will strengthen our communication with parents and families by (1) engaging in and incentivizing updated parent contact information campaigns with our students, (2) making individual parent and family phone calls to inform them of important school events, and (3) providing teachers with structured time during each 9-week marking period to engage parents and families. (4) Increasing Teacher-Parent communication.

- **Parent Training**

LSMS will strengthen our parent and family trainings by (1) adopting an integrated curriculum night approach addressing ELA and (2) focusing each night on the specific actions parents can take to support their child at that particular time of year. (3) Offer academic family trainings monthly to provide parents with resources to assist their child with weekly homework and or studying strategies at home for Core Subjects. (4) Coordinate with school and non-school groups to enhance the climate of the sessions (e.g., Science Museum, Lake Shore Band, Cheerleading Team).

5. How will each stakeholder group strengthen the School-Parent Compact to support ELA?

- **School**

School will provide opportunities for monthly data chats with parents and students. School will host monthly parent conferences after school to allow parents an opportunity to speak with the Teachers and administrators.

- **Students**

Students will lead data chats with parents and our community resource liaison.

- **Parents**

Parents will participate in data chats with Teachers and or designated staff.

- **Staff Training**

-LSMS will strengthen staff trainings by focusing professional learning on the needs of underserved populations and their parents/families within the school - ELLs and SWDs. -LSMS will provide staff training how to create personal and purposeful relationships with families

- **Accessibility**

LSMS will strengthen our accessibility by ensuring CLFs are readily available during school hours and during school events. We will also leverage our bilingual faculty, staff, and students to increase accessibility for all families. Migrant resource teacher will continue support students through data chats.

Math

1. List prioritized needs statements.

Math State testing achievement for FY24 was 44 percent. FY25 Fast Progress Monitoring 2 (PM2) data indicates that 23 percent of students are on track to score a level 3 or above by the end of the year, thus showing a decrease of 21 points. Subgroup data shows that 10.6 percent of ESE students (achievement gap: 11 points) and 10.6 percent of ELLs (achievement gap: 11 points) are predicted to score a level 3 or higher on Progress monitoring 3 (PM3).

2. List the root causes for the needs assessment statements you prioritized.

Teacher need to remediate to make up for the lack of foundational knowledge and basic math skills Lack of understanding of terminology used in math Students inability to extract valid information when working on math concepts Lack of student connectedness to school and the lack of a comprehensive attendance plan have resulted in high rates of student absences. Lack of a comprehensive plan for building students' foundational skills in math is contributing to a significant achievement gap across all tested areas for students with disabilities. Lack of a comprehensive professional development plan for instructing English language learners has contributed to significant achievement gaps across all tested areas. Teachers need professional support by ESE and ESOL experts in the classroom. This has slowed down the closure of achievement gaps among SWDs and ELLs across all tested areas. Inconsistencies with the implementation of Single School Culture for Behavior has resulted in missed instructional time for SWDs due to excessive removals from class and office discipline referrals.

3. Share possible solutions that address the root causes.

-Provide resources for remediation (such as multiplication flashcards) -Provide opportunities for hands-on math (manipulatives/stem) -Decrease class sizes to allow for more differentiated instruction -Have regular data chats with students and have them track their progress -Professional development for teachers for scaffolding strategies, content and best practices -Supplemental resources for exposure to make up for students' lack of prior knowledge -Targeted small group instruction -Remediation and extra practice -Organizational skills taught -Increase home-to-school communication

4. How will school strengthen the PFEP to support Math?

- **Communication**

LSMS will strengthen our communication with parents and families by (1) engaging in and incentivizing updated parent contact information campaigns with our students, (2) making individual parent and family phone calls to inform them of important school events, and (3) providing teachers with structured time during each 9-week marking period to engage parents and families.

- **Parent Training**

LSMS will strengthen our parent and family trainings by (1) adopting an integrated curriculum night approach addressing all tested areas, (2) focusing each night on the specific actions parents can take to support their child at that particular time of year, (3) coordinate with school and non-school groups to enhance the climate of the sessions (e.g., Community vendors, Science Museum, Lake Shore Band, Cheerleading Team). (4) Offer academic family trainings monthly to provide parents with resources to assist their child with weekly homework and or studying strategies at home for Core Subjects.

5. How will each stakeholder group strengthen the School-Parent Compact to support Math?

- **School**

School will provide opportunities for monthly data chats with parents and students. School will host monthly parent conferences after school to allow parents an opportunity to speak with the Teachers.

- **Students**

Students will lead data chats with parents and our community resource liaison.

- **Parents**

Parents will participate in data chats with Teachers and or designated staff.

- **Staff Training**

LSMS will strengthen staff trainings by focusing professional learning on the needs of underserved populations and their parents/families within the school - ELLs and SWDs.

- **Accessibility**

LSMS will strengthen our accessibility by ensuring CLFs are readily available during school hours and during school events. We will also leverage our bilingual faculty, staff, and students to increase accessibility for all families.

Science

1. List prioritized needs statements.

Science State testing achievement for FY24 was 30 percent. FY25 Fast Progress Monitoring 2 (PM2) data indicates that 12 percent of students are meeting threshold. Thus showing a decrease of 18 points. Subgroup data shows that 15.1 percent of ESE students (achievement gap: 3 points) and 24.3 percent of LF and 3.9 percent of LY students are predicted to score a level 3 or higher on PM3 achievement gap: 2 points).

2. List the root causes for the needs assessment statements you prioritized.

Lack of student connectedness to school and the lack of a comprehensive attendance plan have resulted in high rates of student absences. Lack of a comprehensive plan for building students' foundational skills in reading and math is contributing to a significant achievement gap across all tested areas for students with disabilities. Lack of a comprehensive professional development plan for instructing English language learners has contributed to significant achievement gaps across all tested areas. Teachers need professional support by ESE and ESOL experts in the classroom. This has slowed down the closure of achievement gaps among SWDs and ELLs across all tested areas. Lack of parental support in homework.

3. Share possible solutions that address the root causes.

-Provide opportunities for hands on experiments to make real world connections (STEM experiences)- participate in in house and school Science projects -Utilize technology to enhance experiences and provide extra practice -Have regular data chats with students -Professional development for teachers to familiarize themselves with standards -Supplemental resources for exposure to make up for students' lack of prior knowledge -Targeted small group instruction -Remediation and extra practice -Organizational skills taught -Host a hands-on Stem night for parents to participate -Increase home-to-school communication

4. How will school strengthen the PFEP to support Science?

• Communication

LSMS will strengthen our communication with parents and families by (1) engaging in and incentivizing updated parent contact information campaigns with our students, (2) making individual parent and family phone calls to inform them of important school events, and (3) providing teachers with structured time during each 9-week marking period to engage parents and families.

• Parent Training

LSMS will strengthen our parent and family trainings by (1) adopting an integrated curriculum night approach addressing all tested areas, (2) focusing each night on the specific actions parents can take to support their child at that particular time of year, (3) Offer academic family trainings monthly to provide parents with resources to assist their child with weekly homework and or studying strategies at home for Core Subjects. (4) coordinate with school and non-school groups to enhance the climate of the sessions (e.g., Science Museum, Lake Shore Band, Cheerleading Team).

5. How will each stakeholder group strengthen the School-Parent Compact to support Science?

• School

School will provide opportunities for bi-weekly data chats with parents and students. School will host monthly parent conferences after school to allow parents an opportunity to speak with the Teachers.

- **Students**

Students will lead data chats with parents.

- **Parents**

Parents will participate in data chats with Teachers and or designated staff. Assist students with at home Science projects.

- **Staff Training**

LSMS will strengthen staff trainings by focusing professional learning on the needs of underserved populations and their parents/families within the school - ELLs and SWDs.

- **Accessibility**

LSMS will strengthen our accessibility by ensuring CLFs are readily available during school hours and during school events. We will also leverage our bilingual faculty, staff, and students to increase accessibility for all families.

Social Studies

1. List prioritized needs statements.

Civics State testing achievement for FY24 was 65 percent. FY 25 Fast Progress Monitoring 2 (PM2) data indicates that 31 percent of students are on track to score a level 3 or above by the end of the year, thus showing a decrease of 34 points. Subgroup data shows that 13 percent of ESE students are on track to score a level 3 or above on PM 3 (18 point difference) and 14 percent of ESE students are on track to score a level 3 or above on PM 3 (19 point difference).

2. List the root causes for the needs assessment statements you prioritized.

Lack of student connectedness to school and the lack of a comprehensive attendance plan have resulted in high rates of student absences. Lack of a comprehensive plan for building students' foundational skills in reading and math is contributing to a significant achievement gap across all tested areas for students with disabilities. Lack of a comprehensive professional development plan for instructing English language learners has contributed to significant achievement gaps across all tested areas. Lack of professional support for teachers and students by ESE and ESOL experts in the classroom has slowed down the closure of achievement gaps among SWDs and ELLs across all tested areas. Inconsistencies with the implementation of Single School Culture for Behavior has resulted in missed instructional time for SWDs due to excessive removals from class and office discipline referrals.

3. Share possible solutions that address the root causes.

-Professional development for teachers to familiarize themselves with standards -Supplemental resources for exposure to make up for students' lack of prior knowledge -Targeted small group instruction -Remediation and extra practice -Organizational skills taught

4. How will school strengthen the PFEP to support Social Studies?

- Communication

LSMS will strengthen our communication with parents and families by (1) engaging in and incentivizing updated parent contact information campaigns with our students, (2) making individual parent and family phone calls to inform them of important school events, and (3) providing teachers with structured time during each 9-week marking period to engage parents and families.

- Parent Training

LSMS will strengthen our parent and family trainings by (1) adopting an integrated curriculum night approach addressing all tested areas, (2) focusing each night on the specific actions parents can take to support their child at that particular time of year, (3) coordinate with school and non-school groups to enhance the climate of the sessions (e.g., Science Museum, Lake Shore Band, Cheerleading Team). (4) Offer academic family trainings monthly to provide parents with resources to assist their child with weekly homework and or studying strategies at home for Core Subjects.

5. How will each stakeholder group strengthen the School-Parent Compact to support Social Studies?

- **School**

School will provide opportunities for monthly data chats with parents and students. School will host monthly parent conferences after school to allow parents an opportunity to speak with the Teachers.

- **Students**

Students will lead data chats with parents.

- **Parents**

Parents will participate in data chats with Teachers and or designated staff.

- **Staff Training**

LSMS will strengthen staff trainings by focusing professional learning on the needs of underserved populations and their parents/families within the school - ELLs and SWDs.

- **Accessibility**

LSMS will strengthen our accessibility by ensuring CLFs are readily available during school hours and during school events. We will also leverage our bilingual faculty, staff, and students to increase accessibility for all families.

Acceleration Success

1. List prioritized needs statements.

The Math Acceleration State testing achievement for FY24 was 67 percent for Algebra 1. Algebra 1 EOC Mid-term data from FY25 indicates that 48 percent of students are on track to score a level 3 or above by the end of the year, thus showing a decrease of 19 points. Subgroup data shows that nine ESE Students are enrolled in Alg 1. Two of the nine students (2 percent) are meeting threshold on the Alg 1 midterm and predicted to score a level 3 or higher on the Algebra 1 EOC (achievement gap: 46 points) and six out of the thirteen ELL students 46 percent of ELLs (achievement gap: 2 points) are predicted to score a level 3 or higher on the Algebra 1 EOC at the end of the school year.

2. List the root causes for the needs assessment statements you prioritized.

Lack of student connectedness to school and the lack of a comprehensive attendance plan have resulted in high rates of student absences. Lack of a comprehensive plan for building students' foundational skills in reading and math is contributing to a significant achievement gap across all tested areas for students with disabilities. Lack of a comprehensive professional development plan for instructing English language learners has contributed to significant achievement gaps across all tested areas. Lack of professional support for teachers and students by ESE and ESOL experts in the classroom has slowed down the closure of achievement gaps among SWDs and ELLs across all tested areas. Inconsistencies with the implementation of Single School Culture for Behavior has resulted in missed instructional time for SWDs due to excessive removals from class and office discipline referrals.

3. Share possible solutions that address the root causes.

Increase ELLs English language production and peer interaction Explicitly teach English language vocabulary and structures Build on ELLs' background knowledge to increase comprehension Increase access to accelerated coursework for ELLs Professional support for teachers and students by ESE and ESOL experts in the classroom has slowed down the closure of achievement gaps among SWDs and ELLs across all tested areas. Ensure all Family Nights include positive behavior support and self-efficacy information and activities Reading and Math coaches provide ongoing coaching and support to special and general education teachers in the implementation of SWD best practices introduced in professional development sessions

4. How will school strengthen the PFEP to support Acceleration Success?

- **Communication**

LSMS will strengthen our communication with parents and families by (1) engaging in and incentivizing updated parent contact information campaigns with our students, (2) making individual parent and family phone calls to inform them of important school events, and (3) providing teachers with structured time during each 9-week marking period to engage parents and families.

- **Parent Training**

Informational training on the rigor of accelerated courses and homework requirements to ensure student success in these courses. Offer academic family trainings monthly to provide parents with resources to assist their child with weekly homework and or studying strategies at home for Core Subjects. (CUBES strategy)

5. How will each stakeholder group strengthen the School-Parent Compact to support Acceleration Success?

- **School**

School will provide opportunities for bi-weekly data chats with parents and students. School will host monthly parent conferences after school to allow parents an opportunity to speak with the Teachers.

- **Students**

Students will lead data chats with parents.

- **Parents**

Parents will participate in data chats with Teachers and or school designated staff.

- **Staff Training**

How to talk to your parents about the demands of accelerated courses and show them how to support their students.

- Accessibility

LSMS will strengthen our accessibility by ensuring CLFs are readily available during school hours and during school events. We will also leverage our bilingual faculty, staff, and students to increase accessibility for all families.

Action Step: Classroom Instruction

Provide differentiated, small group, and individualized instruction and the opportunity for engaging educational and enrichment activities to increase achievement while building students as a whole.

Budget Total: **\$276,203.28**

Acct Description	Description								
Out-of-system Tutors	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	(DISSOLVED see below) Non-certified, out of system tutor with a degree will provide small group instruction for ELA through push in and pull out model in grades 6-8 for duration of the year.	1	\$18.00	5	6.5	38	Non-Certified w/ Degree	Original	\$22,230.00
	BT 516484 Creating - No degree position - Non-certified, out of system tutor will provide small group instruction for ELA through push in and pull out model in grades 6-8 for duration of the year.	1	\$15.00	5	6.5	38	Non-Certified	Budget Transfer	\$18,525.00

Acct Description	Description																	
	<table border="1"> <thead> <tr> <th data-bbox="428 224 934 277">Item</th> <th data-bbox="934 224 1081 277">Quantity</th> <th data-bbox="1081 224 1213 277">Rate</th> <th data-bbox="1213 224 1312 277">Days</th> <th data-bbox="1312 224 1423 277">Hours</th> <th data-bbox="1423 224 1545 277">Weeks</th> <th data-bbox="1545 224 1722 277">Certified</th> <th data-bbox="1722 224 1873 277">Type</th> <th data-bbox="1873 224 2026 277">Total</th> </tr> </thead> </table>	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total	1	-\$18.00	5	6.5	38	Non-Certified	Other	-\$22,230.00
Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total										
Classroom Teacher	The .5 Classroom math teacher for grades 6-8 will focus on math standards to increase student achievement and allow for a reduction in class size.																	
Classroom Teacher	This .5 Classroom Math teacher for grades 7-8 will focus on Algebra skills necessary to increase student achievement. This allows for a reduction in class size.																	
Classroom Teacher	This classroom teacher will provide supplemental (or intensive) reading instruction to students across all grade levels, focusing on decoding, spelling, fluency, and reading comprehension. This will reduce the student-to-teacher ratio and allow for remediation opportunities.																	
Online subscription	<table border="1"> <thead> <tr> <th data-bbox="428 1027 1459 1086">Item</th> <th data-bbox="1459 1027 1606 1086">Quantity</th> <th data-bbox="1606 1027 1770 1086">Rate</th> <th data-bbox="1770 1027 1900 1086">Type</th> <th data-bbox="1900 1027 2026 1086">Total</th> </tr> </thead> </table>	Item	Quantity	Rate	Type	Total	1	\$3,000.00	Original	\$3,000.00								
Item	Quantity	Rate	Type	Total														
	IXL will be used for SS classes to build content knowledge and provide exposure to civics standards for grades 6-8 for extra practice during the school day (Approx. 650 students)	1	\$3,000.00	Original	\$3,000.00													
	Brain Pop Science is a site license that will be used for grade 6-8 for extra practice and remediation at home and in the classroom. (Approx. 220 students)	1	\$2,600.00	Original	\$2,600.00													

Acct Description	Description											
	<table border="1"> <thead> <tr> <th data-bbox="436 215 1449 276">Item</th> <th data-bbox="1459 215 1606 276">Quantity</th> <th data-bbox="1617 215 1764 276">Rate</th> <th data-bbox="1774 215 1900 276">Type</th> <th data-bbox="1911 215 2016 276">Total</th> </tr> </thead> </table>	Item	Quantity	Rate	Type	Total	1	\$3,665.28	Original	\$3,665.28		
Item	Quantity	Rate	Type	Total								
Supplies	<table border="1"> <thead> <tr> <th data-bbox="436 459 1165 544">Item</th> <th data-bbox="1186 459 1312 544">Quantity</th> <th data-bbox="1323 459 1480 544">Rate</th> <th data-bbox="1491 459 1722 544">Supply Type</th> <th data-bbox="1732 459 1900 544">Type</th> <th data-bbox="1911 459 2026 544">Total</th> </tr> </thead> </table>	Item	Quantity	Rate	Supply Type	Type	Total					
Item	Quantity	Rate	Supply Type	Type	Total							
	Expo markers (box of 12)	16	\$10.00	General Supplies	Original	\$160.00						
	Student notebooks	1200	\$3.00	General Supplies	Original	\$3,600.00						
	Pocket Folders w/ fasteners (set of 36)	35	\$42.00	General Supplies	Original	\$1,470.00						
	Just words consumable workbooks for grades 6-8 for phonic interventions	100	\$85.00	Instructional Materials	Original	\$8,500.00						
	Math consumables for grades 6-8	120	\$40.00	Instructional Materials	Original	\$4,800.00						
	pencils (box of 144)	125	\$15.00	General Supplies	Original	\$1,875.00						
	Cases of paper	104	\$35.00	Program Supplies	Original	\$3,640.00						
	Chart paper (pack of 4)	10	\$75.00	General Supplies	Original	\$750.00						

Acct Description	Description							
	Item	Quantity	Rate	Supply Type			Type	Total
	Adjustment - benefits credit and final allocation	1	\$4,559.00	General Supplies			Other	\$4,559.00
	BT 516484 - Increasing budget line - Adding to general supplies (paper, pens, folders, journals, highlighter, chart paper, etc)	1	\$4,618.00	General Supplies			Budget Transfer	\$4,618.00
Out-of-system Subs	Item	Quantity	Rate	Days	Hours	Weeks	Type	Total
	Subs for Title I funded classroom teachers (One 1.0 FTE and 2 .5 FTE)	2	\$21.00	7	6.5	1	Original	\$1,866.00
Extra Periods	5 Daily extra periods will be added to the Master board in Science, Reading and ELA. This will lower the student-to-teacher ratio and allow for differentiated instruction.							

Action Step: Professional Learning

Teachers will be provided job embedded professional learning for the purpose of data review, curriculum planning, and instructional practice based on the needs of the school.

Budget Total: \$116,293.47

Acct Description	Description																		
Supplies	<table border="1"> <thead> <tr> <th data-bbox="441 170 1249 243">Item</th> <th data-bbox="1249 170 1386 243">Quantity</th> <th data-bbox="1386 170 1554 243">Rate</th> <th data-bbox="1554 170 1774 243">Supply Type</th> <th data-bbox="1774 170 1900 243">Type</th> <th data-bbox="1900 170 2016 243">Total</th> </tr> </thead> </table>										Item	Quantity	Rate	Supply Type	Type	Total			
	Item	Quantity	Rate	Supply Type	Type	Total													
	<table border="1"> <tbody> <tr> <td data-bbox="441 259 1249 308">Ink (colored and black) for data reports</td> <td data-bbox="1249 259 1386 308">1</td> <td data-bbox="1386 259 1554 308">\$1,200.00</td> <td data-bbox="1554 259 1774 308">Technology</td> <td data-bbox="1774 259 1900 308">Original</td> <td data-bbox="1900 259 2016 308">\$1,200.00</td> </tr> </tbody> </table>										Ink (colored and black) for data reports	1	\$1,200.00	Technology	Original	\$1,200.00			
Ink (colored and black) for data reports	1	\$1,200.00	Technology	Original	\$1,200.00														
<table border="1"> <tbody> <tr> <td data-bbox="441 324 1249 430">General PD supplies to include chart paper, pens, copy paper, markers, folders, binders and cardstock.</td> <td data-bbox="1249 324 1386 430">1</td> <td data-bbox="1386 324 1554 430">\$3,384.47</td> <td data-bbox="1554 324 1774 430">General Supplies</td> <td data-bbox="1774 324 1900 430">Original</td> <td data-bbox="1900 324 2016 430">\$3,384.47</td> </tr> </tbody> </table>										General PD supplies to include chart paper, pens, copy paper, markers, folders, binders and cardstock.	1	\$3,384.47	General Supplies	Original	\$3,384.47				
General PD supplies to include chart paper, pens, copy paper, markers, folders, binders and cardstock.	1	\$3,384.47	General Supplies	Original	\$3,384.47														
Teacher Collaboration	<table border="1"> <thead> <tr> <th data-bbox="441 462 1008 535">Item</th> <th data-bbox="1008 462 1155 535">Quantity</th> <th data-bbox="1155 462 1281 535">Rate</th> <th data-bbox="1281 462 1375 535">Days</th> <th data-bbox="1375 462 1491 535">Hours</th> <th data-bbox="1491 462 1606 535">Weeks</th> <th data-bbox="1606 462 1764 535">Certified</th> <th data-bbox="1764 462 1890 535">Type</th> <th data-bbox="1890 462 2016 535">Total</th> </tr> </thead> </table>										Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total										
<table border="1"> <tbody> <tr> <td data-bbox="441 552 1008 1023">Certified core content area teachers will plan lessons using the standards by working together to ensure appropriate supports are in place for students as they learn rigorous grade level skills and concepts. These lessons will reflect current data trends and help to form instruction lessons. Various non-contractual dates (July/August) and remaining funds may be used throughout the year for ongoing planning.</td> <td data-bbox="1008 552 1155 1023">36</td> <td data-bbox="1155 552 1281 1023">\$25.00</td> <td data-bbox="1281 552 1375 1023">2</td> <td data-bbox="1375 552 1491 1023">6</td> <td data-bbox="1491 552 1606 1023">1</td> <td data-bbox="1606 552 1764 1023">Certified</td> <td data-bbox="1764 552 1890 1023">Original</td> <td data-bbox="1890 552 2016 1023">\$10,800.00</td> </tr> </tbody> </table>										Certified core content area teachers will plan lessons using the standards by working together to ensure appropriate supports are in place for students as they learn rigorous grade level skills and concepts. These lessons will reflect current data trends and help to form instruction lessons. Various non-contractual dates (July/August) and remaining funds may be used throughout the year for ongoing planning.	36	\$25.00	2	6	1	Certified	Original	\$10,800.00	
Certified core content area teachers will plan lessons using the standards by working together to ensure appropriate supports are in place for students as they learn rigorous grade level skills and concepts. These lessons will reflect current data trends and help to form instruction lessons. Various non-contractual dates (July/August) and remaining funds may be used throughout the year for ongoing planning.	36	\$25.00	2	6	1	Certified	Original	\$10,800.00											
LTF	<p>Learning Team facilitator will lead PLCs, analyze data, and identify trends. They will work with teachers in grades 6-8, to assist with differentiated instructional strategies (focusing on Science) to meet students' needs. They will conduct data chats.</p>																		
Extra Duty Days	<p>R. Lutz and P. Handford will each have 12 extra duty days (full days at 7.5 hrs) to analyze data and identify trends from PM3 data. This will allow them to work on instructional focus calendars and plan preschool professional learning and instructional lessons for identified students.</p>																		

Acct Description	Description
LTF	Learning Team facilitator will lead PLCs, analyze data, and identify trends. They will work with teachers in grades 6-8 to assist with differentiated instructional strategies (focusing on Math) to meet students' needs. They will conduct data chats.

Action Step: Parent Engagement

Engage parents to increase and maximize the home to school connection, Increase publicity and communication in all native languages for all school events.

Budget Total: \$5,252.00

Acct Description	Description										
Online subscription	<table border="1"> <thead> <tr> <th>Item</th> <th>Quantity</th> <th>Rate</th> <th>Type</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>Parent Square is an online tool that will be used to increase home-school communication. It integrates the SIS parent gateway and allows individualized teacher-to-parent communication.</td> <td>650</td> <td>\$8.08</td> <td>Original</td> <td>\$5,252.00</td> </tr> </tbody> </table>	Item	Quantity	Rate	Type	Total	Parent Square is an online tool that will be used to increase home-school communication. It integrates the SIS parent gateway and allows individualized teacher-to-parent communication.	650	\$8.08	Original	\$5,252.00
	Item	Quantity	Rate	Type	Total						
Parent Square is an online tool that will be used to increase home-school communication. It integrates the SIS parent gateway and allows individualized teacher-to-parent communication.	650	\$8.08	Original	\$5,252.00							

Mission Statement

1. Mission Statement

The mission of the Lake Shore Middle School Parent and Family Engagement program is to foster an equal partnership between the school and families to increase student success in and outside of school.

Involvement of Stakeholders

Name	Title
Dr Lakisha Burden	Assistant Principal
Jessica Lash	Assistant Principal
Phyllis Handford	Tch Resource/LTF
Catisia Williams	Reading Coach
Tameka Webber	Social Studies Department Chair
Rachel D'Ausilio	Tch ESE Coordinator
Dr. Carl Gibbons	Principal
Rachel Lutz	Tch Resource/LTF
Frequineshia Jackson	Parent

2. What are the procedures for selecting members representing all stakeholders? Describe the process for electing members.

Faculty and staff participated in PFEP meeting through collaborative communities. Parents were surveyed a parent night. All attendees that showed interested are encouraged and are eligible to participate. Community Language Facilitators are available during this collaboration to remove language barriers amongst stakeholders.

3. How will stakeholders be involved in jointly developing the Schoolwide Plan (CNA/SWP/PFEP)? Include details of meeting dates and times.

A copy of last years plan was provided, reviewed, and revised based on feedback. Collaborative Communities were held the week of January 13th, 2025, and the Stakeholders night was held on February 20, 2025. On-going input is solicited in monthly SAC meetings (3rd Thursday of the month at 6pm) and during subsequent parent nights.

4. How did stakeholders provide input as to how Title I funding will support parent and family engagement? Include the outcome.

All stakeholders were asked to contribute to the discussion regarding next steps based on our needs-assessment. The outcome was that it was determined that viewing family engagement as a strategy and building relational trust with families continues to be a priority. This was achieved in collaboration with consultants from Scholastic and its Powerful Partnerships Initiative.

Name	Title
Dr Lakisha Burden	Assistant Principal
Jessica Lash	Assistant Principal
Dr Carl Gibbons	Principal
Rachel Lutz	Tch Resource/LTF
Phyllis Handford	Tch Resource/LTF

Annual Parent Meeting

1. What is the actual date, time and location of the Annual Meeting?

Thursday, September 18, 2025 at 5:30 pm in the media center.

2. How will you notify parents, teachers and the community of the Annual Meeting? Be specific (school website, marquee, call-out, newsletter, invitations, etc.).

Parents will be notified via Parent Link, Website communications, and social media.

3. What resources will be prepared for the Annual Meeting? List materials or supplies needed to host the meeting.

Chart paper for signs at entrances/exits and displays, pens/pencils, and highlighters, presentations, compacts, and PFEP.

Staff Trainings

1. Staff Training for Parent and Family Engagement #1

- Name of Training

Harnessing the Power of Family Partnerships

- What specific strategy, skill or program will staff learn to implement with families?

Faculty and staff will receive training on harnessing the power of family partnerships by: (1) exploring their core beliefs around family engagement and (2) identifying ways to create a welcoming environment for families.

- What is the expected impact of this training on family engagement?

The expected impact of this training is increased family engagement, including but not limited to (1) parent conferences and data chats; (2) positive parent contacts via phone, email, and/or text messaging; (3) teacher attendance at family nights and other family engagement activities.

- What will teachers submit as evidence of implementation?

Teacher efforts will be documented on Conference Notes, SIS comments log, and activity sign-in sheets.

- Month of Training

August 2025

- **Responsible Person(s)**

Tch Resource/LTF, Counselors, Reading Coach, Administration, support staff

3. Staff Training for Parent and Family Engagement #2

- **Name of Training**

Providing Families with Tools and Resources to Support Learning

- **What specific strategy, skill or program will staff learn to implement with families?**

Faculty and staff will receive training on providing families with useful tools and resources to support learning at home, including: (1) developing a schedule for students (i.e., homework); (2) training on using SIS Gateway to monitor student performance in real-time; and (3) training on using Khan-migo for homework support.

- **What is the expected impact of this training on family engagement?**

The expected impact of this training is increased family preparedness to support students in the home resulting from faculty and staff support.

- **What will teachers submit as evidence of implementation?**

Faculty and staff will document their support for families, including the provision of resources and tools, on Conference Notes and in the SIS Comments Log.

- **Month of Training**

November, 2025

- **Responsible Person(s)**

Tch Resource/LTF, Counselors, Reading Coach, Administration, support staff

Parent Trainings

1. Parent and Family Capacity Building Training #1

- Name of Training

Monitoring & Using Student Data at Home

- What specific strategy, skill or program will parents learn to implement with their children at home?

Families will receive training on locating, interpreting, and using student data on our Student Information System Gateway for Parents.

- Describe the interactive hands-on component of the training.

Our Learning Team Facilitators will provide families with an on-site workshop on locating, interpreting, and using student data on our SIS Gateway for Parents. Families will actively engage in a step-by-step tutorial on how to leverage the SIS Gateway by signing on to their Portal and completing handouts designed to assist them with reflecting on student data sources and planning for supporting their child at home.

- What is the expected impact of this training on student achievement?

Our expectation is that we will see increased student achievement as a result of increased monitoring and use of data in the home environment.

- Date of Training

October 23, 2025

- Responsible Person(s)

Rachel Lutz, Phyllis Handford, Administrators, various support staff members

- Resources and Materials

Resources need include Chromebooks, data analysis and action planning templates, and writing tools.

- Amount (e.g. \$10.00)

0.00

3. Parent and Family Capacity Building Training #2

- Name of Training

STEM Night

- What specific strategy, skill or program will parents learn to implement with their children at home?

Parents will begin with learning the Florida B.E.S.T Standards and how to understand what they represent (Example ELA.1.R.1.3- subject, grade level, strand, standard, benchmark) and what each strand represents. Parents will learn strategies and basic question styles to ask their students when assisting them with homework. They will learn how to solve real world mathematics and science problems simulating the questions their child encounters daily in the classroom.

- Describe the interactive hands-on component of the training.

Parents and students will have the opportunity to participate in 10 hands-on STEM Stations. Medical Academy, STEM Robotics, AVID & Law, Literacy, Math, ESOL, and SIS Station. Parents will learn about the Florida B.E.S.T Standards for these subjects as well as our School-Wide Positive Behavior Support system to ensure the learning environment is conducive for learning.

- What is the expected impact of this training on student achievement?

As a result of this training, parents will be better informed about the State required curriculum and how to help their child be successful thus increasing student achievement in the areas of ELA and mathematics.

- **Date of Training**

January 22, 2026

- **Responsible Person(s)**

Rachel Lutz, Phyllis Handford, Administrators, various support staff members (department and team leaders)

- **Resources and Materials**

Hands on activities created by each department, make and take assignments, refreshments.

- **Amount (e.g. \$10.00)**

\$300-\$500

5. Parent and Family Capacity Building Training #3

- **Name of Training**

N/A

- **What specific strategy, skill or program will parents learn to implement with their children at home?**

N/A

- **Describe the interactive hands-on component of the training.**

N/A

- What is the expected impact of this training on student achievement?

N/A

- Date of Training

N/A

- Responsible Person(s)

N/A

- Resources and Materials

N/A

- Amount (e.g. \$10.00)

N/A

Coordination and Integration

1. Partnership #1 - List Federal Program such as Migrant, Homeless, Professional Development, ESOL/ELL, IDEA, Region Support, or Safe Schools

- Name of Agency

Migrant Education Program. Title I part C

- Describe how agency/organization supports families.

Migrant Education provides extended learning opportunities in all core subject areas for our migrant students as well as school supplies. Migrant advocate will support families by assisting the families with parent nights and providing needed items for academic success.

- Based on the description list the documentation you will provide to showcase this partnership.

Invitations, emails and migrant brochures.

- Frequency

On-going

2. Partnership #2 - List Department, Organization, or Agency

- Name of Agency

Drug Abuse Treatment Association

- Describe how agency/organization supports families.

A counselor from this agency works closely with students and focuses on reducing risk factors generally associated with the progression of substance abuse use and mental health problems. The counselor also does home visits and participates in SBT and Wellness meetings.

- Based on the description list the documentation you will provide to showcase this partnership.

LSMS Continuum of support guide, SBT/Wellness meeting calendar invites, Wellness Meeting Agendas, Permission slips

- Frequency

On-going

3. Partnership #3 - List Department, Organization, or Agency

- Name of Agency

Communities in Schools of Palm Beach County

- Describe how agency/organization supports families.

A counselor from the agency monitors student achievement and strengthens student problem solving skills. Duties include individual and group counseling, home visits, assistance for parents and getting involved in their their child's education. The counselor also attends SBT and Wellness meetings.

- Based on the description list the documentation you will provide to showcase this partnership.

LSMS Continuum of support guide, SBT/Wellness meeting calendar invites, SBT/ Wellness Meeting Agendas, Permission slips, fliers.

- Frequency

Daily

Communication

1. Describe how school will provide parents and families with timely information about the Title I programs, meetings and other activities in a format and language parents can understand. Consider Title I programs such as tutoring, mentoring, parent/family trainings.

2. Describe how school will inform parents about the curriculum and proficiency levels students are expected to meet.

3. Describe how school will inform parents about forms of academic assessments used to measure student progress and achievement levels of State academic standards.

4. Describe how school will inform parents about opportunities to participate in decision-making related to the education of their children.

5. Describe how the school will offer flexible meeting dates and times for trainings, activities and events to remove barriers for attendance.

• Description

Parents will be notified via Parent Link, social media, school marquee, and direct phone calls home in multiple languages.

• List evidence that you will upload based on your description.

Social media postings, call logs and invitations - in multiple languages

• Description

Parents are invited to our 3 Curriculum Nights to learn about course standards, FAST/EOC achievement levels, and school grading policies.

• List evidence that you will upload based on your description.

Sign In Sheets, social media posts, handouts, images.

• Description

Parents will be notified of assessments through SAC meetings, Family nights, and Progress Monitoring Plans. These PMPs will be provided to each family via email and shared during parent conferences. Achievement levels are shared through progress reports, report cards, and SIS Parent Gateway as well as conferences.

• List evidence that you will upload based on your description.

Progress reports, report cards, conference notes, meeting/training documents.

• Description

Parents will be invited to attend SAC, Title I, and Stakeholder meetings to participate in evaluating and revising the Compact and PFEP.

- List evidence that you will upload based on your description.

Sign Ins, social media posts, Handouts, Images, ParentLink

- Description

The school will offer trainings and events at different times throughout the school year. This will increasing attendance. Title I Annual Meeting will posted to our website.

- List evidence that you will upload based on your description.

Sign In Sheets, Flyers, Handouts, images.

Accessibility

1. Parents and families with limited English proficiency
2. Parents and families with disabilities
3. Families engaged in migratory work
4. Families experiencing homelessness

- Description

Community language facilitators and translated signage/activities will be available for families.

- List evidence that you will upload based on your description.

Handouts, Flyers, and or activity images.

- Description

Staff will be available to assist parents and families, as needed, with participating in the activities. Handicap parking is available and meetings will be held on the first floor. Sign language Interpreters will be called upon as needed.

- List evidence that you will upload based on your description.

Flyers, images, and emails requesting additional services if needed.

- Description

School counselors, ESOL staff, and case manager will work with families to ensure instructional continuity and support services. We will refer families to Migrant Dept as needed.

- List evidence that you will upload based on your description.

Logs, images, flyers, and email communication to District Migrant Dept.

- Description

MVP contact from the District is housed on our campus to ensure the needs of students experiencing homelessness are met. Referrals are made to community agencies as needed.

- List evidence that you will upload based on your description.

Flyers, Handouts, Images and correspondence with District MVP staff

Other Activities

1. Activity #1

- Name of Activity

N/A

- Brief Description

N/A

2. Activity #2

- Name of Activity

N/A

- Brief Description

N/A

3. Activity #3

- Name of Activity

N/A

- Brief Description

N/A

Building Non-Academic Skills

1. Building Students' Non-Academic Skills

Our school is committed to ensuring that all students develop the skills necessary for success in school, life, and beyond. This commitment is supported through a variety of counseling, mentoring, and student service initiatives tailored to meet individual student needs. Students can request guidance and support through the Counselor's Corner, available during their designated lunch periods. This provides regular and accessible opportunities for students to engage with counselors for academic, social-emotional, and career-related concerns. Multiple mentoring groups are available during and after school to support students in personal growth, academic achievement, and leadership development. A wide range of services are housed in the Student Services building, offering comprehensive support to address students' academic, behavioral, emotional, and social needs. The School-Based Team meets regularly to identify and support students facing barriers to academic and personal success. This collaborative team works to connect students with on-campus resources and external agencies through established Cooperative Agreements. We maintain active partnerships with organizations such as the Teen Outreach Program, DATA, and others. These agencies work in collaboration with school counselors and SBT leaders to ensure students receive differentiated services based on their unique needs. Students also benefit from the support of our MTSS (Multi-Tiered System of Supports) Coach and the Communities In Schools designee, who provide targeted interventions and case management services. Data is actively utilized to identify and close equity gaps related to academics, life skills, and college/career readiness. This allows us to ensure that every student is connected to the services and support they need to thrive. Grade-level assemblies, campus activities, and behavior modeling reinforce expected conduct and promote a positive school culture. Our School-Wide Positive Behavior Support (SwPBS) initiative clearly outlines behavioral expectations, while beginning-of-year instruction uses Single School Culture scripts to ensure consistency in behavioral norms. AVID implementation fosters essential college- and career-readiness skills through inquiry-based learning, organization, and critical thinking strategies, equipping students to perform at high academic levels.

SBT/MTSS Implementation

1. SBT/MTSS Implementation

Lake Shore Middle School utilizes the School Base Team (SBT) process to assess the needs of the students and the barriers hindering their success (Data-Driven Decision Making). Examples of barriers would include attendance, course failure, behavior, etc. Intervention strategies are used to improve performance of students who are experiencing two or more early warning indicators include, but are not limited to: implementation of academic planning time to problem solve and create action plans, implementing tutorials, student-teacher data chats, and goal setting. The school has notification procedures for parents, agencies, and community outreach programs. The Emotional and social development needs of are students are being met through the use of counseling, mentoring and other student services. Guidance counselors are present during each grade level lunch so that students are able to request guidance services. Multiple mentoring groups are available to students during school, after school. A variety of students services are offered in our Students Services building. The School Based Team (SBT) meets on a regular basis to discuss students who are experiencing barriers to their academic and social success. School personnel link students to agencies who have Cooperative Agreements or are on campus (Teen Outreach Program, DATA, etc.); engage with school counselors and school-based team leaders to provide a differentiated delivery of services based on the needs of the students and the school. Data is utilized to make decisions to close academic, social-emotional, and college-career equity gaps by connecting all students with the services they need. The social and emotional needs of students will be met through grade level assemblies, modeling expected behavior, and various campus activities. The school-based MTSS Leadership Team is comprised of the following members: principal, assistant principals, ESE contact, ELL contact, classroom teacher, RTI/Inclusion Facilitator, Single School Culture Coordinator, Community in Schools designee, and guidance staff. The Glades Regional Support Team will support in the RTI process when such services will lend to the situation. The principal provides a common vision for the use of data-based decision-making to ensure that a sound, effective academic program is in place, a process to address and monitor subsequent needs is created, the School Based Team (SBT) is implementing RTI processes, fidelity of implementation of intervention support is documented, adequate professional development to support RTI implementation is provided, and effective communication with parents regarding school-based RTI plans and activities occurs. Tier I students receive core instruction using the gradual release of responsibility and support services from school counselors. Tier II students receive supplemental reading and math course work. These students are identified using FAST-PM reading and math data. They are progress monitored using Reading Plus and VMath. Tier III students receive intensive support through targeted small group instruction from academic tutors and classroom teachers. They are progress monitored in collaboration with our school psychologist and school counselors using the various tools available on our campus.

Provision of a Well-Rounded Education

1. Well-Rounded Education

Lake Shore Middle School ensures all students are provided with a well-rounded education including enrichment opportunities by involving students in the academic process. Students are able to articulate their academic targets, analyze their own data, derive feedback, and develop their plan for learning that they will take ownership of. Students also become partners in the assessment process and are able to facilitate student led data chats and conferences regarding their academic performance and achievement. Many of our students are enrolled in the AVID (Advancement Via Individual Determination) course where the focus is on exposing students to the possibility of attending college to extend their education. Our medical sciences program offers students pre-medical instruction that serves as a bridge to high school medical programs and college programs. Our STEM coding and robotics program which immerses students in critical thinking, collaboration, creativity and communication. We offer band and visual arts. Students have tutorial opportunities after school in core academic areas available to them as well as during the summertime. We also offer pre-law. The pre-law program aims to introduce middle school students (grades 6-8) to fundamental legal concepts in an engaging and age-appropriate way. It emphasizes critical thinking, problem-solving, and civic responsibility, fostering an interest in law and the justice system.

Post-Secondary Opportunities and Workforce Readiness

1. Post-Secondary Opportunities and Workforce Readiness

One strategy that Lake Shore Middle School uses to support student achievement to improve student readiness for the public post-secondary level is adding pre-law studies sections and offering more Advanced Course sections in Math, Language Arts, Social Studies and Science. Based on student readiness, students are enrolled in high school course that allow them to enter high school with credits (i.e Algebra 1, Physical Science, and Coding). Data is utilized to ensure that all students meet college readiness standards and then targeted tutoring based on the data is provided. Another strategy that is used is providing informational sessions that explain the benefits of being college ready (no prep or remedial classes). Students from Lake Shore Middle School will be equipped with the necessary knowledge for the public post-secondary level due to our implementation of offering strategies classes, student needs assessment and reviews conducted by the School Based Team, college and career readiness workshops for students and parents, and classroom guidance and individual counseling sessions with students. Our School Based Team reviews and provides assistance to students, counselors conduct classroom guidance and individual counseling sessions with students, and parent meetings will (i.e. parent academies) explain important role parental involvement plays in assisting students with being ready for college. We offer medical sciences, STEM, AVID, band, pre-law, and Art.

Transition From Early Childhood to Elementary School

1. Transition to Elementary School

Not Applicable

Professional Development

1. Professional Development

Additional teacher development is needed to increase rigorous instruction and instructional delivery methods that will accommodate different learning styles and build sense of self-efficacy. Provide teachers with professional development through the coaching cycle, Professional Learning Communities, and Department Planning Meetings. Members of the Regional Support and District Curriculum Support teams provide ongoing professional development and support to our teachers. PD opportunities include, but are not limited to: the instructional coaches providing professional development during collaborative communities, district Professional Development Days, and department meetings; opportunities where administration will provide release time for teachers to attend school-based and district mandated workshops and trainings during the school day based on specified curricular needs; staff participating in post-school planning; and opportunities to participate in professional development with AVID and other programs and special interest area that will enhance professional growth and increase student achievement. Teachers participated in a Multicultural (ELL) professional development and an ESE professional development session at the beginning of the school year. Our LTFs/Resource Teachers provide ongoing embedded professional learning and coaching cycles for teachers. Specifically, they facilitate collaborative communities, planning days, data analysis, share best practices, and provide school-wide professional development.

Recruitment and Retention of Effective Educators

1. Recruitment and Retention

Our school recruits and retains highly qualified, certified-in field, and effective teachers to the school by ensuring that all teachers receive relevant professional training, common planning time, and a support system that includes veteran mentor and buddy teachers. Additionally, we seek assistance from the Department of Recruitment and Retention to provide advice and leads on potential candidates. Personnel from our school attends local and district sponsored job fairs. Our school-based Educator Support Program (ESP) partners new teachers with veteran staff. We provide ongoing professional development: Marzano, AVID, Reading Plus, SwPBS, CHAMPS, Blender, EDW, SIS, and Content Literacy Strategies. Regular meetings with new teachers and administration allows for conversations regarding topics related to, but not limited to classroom management, differentiated instruction, etc. The Glades Supplement is provided to supplement income. Opportunities to earn extra pay for club sponsorship, extra curricular activities, tutoring, and collegial planning after contract hours are also offered.