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

ELA

1. List prioritized needs statements.

ELA achievement data indicates a critical need to accelerate student growth and increase proficiency outcomes. State assessment results from FY25 show that only 43% of students achieved proficiency, reflecting limited overall progress toward grade-level expectations. ESSA Subgroup performance reveals persistent achievement gaps. Only 19% of ESE students reached proficiency on PM3, demonstrating a need for more intensive, targeted instructional supports and intervention systems. Although multilingual learners are showing improvement, with 33% of LF and LY students scoring at Level 3 or higher, their performance remains below desired proficiency levels. Therefore, the school's priority need is to strengthen core literacy instruction, ensure consistent implementation of targeted supports for ESE students, and expand language-development strategies for multilingual learners in order to increase overall ELA proficiency and close subgroup achievement gaps.

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

Inconsistent implementation of the school's instructional framework (gradual release model) Limited protected time for intervention and reteaching
Need for ongoing coaching in differentiation and literacy best practices Insufficient vertical alignment of literacy expectations across grade levels
Lack of vocabulary skills Student and teacher absences

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 -Use short, frequent instructional walkthroughs focused only on the framework (one look-for at a time) -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 in person and or virtually. (4) Increasing Teacher-Parent communication.

- **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 (in person and virtually) 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 ELA?

- **School**

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

- **Students**

Students will lead data chats with parents and support staff.

- **Parents**

Parents will participate in data chats with support 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 achievement data indicates a critical need to accelerate student growth and increase proficiency outcomes. State assessment results from FY25 showed 54% students achieved proficiency, reflecting limited overall progress toward grade-level expectations. ESSA Subgroup performance reveals persistent achievement gaps. Only 35% of ESE students reached proficiency on PM3, demonstrating a need for more intensive, targeted instructional supports and intervention systems. Although multilingual learners are showing improvement, with 52% of LF and LY students scoring at Level 3 or higher, their performance remains below desired proficiency levels. Therefore, the school's priority need is to strengthen core mathematics instruction, ensure consistent implementation of targeted supports for ESE students, and expand language-development strategies for multilingual learners in order to increase overall Mathematics proficiency and close subgroup achievement gaps.

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

Mathematics achievement data indicates a pressing need to accelerate student growth and increase overall proficiency. FY25 state assessment results show that 54% of students achieved proficiency, reflecting modest progress but continued gaps in meeting grade-level expectations. Subgroup performance highlights persistent disparities, with only 35% of ESE students demonstrating proficiency on PM3, signaling the need for more intensive, systematic intervention and differentiated instructional supports. While multilingual learners are demonstrating upward trends, with 52% of LF and LY students performing at Level 3 or higher, their outcomes remain below the school's proficiency goals. Therefore, the school's priority is to strengthen Tier 1 mathematics instruction, ensure consistent implementation of targeted supports for ESE students, and intentionally integrate language-development strategies within math instruction to improve conceptual understanding, increase overall proficiency, and close subgroup achievement gaps.

3. Share possible solutions that address the root causes.

To address the identified mathematics achievement needs, the school will strengthen core instruction, intervention systems, and targeted supports to accelerate student growth and close subgroup gaps. Teachers will implement a consistent, standards-aligned instructional framework that emphasizes explicit modeling, guided practice, mathematical discourse, and ongoing formative assessment to ensure students develop both conceptual understanding and procedural fluency. Protected intervention time will be used to provide data-driven small-group instruction focused on prerequisite skills and current standards, with progress monitoring used to adjust supports as needed. Professional learning and coaching will focus on differentiation strategies, including scaffolding for students with disabilities and English Language Learners, structured problem-solving supports, and the use of visuals and manipulatives to reduce cognitive load. Multilingual learners will receive embedded vocabulary instruction, language supports, and structured opportunities to explain mathematical reasoning. Additionally, PLCs will prioritize analysis of student work and alignment of instructional practices across grade levels to strengthen vertical coherence and ensure timely responses to student needs. Together, these actions are designed to increase overall proficiency while ensuring equitable access to rigorous mathematics instruction for all learners.

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 in person or via Google Meets.

- 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 (in person and virtually) 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 data chats with parents and students as well as host parent conferences during and after school to allow parents an opportunity to speak with the Teachers.

- **Students**

Students will lead data chats with parents and support staff.

- **Parents**

Parents will participate in data chats with support 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 achievement data indicates a critical need to strengthen core instruction and targeted supports to improve student mastery of grade-level standards. With only 36% of students demonstrating proficiency on the FY25 state assessment and subgroup showing just 25% of ESE students and 28% of multilingual learners reached Level 3 or higher on PM3, the school must prioritize systematic differentiation, academic vocabulary development, and standards-aligned instructional practices to close achievement gaps and increase overall science proficiency.

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

Analysis of school data indicates that several systemic factors are contributing to challenges in attendance, achievement, and instructional effectiveness. High student absences are linked to limited structures that promote student connectedness and the absence of a coordinated, proactive attendance plan. Achievement gaps for students with disabilities are associated with inconsistent implementation of foundational reading and math supports, limited collaboration between general education and ESE staff, and insufficient protected intervention time. Similarly, achievement gaps for English language learners reflect the lack of a comprehensive professional learning plan focused on language acquisition and instructional scaffolding, resulting in inconsistent classroom practices. Limited in-class coaching and collaboration with ESE and ESOL specialists further reduces teachers' ability to differentiate instruction effectively. Additionally, inconsistent communication and limited resources for families contribute to reduced parental support with homework and academic reinforcement at home. Together, these factors highlight the need for stronger systems for attendance, instructional support, professional learning, and family engagement to improve student outcomes.

3. Share possible solutions that address the root causes.

Analysis of school data indicates that challenges in attendance, student achievement, and instructional effectiveness are influenced by the need for stronger, more coordinated systems across the school. To address these needs, the school will implement a proactive attendance framework that includes early identification, tiered interventions, and strategies to strengthen student connectedness and engagement. Offer more science electives to allow students to broaden their knowledge and deepen their vocabulary and understanding in the area of science. Allow enrichment opportunities and exposure for those students that are expressing interest in deepening their science knowledge. To reduce achievement gaps for students with disabilities and English language learners, the school will strengthen foundational reading and mathematics supports through protected intervention time, increased collaboration between general education and support specialists, and expanded professional learning focused on differentiation, language development, and evidence-based instructional practices. Ongoing coaching and data-driven planning structures will support consistent implementation across classrooms.

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 in person and or virtually. (4) Increasing Teacher-Parent communication.

- **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 (in person and virtually) 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 Science?

- **School**

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

- **Students**

Students will lead data chats with parents and support staff.

- **Parents**

Parents will participate in data chats with support 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.

Social Studies

1. List prioritized needs statements.

Social Studies achievement data indicates a critical need to accelerate student growth and increase proficiency outcomes. State assessment results from FY25 show that 74% of students achieved proficiency, reflecting overall progress toward grade-level expectations. ESSA Subgroup performance reveals persistent achievement gaps. Only 44% of ESE students reached proficiency on PM3, demonstrating a need for more intensive, targeted instructional supports and intervention systems. Although multilingual learners are showing improvement, with 66% of LF and LY students scoring at Level 3 or higher, their performance remains below desired proficiency levels. Therefore, the school's priority need is to strengthen core literacy instruction, ensure consistent implementation of targeted supports for ESE students, and expand language-development strategies for multilingual learners in order to increase overall Social Studies proficiency and close subgroup achievement gaps.

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

Limited student connectedness and the absence of a structured attendance system reduce consistent access to Social Studies instruction. Foundational literacy are not systematically embedded in social studies, creating barriers for students with disabilities. Teachers have limited ongoing training and in-class support to effectively serve English language learners and students with disabilities. In addition, inconsistent implementation of schoolwide behavior expectations results in lost instructional time due to removals from class.

3. Share possible solutions that address the root causes.

To address the root causes affecting social studies achievement, the school should implement a coordinated approach that strengthens student engagement, instructional access, and teacher capacity. Establishing a structured attendance and connectedness plan that includes early monitoring, family communication, and student mentoring can improve consistent access to instruction. Embedding disciplinary literacy strategies such as explicit vocabulary instruction, scaffolded reading of primary sources, and structured writing supports into social studies lessons will help remove barriers for students with disabilities and struggling readers. Ongoing, job-embedded professional development with coaching and collaborative planning between general education, ESOL, and ESE staff can build teachers' ability to effectively support English language learners and students with disabilities. In addition, reinforcing consistent school wide behavior expectations through reteaching, restorative practices, and positive behavior supports will reduce classroom removals and increase protected instructional time, creating a more stable and inclusive learning environment for all students.

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 in person and or virtually. (4) Increasing Teacher-Parent communication.

• 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 (in person and virtually) 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 data chats with parents and students as well as host parent conferences during and after school to allow parents an opportunity to speak with the Teachers.

- **Students**

Students will lead data chats with parents and support staff.

- **Parents**

Parents will participate in data chats with support 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.

Acceleration Success

1. List prioritized needs statements.

Acceleration achievement data indicates a critical need to accelerate student growth and increase proficiency outcomes. State assessment results from FY25 show that only 75% of students achieved proficiency, reflecting great overall progress toward grade-level expectations. ESSA Subgroup performance reveals persistent achievement gaps. None of the ESE students enrolled in Algebra 1 passed the EOC thus demonstrating a need for more intensive, targeted instructional supports and intervention systems. Although multilingual learners are showing improvement, with 73% of LF and LY students scoring at Level 3 or higher, their performance remains below desired proficiency levels. Therefore, the school's priority need is to strengthen core literacy instruction, ensure consistent implementation of targeted supports for ESE students, and expand language-development strategies for multilingual learners in order to increase overall Acceleration proficiency and close subgroup achievement gaps.

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

High student absences are driven by low connectedness to school and the lack of a comprehensive attendance plan. Achievement gaps for SWDs and ELLs persist due to insufficient foundational skills support, limited professional development, and inadequate in-class support from ESE and ESOL specialists. Inconsistent implementation of the Single School Culture for Behavior has resulted in lost instructional time from frequent removals and office referrals.

3. Share possible solutions that address the root causes.

To address gaps for ELLs and SWDs, we will implement targeted strategies to increase English language production and peer interaction, explicitly teach academic vocabulary and language structures, and build on students' background knowledge to boost comprehension. Access to accelerated coursework for ESE and ELLs will be expanded, supported by ESE and ESOL specialists working alongside teachers to accelerate achievement gains. Family engagement will include activities promoting positive behavior and self-efficacy, while Reading and Math resource teachers will provide ongoing, job-embedded support to teachers in implementing evidence-based best practices for SWDs and ELLs. Offer more enrichment courses in academic areas when possible.

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 in person and or virtually. (4) Increasing Teacher-Parent communication.

- 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 (in person and virtually) 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 Acceleration Success?

- School

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

- Students

Students will lead data chats with parents and support staff.

- Parents

Parents will participate in data chats with support 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.

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: \$311,665.00

Acct Description	Description					
Extra Periods	(Daily) 7 extra periods will be built into the Masterboard to lower the student-teacher ratio to allow for focus instruction in the core content areas of Math, Science, and ELA/Reading for grades 6-8.					
Supplies						
	Item	Quantity	Rate	Supply Type	Type	Total
	Post-It Easel Pads, Ruled, pack of 2	20	\$52.00	General Supplies	Original	\$1,040.00
	Two Pocket Folders with prongs, pack of 30	41	\$28.00	General Supplies	Original	\$1,148.00

Acct Description	Description					
	Item	Quantity	Rate	Supply Type	Type	Total
	Expo Markers, pack of 40	6	\$31.37	General Supplies	Original	\$188.22
	Copy Paper Case	110	\$34.00	General Supplies	Original	\$3,740.00
	Pencils (144 ct per box)	85	\$10.50	General Supplies	Original	\$892.50
	Spiral Notebooks, pack of 24	50	\$37.98	General Supplies	Original	\$1,899.00
	Differential from extra duty days	1	\$679.00	General Supplies	Original	\$679.00
	Final allocation differential	1	\$607.00	General Supplies	Original	\$607.00
	Adding binders, dividers, sheet protectors, post-it notes, staples, scissors, pens, highlighters and paper clips	1	\$1,286.00	General Supplies	Other	\$1,286.00
	Reducing Final allocation differential (\$607) and extra duty day differential (\$679) to add binders, dividers, sheet protectors, post-it notes, staples, scissors, pens, highlighters and paper clips	-1	\$1,286.00	General Supplies	Other	-\$1,286.00
Computer HW; non-cap	Item	Quantity	Rate	Type	Total	
	Earbuds (pack of 100) for use with online subscriptions	31	\$33.00	Original	\$1,023.00	

Acct Description	Description									
Out-of-system Subs	Item		Quantity	Rate	Days	Hours	Weeks	Type	Total	
	Subs for Title I funded position (.5 position number 20007039)		1	\$21.00	7	3.75	1	Original	\$538.00	
	Subs for Title I funded classroom teachers		2	\$21.00	7	6.5	1	Original	\$1,866.00	
Out-of-system Tutors	Item		Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	The non-degreed, non-certified tutor will focus on ELA Grades 6-8 small groups using the push-in model for targeted instruction. This will begin August.		1	\$15.00	5	6.5	36	Non-Certified	Original	\$17,550.00
Extra Periods	(Intermittent) Extra periods: will begin during the 3rd 9 weeks (Jan). This will be a push-in model. It will be 2 tutors, 2 periods a week, 1 period a day for 10 weeks. This will be in tested areas for core content and we will use PM2 data and other diagnostic data to determine the need and focus on the lowest level students (1 and 2) (\$37 hour- 40 hrs in Math and 40 hrs in ELA)									
Classroom Teacher	The classroom teacher will provide supplemental (or intensive) reading instruction to students for grades 6-8 focusing on decoding, spelling, fluency, and reading comprehension. This will reduce the student-to-teacher ratio and allow for remediation opportunities for level 1 and 2 students.									
Certified Tutorial	Item		Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	Certified Teachers will tutor afterschool and Saturdays and focus on the lowest 40% in math for grades 6-8 starting in Jan.		2	\$37.00	1	4	4	Certified	Original	\$1,184.00
	Certified teacher will tutor afterschool and Saturdays in Civics grade 7 for targeted		1	\$37.00	1	4	2	Certified	Original	\$296.00

Acct Description	Description								
	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	instruction and will begin in Jan. This will be open to all Civics students.								
	Certified Teachers will tutor afterschool and Saturdays focusing on ELA students in grades 6-8 for remediation of the lowest 40% beginning in Jan. 2027.	2	\$37.00	1	4	4	Certified	Original	\$1,184.00
	Certified teacher will tutor Saturdays and afterschool for Science remediation for students in grade 8 that are not performing at proficiency. This will begin in Jan 2027.	1	\$37.00	1	4	2	Certified	Original	\$296.00
Classroom Teacher	The Classroom math teacher for grades 6-8 will focus on math standards to increase student achievement and reduce class size, allowing for more focused instruction.								
Online subscription	Item					Quantity	Rate	Type	Total
	Wayground will be used in the classroom to enhance student participation in math, ELA, science and social studies for all grades levels (6-8). This is a site license for approximately 615 students.					1	\$3,665.28	Original	\$3,665.28
Classroom Teacher	The .5 classroom teacher will offer new sections of Agriscience on the Masterboard to enhance students' options to further their knowledge in this tested academic area. It will be offered in to students in grades 6-8 enrichment opportunities.								

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: \$50,925.00

Acct Description	Description									
Extra Duty Days	The Learning Team Facilitator will analyze data, identify trends and assist with using this information to plan FY27. These days will begin in July 2026. There will be 8 days allotted at 7.5 hours per day.									
Teacher Collaboration										
	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total	
	Certified teachers in ELA, Math, Science, Social Studies and CTE will collaborate to analyze data, plan common lessons, analyze trends and share best practices. This will take place preschool in July and throughout the year as test results come in.	23	\$25.00	1	6	1	Certified	Original	\$3,450.00	
LTF	The .5 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 and science) to meet students' needs. They will conduct data chats with teachers.									

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	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 succes 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 at parent night. All attendees that showed interest 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 20th, 2026, and the Stakeholders night was held on February 19, 2026. 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 invited to contribute to the discussion regarding next steps aligned to our needs assessment. As a result of this collaborative dialogue, the team determined that strengthening family engagement as a core strategy remains a priority. Central to this work is the intentional development of relational trust with families to foster meaningful partnerships, improve communication, and support positive outcomes for all students.

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
Dr. Reginald McKelvin	Assistant Principal
Corey Scott	Assistant Principal

Annual Parent Meeting

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

Thursday, September 17, 2026 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, Parent Square, 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 Parent Square, SIS comments log, and activity sign-in sheets.

- Month of Training

August 2026

- 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 participate in targeted professional learning focused on equipping families with practical tools and resources to support student learning at home. This training will include strategies for helping families develop structured homework schedules and consistent routines, guidance on effectively using the SIS Gateway to monitor student attendance and academic performance in real time, and instruction on leveraging Khan-migo as a resource to provide timely, personalized homework support. Collectively, these efforts are designed to strengthen family engagement, increase transparency around student progress, and promote shared accountability for student achievement.

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

The expected impact of this training is a measurable increase in meaningful and sustained family engagement. By equipping faculty and staff with the tools to guide families in creating structured homework routines, monitoring student progress in real time through the SIS Gateway, and utilizing Khan-migo for targeted homework support, families will feel more confident and capable in supporting learning at home. As a result, the school can expect improved communication between home and school, increased family participation in academic monitoring, and stronger relational trust between families and staff. Over time, this proactive partnership is likely to lead to improved student accountability, reduced missing assignments, stronger attendance patterns, and overall gains in academic performance.

- What will teachers submit as evidence of implementation?

Teachers will submit artifacts demonstrating implementation, including parent workshop agendas and sign-in sheets, copies of family communications about homework schedules and SIS Gateway, training materials used during sessions, and logs or screenshots of outreach to families regarding student progress.

- Month of Training

November 2026

- 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 how to locate, interpret, and effectively use student data through the Student Information System Gateway for Parents to monitor their child's academic progress and performance.

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

Our Learning Team Facilitators will provide families with an on-site workshop focused on locating, interpreting, and using student data within the SIS Gateway for Parents. During the session, families will participate in a step-by-step tutorial that guides them through signing into the Parent Portal and navigating key features. Participants will also complete handouts designed to help them reflect on student data sources and develop strategies to support their child's learning at home.

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

The expected outcome is increased student achievement as families more consistently monitor student progress and use data from the SIS Gateway to support learning in the home environment.

- Date of Training

October 2026

- Responsible Person(s)

Rachel Lutz, 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**

How to monitor your student's academic progress?

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

Parents will learn how to effectively communicate with the school and monitor their child's academic progress using tools such as ParentSquare, SIS Gateway for viewing grades and test scores, Minga for tracking student movement and accountability, and how to access their child's personal student accounts. These skills will help families stay informed, engage with teachers, and support their child's learning at home.

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

Parents will receive a sheet listing all of their student's courses upon arrival. During the session, parents will rotate through several interactive stations designed to help them stay informed and connected to their child's academic progress and school communication tools. Student Grades Station: Parents will work with staff to learn how to access grades and test scores in SIS and will record their student's current academic data. Technology Station: Parents will engage with the flat panels and follow guided steps to sign in to ParentSquare using their cellphones or available laptops. Student Engagement Station: Parents will visit a station to learn how Minga supports student engagement, accountability, and school communication.

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

As a result of this Title I parent engagement activity, parents will increase their capacity to monitor their child's academic progress by accessing grades, assessment data, and school communication platforms. Parents will demonstrate this learning by successfully logging into district systems, documenting their child's academic information, and identifying at least one method for ongoing communication with teachers or school staff. This activity supports the development of effective home-school partnerships that contribute to improved student achievement.

- **Date of Training**

January 2027

- **Responsible Person(s)**

Rachel Lutz, 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)

100.00

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 Learning, 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 offers extended learning opportunities in all core subjects for our migrant students, as well as providing essential school supplies. The Migrant Advocate supports families by assisting with parent nights and ensuring students have the resources they need 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 to reduce risk factors associated with substance use and mental health challenges. The counselor also conducts home visits and participates in Student-Based Team (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.

- 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 supports the development of students' problem-solving skills. Responsibilities include providing individual and group counseling, conducting home visits, assisting parents, and engaging them in their child's education. The counselor also 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, SBT/ Wellness Meeting Agendas, flyers.

- 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, Parent Square, 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, pprint outs from Parent Square.

- Description

Parents are invited to our 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, Parent Square.

- Description

The school will offer trainings and events at various times throughout the school year, which will help increase attendance. Information about the Title I Annual Meeting will be posted on 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 materials, including signage and activities, will be available to support 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 with participating in activities as needed. Handicap parking is provided, and all meetings will be held on the first floor. Sign language interpreters will be arranged upon request.

- **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 managers will collaborate with families to ensure instructional continuity and access to support services. Families will be referred to the Migrant Department as needed.

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

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

- **Description**

The District's McKinney-Vento contact is located on our campus to support students experiencing homelessness. Referrals to community agencies are made as needed to meet student needs.

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

Flyers, Handouts, Images, and correspondence with District McKinney-Vento contact.

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 developing the skills students need for success in school, life, and beyond. Students have access to the Counselor's Corner during designated lunch periods for academic, social-emotional, and career support. Mentoring groups, the School-Based Team (SBT), MTSS Coach, and Communities In Schools provide targeted support to help students build coping skills, resilience, problem-solving skills, goal-setting, and positive decision-making. Students develop a growth mindset through goal setting, reflection, encouragement, and opportunities to persevere through challenges. Organizational and study skills are reinforced through classroom instruction, mentoring, and academic interventions, with an emphasis on time management, preparation, responsibility, and ownership of learning. Our School-Wide Positive Behavior Support (SwPBS) program establishes and reinforces clear behavioral expectations. Single School Culture lessons, grade-level assemblies, campus activities, and positive recognition promote respect, accountability, character, and responsible decision-making. Students also develop leadership and a sense of service through mentoring, student organizations, campus activities, and community partnerships. Partnerships with organizations such as the Boys & Girls Club Teen Outreach Program and Communities In Schools provide additional opportunities for students to develop life skills, leadership, and positive relationships. Data are used to identify needs and connect students with differentiated supports that promote their academic and social competence and college/career readiness.

SBT/MTSS Implementation

1. SBT/MTSS Implementation

Lake Shore Middle School implements a data-driven SBT/MTSS process to identify students experiencing academic, behavioral, attendance, and social-emotional barriers to success. The School-Based Team regularly reviews data, including FAST PM, course performance, attendance, behavior, and early warning indicators, to identify students requiring additional support. Students are identified through multiple data sources and early warning indicators. The MTSS Leadership Team, consisting of administrators, teachers, ESE/ELL contacts, counselors, RTI/Inclusion staff, and student support personnel, reviews student needs and determines the appropriate level of intervention. Based on individual student needs, the team develops targeted action plans. Supports may include academic planning, tutorials, mentoring, counseling, goal setting, student-teacher data chats, attendance interventions, and differentiated academic instruction. Parents, community agencies, and school-based resources are engaged when additional services are needed. Implement Supports: Tier I: Students receive high-quality core instruction, differentiated support, and access to counseling and student services. Tier II: Students receive supplemental reading and/or mathematics interventions based on assessment and performance data. Tier III: Students receive intensive, targeted small-group instruction and individualized interventions provided by teachers, tutors, and support personnel. Student progress is monitored through FAST PM assessments, classroom assessments, intervention data, attendance, behavior data, and other progress-monitoring tools. The SBT reviews data regularly to determine whether interventions should be continued, intensified, modified, or discontinued. This ongoing cycle of data-based decision-making ensures that students receive timely and appropriate support to improve academic achievement, engagement, and social-emotional success.

Provision of a Well-Rounded Education

1. Well-Rounded Education

Lake Shore Middle School provides a well-rounded education through data-driven instruction, standards-aligned planning, and diverse enrichment opportunities. Student achievement data, including FAST PM and classroom assessments, is used to identify instructional needs and guide lesson planning. Students have access to Agri Science, STEM Coding and Robotics, Band, Visual Arts, and Pre-Law, providing opportunities to develop academic, career, creative, and critical-thinking skills. Students connect classroom learning to real-world applications through career-focused programs and hands-on learning. Learning is extended through after-school and summer tutoring, extracurricular activities, and enrichment programs. These opportunities support academic growth while fostering collaboration, creativity, communication, leadership, and college- and career-readiness.

Post-Secondary Opportunities and Workforce Readiness

1. Post-Secondary Opportunities and Workforce Readiness

Lake Shore Middle School builds students' awareness of and readiness for post-secondary education and the workforce through rigorous coursework, career exploration, academic interventions, and college and career readiness activities. Based on student readiness and achievement data, students are placed in advanced courses that provide opportunities to earn high school credit while in middle school, including Algebra I, Physical Science, and Coding. The school is also expanding advanced course offerings in Math, Language Arts, Social Studies, and Science and provides specialized electives such as Agri Sciences, STEM, Pre-Law, Band, and Art. Student data is used to identify academic needs, monitor progress toward college and career readiness standards, and provide targeted tutoring and interventions. The School-Based Team conducts student needs assessments and reviews to determine appropriate supports and course placements. Classroom guidance lessons, individual counseling, and college and career readiness workshops help students understand graduation requirements, post-secondary options, and the benefits of entering college without the need for developmental or remedial coursework. Lake Shore Middle School also engages families through parent academies and informational sessions that emphasize the important role parents play in supporting students' academic and career goals. Through rigorous coursework, career-focused electives, counseling, enrichment opportunities, and targeted academic support, students are provided with the knowledge, skills, and experiences needed to successfully transition to high school and prepare for future college and workforce opportunities.

Transition From Early Childhood to Elementary School

1. Transition to Elementary School

Not Applicable

Professional Learning

1. Professional Learning

Lake Shore Middle School provides ongoing professional learning opportunities for teachers, tutors, paraprofessionals, and instructional coaches to strengthen instructional delivery, differentiation, and the effective use of data to inform instructional decisions. Professional learning is provided through the coaching cycle, Professional Learning Communities (PLCs), collaborative communities, department planning meetings, and embedded support from LTFs/Resource Teachers and instructional coaches. Regional Support and District Curriculum Support teams provide ongoing professional development and technical assistance aligned to instructional and curricular needs. Teachers also have opportunities to participate in district Professional Development Days, content-specific trainings, and other specialized programs, online workshops, and school-based or district-mandated trainings. Administration provides release time when appropriate to allow staff to attend professional learning during the school day. LTFs/Resource Teachers and instructional coaches provide job-embedded support through collaborative planning, classroom coaching, data analysis, modeling effective instructional strategies, sharing best practices, and facilitating professional learning. Teachers participate in Multicultural/ELL and ESE training to strengthen their ability to meet the diverse academic and instructional needs of students. Through these opportunities, staff continuously develop their capacity to provide rigorous, standards-aligned instruction, differentiate learning, analyze student performance data, and adjust instruction based on student needs. Professional learning is monitored through PLCs, planning meetings, walkthroughs, coaching cycles, and data reviews to ensure that professional development translates into improved instructional practices and student achievement.

Recruitment and Retention of Effective Educators

1. Recruitment and Retention

Lake Shore Middle School recruits and retains highly qualified, certified, in-field, and effective teachers, particularly in high-need subject areas, through strategic recruitment partnerships, professional support, and opportunities for professional growth. The school collaborates with the District Department of Recruitment and Retention and Region staff to identify qualified candidates and participates in local and district-sponsored job fairs. The school also utilizes word-of-mouth recruitment and supports Grow Your Own pathways through interns, interim teachers, substitutes, and academic tutors. To retain effective teachers, LSMS provides new staff with an orientation and support through the district Educator Support Program (ESP), which pairs new teachers with veteran mentor and buddy teachers. Teachers receive common planning time, collaborative planning opportunities, coaching support, and ongoing professional learning in areas such as Marzano, Read 180, SwPBS, CHAMPS, Blender, SIS, and content literacy strategies. LTFs/Resource Teachers and instructional coaches provide embedded support to strengthen instructional practices and classroom management. Administration maintains an open-door policy and meets regularly with new teachers to address instructional needs, classroom management, differentiation, and other concerns. The school promotes employee morale through recognition and relationship-building initiatives while providing opportunities for additional compensation through tutoring, club sponsorships, extracurricular activities, and collegial planning after contract hours. The Glades Supplement also provides an additional financial incentive for eligible staff. These recruitment, mentoring, professional learning, and compensation strategies support teacher satisfaction, professional growth, and long-term retention.