Lake Shore Middle School

2019-20 Schoolwide Improvement Plan

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Lake Shore Middle School

2519 BAYVIEW RD, Jacksonville, FL 32210

http://www.duvalschools.org/lakeshore

Demographics

Principal: Latasha Clark

Start Date for this Principal: 3/12/2018

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Asian Students Black/African American Students* Hispanic Students* Multiracial Students* White Students Economically Disadvantaged Students*
School Grades History	2018-19: C (49%) 2017-18: C (48%) 2016-17: C (45%) 2015-16: D (40%) 2014-15: D (39%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	N/A
Support Tier	N/A

ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

This plan was approved by the Duval County School Board on 10/1/2019.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

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School Demographics

School Type and Grades Served (per MSID File)	**2018-19 Title I School**	**2018-19 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Middle School 6-8	Yes	100%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	80%

School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	C	C	C	D

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The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Lake Shore Middle School is to meet the physical, social and emotional needs of both our students and staff, while providing a rigorous academic environment preparing students to successfully compete in a global community.

Provide the school's vision statement.

Lake Shore Middle School strives to develop students and staff members who are principled and balanced in their ability to be inquirers, communicators, thinkers and risk-takers in order to become caring, open-minded, reflective and knowledgeable citizens.

School Leadership Team

Membership
Identify the name, email address and position title for each member of the school leadership team:

Name	Title	Job Duties and Responsibilities
Bridwell, Jennifer	Principal	Oversee daily operations and lead instructional initiatives to insure academic success for all students.
Sarjeant, Leslie	Assistant Principal	Supervises guidance, the master schedule, and the professional learning community of Language Arts and Reading.
Franklin, Jeremy	Assistant Principal	Responsible for supervision of facilities, transportation, athletics and supervises the science and social studies professional learning communities.

Early Warning Systems

Current Year

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Number of students enrolled	0	0	0	0	0	0	462	332	350	0	0	0	0	1144
Attendance below 90 percent	0	0	0	0	0	0	31	41	25	0	0	0	0	97
One or more suspensions	0	0	0	0	0	0	147	143	138	0	0	0	0	428
Course failure in ELA or Math	0	0	0	0	0	0	25	16	9	0	0	0	0	50
Level 1 on statewide assessment	0	0	0	0	0	0	246	217	261	0	0	0	0	724

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	201	183	207	0	0	0	0	591

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	381	514	244	0	0	0	0	1139
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

FTE units allocated to school (total number of teacher units)
1,098

Date this data was collected or last updated
Wednesday 7/31/2019

Prior Year - As Reported

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

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

The number of students with two or more early warning indicators:

Indicator	Grade Level	Total
Students with two or more indicators		

Prior Year - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

School Data
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	**District**	**State**	**School**	**District**	**State**
ELA Achievement	34%	43%	54%	34%	41%	52%
ELA Learning Gains	46%	49%	54%	43%	48%	54%
ELA Lowest 25th Percentile	40%	45%	47%	33%	43%	44%
Math Achievement	40%	49%	58%	39%	44%	56%
Math Learning Gains	50%	50%	57%	51%	49%	57%
Math Lowest 25th Percentile	48%	47%	51%	54%	46%	50%
Science Achievement	37%	44%	51%	36%	45%	50%
Social Studies Achievement	72%	68%	72%	50%	65%	70%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)			Total
	6	**7**	**8**	
Number of students enrolled	462 (0)	332 (0)	350 (0)	1144 (0)
Attendance below 90 percent	31 ()	41 ()	25 ()	97 (0)
One or more suspensions	147 (0)	143 (0)	138 (0)	428 (0)
Course failure in ELA or Math	25 (0)	16 (0)	9 (0)	50 (0)
Level 1 on statewide assessment	246 (0)	217 (0)	261 (0)	724 (0)

Grade Level Data
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	24%	47%	-23%	54%	-30%
	2018	23%	44%	-21%	52%	-29%
Same Grade Comparison		1%				
Cohort Comparison						
07	2019	26%	44%	-18%	52%	-26%
	2018	34%	41%	-7%	51%	-17%
Same Grade Comparison		-8%				
Cohort Comparison		3%				
08	2019	31%	49%	-18%	56%	-25%
	2018	37%	51%	-14%	58%	-21%

ELA						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
Same Grade Comparison		-6%				
Cohort Comparison		-3%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
06	2019	27%	51%	-24%	55%	-28%
	2018	25%	42%	-17%	52%	-27%
Same Grade Comparison		2%				
Cohort Comparison						
07	2019	40%	47%	-7%	54%	-14%
	2018	35%	50%	-15%	54%	-19%
Same Grade Comparison		5%				
Cohort Comparison		15%				
08	2019	21%	32%	-11%	46%	-25%
	2018	18%	31%	-13%	45%	-27%
Same Grade Comparison		3%				
Cohort Comparison		-14%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
08	2019	23%	40%	-17%	48%	-25%
	2018	14%	44%	-30%	50%	-36%
Same Grade Comparison		9%				
Cohort Comparison						

BIOLOGY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2019	100%	67%	33%	67%	33%
2018	86%	63%	23%	65%	21%
Compare		14%			
CIVICS EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2019	70%	69%	1%	71%	-1%
2018	98%	84%	14%	71%	27%
Compare		-28%			

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	75%	57%	18%	61%	14%
2018	85%	61%	24%	62%	23%
Compare		-10%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	36	48	34	40	53	45	37	54			
ELL	12	37	33	21	53	58	16	40			
ASN	50	59		69	59						
BLK	33	45	39	37	49	46	33	73	65		
HSP	22	45	40	33	54	50	41	67	80		
MUL	21	33		44	43		26	71			
WHT	45	52	39	51	51	58	52	70	73		
FRL	31	45	41	39	50	51	33	70	76		
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	30	40	35	35	47	49	44	61			
ELL	16	38	35	19	37	47	6				
ASN	54	58		63	42		58				
BLK	30	37	38	33	38	41	24	73	83		
HSP	40	42	29	42	49	52	38	83	88		
MUL	30	36		28	30	50					
WHT	48	49	40	54	55	32	60	85	88		
FRL	31	39	37	36	41	41	30	74	86		
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	11	30	24	19	38	38	32	32			

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
ELL	10	31	31	14	54	48		32			
ASN	56	39		64	70			70			
BLK	30	42	32	35	51	56	26	44	69		
HSP	34	36	28	36	53	43	38	58	70		
MUL	27	43	38	36	56	45	27	54			
WHT	46	49	39	48	47	54	59	58	63		
FRL	29	38	31	35	48	54	32	44	63		

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	48
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	36
Total Points Earned for the Federal Index	475
Total Components for the Federal Index	10
Percent Tested	98%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	42
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	34
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	

Asian Students	
Federal Index - Asian Students	59
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	

Black/African American Students	
Federal Index - Black/African American Students	47
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

Hispanic Students	
Federal Index - Hispanic Students	47
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	

Multiracial Students	
Federal Index - Multiracial Students	40
Multiracial Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Multiracial Students Subgroup Below 32%	

Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	55
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	47
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

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Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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

English Language Arts Achievement showed the lowest performance. Lake Shore Middle had a difficult time maintaining consistency in staffing and curriculum.

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

Acceleration which I attribute to a drop in the Algebra 1 EOC performance scores. There was a new teacher and the school was not able to double block this for students.

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

English Language Arts achievement for the same reasons listed above.

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

Math achievement and Math learning gains. I believe double blocking this to allow for 90 minutes of instruction along with the instructional support of the Math coach really attributed to the improvement in this area.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

The number of students absent from school. This attributes to the low performance in class and on state assessments.

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

1. English Language Arts Achievement
2. Math Achievement
3. Learning gains of lowest 25 percentile
4. Algebra 1 EOC pass rate
5. Attendance

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Reading and Math Achievement
Rationale	Language Arts and Math achievement are direct pathways to success in other core subject areas. This areas lag behind state average.

State the measurable outcome the school plans to achieve	Lake Shore Middle would like to increase at least 5 percentage points in the goal of meeting or exceeding state average for student reading and math achievement.
Person responsible for monitoring outcome	Jennifer Bridwell (bridwellj@duvalschools.org)
Evidence-based Strategy	Students will be double blocked for Math and Language Arts. In that 90 minutes of time every day, the students will receive standards based instruction and supplemental instruction to address core knowledge deficiencies.
Rationale for Evidence-based Strategy	The proper scheduling and consistent staffing will provide students and staff with the time to address student learning needs. Use of the Reading Coach and Math coach to help teachers plan, model instruction, and monitor student progress. These strategies in partnership with carefully planned standards based instruction will provide scaffold lessons to meet student needs.

Action Step	
Description	1. Students are scheduled according to Achievement Level 2. Instructional staff will receive training during pre-planning on accessing progress monitoring tools 3. Instructional staff will receive training during pre-planning on supplemental course materials 4. Math and Reading coach will meet and plan with teachers on how to plan lessons and structure class time. 5. Teachers will implement supplemental programs and materials and insure lessons meet state standards 6. Provide greater access to student laptops by purchasing laptop carts so that every Math and Language Arts teacher has enough for every student to access supplemental online materials and assessments. 7. Students will take quarterly online assessments. 8. Teachers and Administrative staff will review progress monitoring data to measure effectiveness.
Person Responsible	Jennifer Bridwell (bridwellj@duvalschools.org)

#2	
Title	Algebra 1 EOC pass rate
Rationale	Student performance dropped by 10 percentage points this year.
State the measurable outcome the school plans to achieve	Achieve a 90 percent pass rate
Person responsible for monitoring outcome	Jeremy Franklin (franklinj3@duvalschools.org)
Evidence-based Strategy	Students will be provided greater instructional time for standards based instruction. This additional time will also allow the implementation of supplemental materials and online curriculum supports for learning.
Rationale for Evidence-based Strategy	This will give 90 minutes of instruction every day to support learning and to properly implement support materials. When teachers and students were provided the additional learning time in previous years, student achievement on the Algebra EOC was higher.

Action Step	
Description	1. Students will be properly scheduled into Algebra 1 based on 7th grade math achievement level. 2. Students have been scheduled into a double block of Algebra and Research to allow for 90 minutes of Algebra instruction every day. 3. Teachers will plan instruction based on the standards and implement with fidelity. 5. Teachers will be trained on supplemental curriculum Acaletics and supported through professional development on how to implement into double block instruction. 6. Provide greater access to student laptops through purchased of laptop carts so students can access supplemental materials and quarterly assessments. 7. Admin and math coach will monitor implementation of standards based instruction and implementation of supplemental materials 8. Teachers, math coach, and admin will review monthly and quarterly assessments to monitor student learning and reteach as necessary.
Person Responsible	Jeremy Franklin (franklinj3@duvalschools.org)

#3	
Title	Science Achievement
Rationale	Student Achievement on Science test falls below district and state average

State the measurable outcome the school plans to achieve	School wants to meet or exceed district and state average for Science Achievement.
Person responsible for monitoring outcome	Jeremy Franklin (franklinj3@duvalschools.org)
Evidence-based Strategy	Implementation of standards based instruction with supplemental instructional materials to support learning. In addition, providing additional access to laptops to allow students to access supplemental materials and assessments more frequently.
Rationale for Evidence-based Strategy	Standards based instruction along with proper monitoring of student learning has shown to improve student performance.

Action Step	
Description	1. Students will be scheduled into Comp. Sc. 3 or Biology based on student achievement data. 3. Teachers will plan instruction based on the standards and implement with fidelity. 5. Teachers will be trained on supplemental curriculum Acaletics and supported through professional development on how to implement into instruction along with core instruction. 6. Provide greater access to student laptops through purchase of laptop carts so students can access supplemental materials and quarterly assessments. 7. Admin will monitor implementation of standards based instruction and implementation of supplemental materials 8. Teachers and admin will review monthly and quarterly assessments to monitor student learning and reteach as necessary.
Person Responsible	Jeremy Franklin (franklinj3@duvalschools.org)

#4	
Title	Climate and Culture
Rationale	We have a high percentage of students that have multiple Early Warning Systems indicators.

State the measurable outcome the school plans to achieve	Lake Shore Middle wants to reduce the number of students will multiple referrals that results in Out of School Suspensions.
Person responsible for monitoring outcome	Jennifer Bridwell (bridwellj@duvalschools.org)
Evidence-based Strategy	School will use Positive Behavior Intervention Support and Foundations strategies to reduce these referral incidents. The addition of a Dean to be funded by Title 1 above the district allocation will allow for closer monitoring of these strategies and a higher rate of intervention with students who have repeat violations.
Rationale for Evidence-based Strategy	Use of Foundations and implementation of Positive Rewards for proper behavior creates a structure that sets expectations for students and rewards students when they meet expectations. This has been shown to improve student behaviors and create a more positive school environment for students and staff.

Action Step	
Description	1. Meet with key teachers, deans, and admin to develop structures and procedures. 2. Provide lessons to teach during the first week of school and reteach in January 3. Teach expectations, grade level meetings during 1st 2 weeks of school, and remind students of expectations. 4. Two Deans will monitor students and provide interventions to students not following expectations. 4. Provide systematic reward system for students. 5. Monitor effectiveness of procedures and reward system to revise as needed.
Person Responsible	Jennifer Bridwell (bridwellj@duvalschools.org)

#5	
Title	English Language Learners
Rationale	These student perform the threshold of 41%

State the measurable outcome the school plans to achieve	English Language Learners to perform above the 41% threshold.
Person responsible for monitoring outcome	Leslie Sarjeant (sarjeantl@duvalschools.org)
Evidence-based Strategy	Students will be double blocked for Math and Language Arts. In that 90 minutes of time every day, the students will receive standards based instruction and supplemental instruction to address core knowledge deficiencies.
Rationale for Evidence-based Strategy	The proper scheduling and consistent staffing will provide students and staff with the time to address student learning needs. Use of the Reading Coach and Math coach to help teachers plan, model instruction, and monitor student progress. These strategies in partnership with carefully planned standards based instruction will provide scaffold lessons to meet student needs.

Action Step	
Description	1. Students are scheduled according to Achievement Level 2. Instructional staff will receive training during pre-planning on accessing progress monitoring tools 3. Instructional staff will receive training during pre-planning on supplemental course materials 4. Math and Reading coach will meet and plan with teachers on how to plan lessons and structure class time. 5. Teachers will implement supplemental programs and materials and insure lessons meet state standards 6. Provide greater access to student laptops by purchasing laptop carts so that every Math and Language Arts teacher has enough for every student to access supplemental online materials and assessments. 7. Students will take quarterly online assessments. 8. Teachers and Administrative staff will review progress monitoring data to measure effectiveness. 1.
Person Responsible	Leslie Sarjeant (sarjeantl@duvalschools.org)

#6	
Title	Mult-racial student achievement
Rationale	Students will perform above the 41% threshold
State the measurable outcome the school plans to achieve	English Language Learners to perform above the 41% threshold.
Person responsible for monitoring outcome	Leslie Sarjeant (sarjeantl@duvalschools.org)
Evidence-based Strategy	Students will be double blocked for Math and Language Arts. In that 90 minutes of time every day, the students will receive standards based instruction and supplemental instruction to address core knowledge deficiencies.
Rationale for Evidence-based Strategy	The proper scheduling and consistent staffing will provide students and staff with the time to address student learning needs. Use of the Reading Coach and Math coach to help teachers plan, model instruction, and monitor student progress. These strategies in partnership with carefully planned standards based instruction will provide scaffold lessons to meet student needs.

Action Step	
Description	1. Students are scheduled according to Achievement Level 2. Instructional staff will receive training during pre-planning on accessing progress monitoring tools 3. Instructional staff will receive training during pre-planning on supplemental course materials 4. Math and Reading coach will meet and plan with teachers on how to plan lessons and structure class time. 5. Teachers will implement supplemental programs and materials and insure lessons meet state standards 6. Provide greater access to student laptops by purchasing laptop carts so that every Math and Language Arts teacher has enough for every student to access supplemental online materials and assessments. 7. Students will take quarterly online assessments. 8. Teachers and Administrative staff will review progress monitoring data to measure effectiveness. 1.
Person Responsible	Leslie Sarjeant (sarjeantl@duvalschools.org)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

All goals are above

Part IV: Title I Requirements

Additional Title I Requirements
This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

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

School has planned several parent nights designed to provide parents with information about student performance, grade lever requirements, and transitioning to high school.

PFEP Link
The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

Students have direct access to services in guidance. In addition, the school has a process for teachers to refer students for additional resources and services.

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

The school hosts parent nights that allows students and parents to gain information about the transition between schools.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

School leadership looks at student and teacher performance and then aligns that to the scheduling of students. Students the most support are provided with additional time with teachers and supplemental resources including materials and before and after school tutoring.

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

Lake Shore Middle is an AVID site as well as a Pre-Early College. Students are exposed to college and career thinking through learning strategies and coursework.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	**Areas of Focus: Reading and Math Achievement**	**$0.00**
2	III.A.	**Areas of Focus: Algebra 1 EOC pass rate**	**$0.00**
3	III.A.	**Areas of Focus: Science Achievement**	**$0.00**

4	III.A.	**Areas of Focus: Climate and Culture**	$0.00
5	III.A.	**Areas of Focus: English Language Learners**	$0.00
6	III.A.	**Areas of Focus: Mult-racial student achievement**	$0.00
		Total:	**$0.00**