

Duval County Public Schools

Lake Shore Middle School



2021-22 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: 8/2/2021

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
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 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%)
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	

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

This plan is pending approval by the Duval County School Board.

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

<p>School Type and Grades Served (per MSID File)</p> <p>Middle School 6-8</p>	<p>2020-21 Title I School</p> <p>Yes</p>	<p>2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>100%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>83%</p>

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		C	C	C

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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, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Stuart, Scott	Principal	Employee Evaluations ELA/Reading & CTE Data Analysis School-Wide Data Analysis School Improvement Plan School Mission/Vision SAC Payroll Budget/Staffing Administrative Support Marketing & Recruiting Foundations/SDM MTSS Community & Business Partners Faith Based Partnerships Employee Leave Professional Standards School Calendar Transition Nights/School Expo 8th Grade Admin Emergency Response- ALL Constituent/Community Complaints Union Complaints Contract Compliance District/Region Directive Compliance School Board Initiatives Public Relations
Happel, Seth	Assistant Principal	Organize/Plan Pre-Planning Week Arrival, Transition, Lunch & Dismissal Duties School Improvement Plan SS & Civics Data-Analysis Master Schedule Transition Schedules/Plans Social Studies Professional Development FTE Audits Teacher-Student-Family Surveys Activities (Stipends)-Field Trips-Clubs Guidance/Enrollment/Registration Report Cards/Progress Reports Busses & Transportation Scheduling/Master Schedule Chartwells (Cafeteria) Facilities-Custodians (GCA) Athletics (Stipends) FTE & Attendance (Teacher/Student) Social Media Posting & Parent Link Team Up – Extended Day Emergency Management Plans Fire/Emergency Drills (RAPTOR) Grades-Promotion-Retention/Credit

Name	Position Title	Job Duties and Responsibilities
		Checks Emergency Management Plan Afternoon Announcements Teacher Planning Day Agenda 7th Grade Admin Transition Nights/School Expo Substitute/Coverage Plan Emergency Response-ALL
	Assistant Principal	Organize/Plan Pre-Planning Week Arrival, Transition, Lunch & Dismissal Duties Grade Level Assemblies Math & Science Data Analysis School Improvement Plan Science Professional Development Student Orientation Student Assemblies Parent & Student Handbooks Faculty Manual Open House PTSA Schoolwide Behavior Management (PBIS) Supervise Testing (EOC-PMA-FSA) Technology Title 1-Digital Compliance PFEP Plan & Budget Achievers for Life-AVID-UNF Intern Program Textbook Distribution Parent Involvement Website, Newsletter, & Marquee Teacher of the Year Employee of the Year Student Celebrations Employee Celebrations/"Shout Outs" Employee Appreciation Weeks Morning Announcements 6th Grade Admin Transition Nights/School Expo Emergency Response-ALL

Demographic Information

Principal start date

Monday 8/2/2021, Latasha Clark

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

4

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

11

Total number of teacher positions allocated to the school

80

Total number of students enrolled at the school

1,007

Identify the number of instructional staff who left the school during the 2020-21 school year.

17

Identify the number of instructional staff who joined the school during the 2021-22 school year.

18

Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	388	407	356	0	0	0	0	1151
Attendance below 90 percent	0	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	0
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Number of students with a substantial reading deficiency	0	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	0

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	0	0	0	0	0	0	0	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Date this data was collected or last updated

Monday 8/2/2021

2020-21 - As Reported

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
Number of students enrolled	0	0	0	0	0	0	405	358	319	0	0	0	0	1082
Attendance below 90 percent	0	0	0	0	0	0	91	115	44	0	0	0	0	250
One or more suspensions	0	0	0	0	0	0	7	5	4	0	0	0	0	16
Course failure in ELA	0	0	0	0	0	0	1	7	9	0	0	0	0	17
Course failure in Math	0	0	0	0	0	0	2	7	22	0	0	0	0	31
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	256	174	138	0	0	0	0	568
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	220	291	233	0	0	0	0	744

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	203	198	142	0	0	0	0	543

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	19	15	16	0	0	0	0	50
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

2020-21 - 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
Number of students enrolled	0	0	0	0	0	0	405	358	319	0	0	0	0	1082
Attendance below 90 percent	0	0	0	0	0	0	91	115	44	0	0	0	0	250
One or more suspensions	0	0	0	0	0	0	7	5	4	0	0	0	0	16
Course failure in ELA	0	0	0	0	0	0	1	7	9	0	0	0	0	17
Course failure in Math	0	0	0	0	0	0	2	7	22	0	0	0	0	31
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	256	174	138	0	0	0	0	568
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	220	291	233	0	0	0	0	744

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Students with two or more indicators	0	0	0	0	0	0	203	198	142	0	0	0	0	543

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	19	15	16	0	0	0	0	50
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Part II: Needs Assessment/Analysis

School Data Review

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				34%	43%	54%	35%	42%	53%
ELA Learning Gains				46%	49%	54%	41%	47%	54%
ELA Lowest 25th Percentile				40%	45%	47%	37%	44%	47%
Math Achievement				40%	49%	58%	39%	46%	58%
Math Learning Gains				50%	50%	57%	42%	50%	57%
Math Lowest 25th Percentile				48%	47%	51%	42%	47%	51%
Science Achievement				37%	44%	51%	35%	45%	52%
Social Studies Achievement				72%	68%	72%	77%	82%	72%

Grade Level Data Review - State Assessments

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	24%	47%	-23%	54%	-30%
Cohort Comparison						
07	2021					
	2019	26%	44%	-18%	52%	-26%
Cohort Comparison		-24%				
08	2021					
	2019	31%	49%	-18%	56%	-25%
Cohort Comparison		-26%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	27%	51%	-24%	55%	-28%
Cohort Comparison						
07	2021					
	2019	40%	47%	-7%	54%	-14%
Cohort Comparison		-27%				
08	2021					
	2019	21%	32%	-11%	46%	-25%
Cohort Comparison		-40%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	23%	40%	-17%	48%	-25%
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	100%	67%	33%	67%	33%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	70%	69%	1%	71%	-1%

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	75%	57%	18%	61%	14%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

Data used to assess student progression with mastery of subject area standards was acquired through Progress Monitoring Assessments administered 3 times throughout the year in each core subject area.

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	47	38	44
	Economically Disadvantaged	42	50	50
	Students With Disabilities	13	11	15
	English Language Learners	13	9	13
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	24	30	16
	Economically Disadvantaged	31	33	n/a
	Students With Disabilities	6	8	2
	English Language Learners	0	8	0

Grade 7				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	33	31	24
	Economically Disadvantaged	27	14	50
	Students With Disabilities	11	8	8
	English Language Learners	9	13	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	34	22	12
	Economically Disadvantaged	20	0	0
	Students With Disabilities	24	20	5
	English Language Learners	0	18	0
	Number/% Proficiency	Fall	Winter	Spring
Civics	All Students	44	37	39
	Economically Disadvantaged	11	17	0
	Students With Disabilities	28	17	33
	English Language Learners	25	6	0

Grade 8				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	47	49	40
	Economically Disadvantaged	44	50	0
	Students With Disabilities	20	22	23
	English Language Learners	10	5	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	23	13	11
	Economically Disadvantaged	30	38	0
	Students With Disabilities	12	7	8
	English Language Learners	5	0	0
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	57	51	49
	Economically Disadvantaged	64	40	0
	Students With Disabilities	21	21	28
	English Language Learners	22	17	0

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	23	31	31	24	28	33	19	21			
ELL	7	26	19	11	33	28	17	27			
BLK	18	30	38	20	25	31	11	29	74		
HSP	24	35	29	19	28	31	19	37			
MUL	31	37		38	50		45				
WHT	37	42	52	40	40	38	44	64	72		
FRL	21	31	38	23	28	31	16	34	70		
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						

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
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		

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	33
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	6
Progress of English Language Learners in Achieving English Language Proficiency	13
Total Points Earned for the Federal Index	328
Total Components for the Federal Index	10
Percent Tested	91%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	26
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	20

English Language Learners	
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	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	31
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	25
Hispanic Students Subgroup Below 41% in the Current Year?	YES
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	48
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	31
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Overall Proficiency seemed to decline between the first PMA & the FINAL PMA in ALL Core Areas and Across all Grade Levels & Sub Groups

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Math shows the most substantial decrease overall

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Most substantial factors were vacant teacher positions and multiple changes in staffing as well as teacher attendance and student attendance both in person and online; however, the discrepancy between trends and actual state assessment scores indicates that students may not have had a comparable assessment experience prior to the state assessment.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Overall, ELA/READING data demonstrates the most substantial improvement with consideration for increase in number of students meeting proficiency and avg overall proficiency score

What were the contributing factors to this improvement? What new actions did your school take in this area?

An increased focus on the depth of the standard and increased focus on vocabulary development

What strategies will need to be implemented in order to accelerate learning?

"progressive struggle" through teachers releasing students to apply knowledge & skill sets in practice rather than theory or teacher modeling. Students must experience the learning as much as the instruction.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Teachers will receive support with applying effective reading strategies throughout all content areas as well as an increase in focus on more explicit and tiered vocabulary development .

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Strategic scheduling around prioritized needs, starting with student reading levels/lexiles; subject specific vocabulary, use of provided item specs and sample assessments to evaluate student understanding and ability with each standard.

Part III: Planning for Improvement

Areas of Focus:

#1. ESSA Subgroup specifically relating to Multi-Racial

Area of Focus Description and Rationale: ELL Students & Multi-Racial Students sub-groups have been identified as below 41% on the ESSA Federal Index and in need of strategic support in core academic subjects.

Measurable Outcome: ELL Students will improve in Proficiency in Core Academic Subjects, specifically in ELA, moving from 12.1% to 20% on the State Assessment; Multi-Racial students will improve in ELA from 20.9% to match the overall school average of 34% on the State Assessment.

Monitoring: Frequent comparative data analysis afte common assessments

Person responsible for monitoring outcome: [no one identified]

Evidence-based Strategy: ELL students scoring above a 3 on WIDA & Multi-Racial Students will be enrolled in Corrective Reading (SRA) to receive targeted instruction and strategic support to build literacy and reading fluency. ELL students scoring below 3 on WIDA will be scheduled into English Language Development & Sheltered English Classes to build both development and fluency.

Rationale for Evidence-based Strategy: Corrective Reading (SRA) is a District Approved curriculum that applies Evidence-based strategies to reading instruction. Training/Professional Development and support with instruction and assessment are provided by the district to ensure proper and consistent implementation

Action Steps to Implement

ESSA sub-groups will be monitored through Corrective Reading Curriculum Assessment as well as through Achieve 3000 Lexile and Standard-Based common assessments to assess growth/improvement.

Person Responsible [no one identified]

Title I funds will be utilized to fund an Art position to improve student achievement by creating a more academically rounded student and integrate other subject areas through art instruction.

Person Responsible [no one identified]

Title 1 funds will be utilized to purchase additional print release printer cartridges to ensure students benefit from individual copies of assignments, resources, & information to support student needs.

Person Responsible [no one identified]

#2. Culture & Environment specifically relating to Teacher Attendance

Area of Focus Description and Rationale: Average teacher absences for the previous school year reached 16 days absent (nearly 10% of the overall school year). Due to excessive number and frequency of absences, teachers often gave up planning periods to cover for absent teachers, where little actual instruction would take place.

Measurable Outcome: Teacher Attendance and Standard Based Assessment and 5 Essential Survey Data

Monitoring: Monthly breakdown of teacher attendance and monthly surveys to evaluate teacher morale.

Person responsible for monitoring outcome: [no one identified]

Evidence-based Strategy: Use of monthly surveys, teacher input, and providing opportunities for faculty members to lead and take ownership of initiatives focused in improving school culture.

Rationale for Evidence-based Strategy: By increasing faculty input, faculty investment will also increase, leading to increased ownership and a more substantial and consistent effort to ensure success of those initiatives.

Action Steps to Implement

By including Salaried Positions listed below, class sizes will be reduced and an increase in stakeholders will create opportunity for improved/increase collaboration.

- Use Title 1 to fund a fulltime Social Studies Teacher
- Use Title 1 to fund a fulltime Science Teacher
- Use Title 1 to fund a fulltime Mathematics Teacher
- Use Title 1 to fund a fulltime Art Teacher
- Use Title 1 to fund a fulltime Reading Coach
- Use Title 1 to fund a fulltime Math Coach
- Use Title 1 to fund a fulltime Mathematics Teacher
- Use Title 1 to fund a fulltime or part-time Multiple Assignment (Tutoring)
- Use Title 1 to fund a part-time Parent Involvement Liaison (PT)

Person Responsible Scott Stuart (stuart1@duvalschools.org)

By ensuring teachers have ample resources and materials necessary to provide effective instruction and supplemental support where necessary both at school and home for students, as well as providing parents with resources to use at home to support and reinforce the instruction taking place in the classroom teachers will be more successful at achieving their objectives and feel more invested in the success of those students, leading to an increase in attendance and improvement in overall performance and morale.

Use Title 1 to fund the purchase of iXL learning Licenses to provide
 Use Title 1 to fund the purchase of Classroom Supplies (paper, composition books, folders, pen, pencils, etc.)

- Use Title 1 to fund the purchase of Toner for print release printers
- Use Title 1 to fund the purchase of Professional Development Supplies (Grades Don't Matter: Using Assessment to Measure Tru Learning)

• Use Title 1 to fund the purchase of Professional Development Supplies (Verbal Judo: The Gentle Art of persuasion)

Person Responsible [no one identified]

#3. Culture & Environment specifically relating to Community Involvement

Area of Focus Description and Rationale: Culture & Environment has been identified as an area in need of significant improvement both through analysis of Discipline Data and more explicitly through the responses from Teachers, Students, and Parents on the 5 Essentials Survey, identifying school climate & teacher support as one of the most prominent needs.

Measurable Outcome: Increasing attendance at community involvement meetings and events on campus as well as improving the overall ratings on the 5 Essentials Survey completed by Parents and Students.

Monitoring: Attendance sheets & Survey Data

Person responsible for monitoring outcome: [no one identified]

Evidence-based Strategy: Collaborative planning and community Networking to establish mutual interests and create opportunities for mutually beneficial circumstances.

Rationale for Evidence-based Strategy: Increased involvement and cooperation between the school and community stakeholders bridges a gap between current community stakeholders and future community stakeholders.

Action Steps to Implement

Title 1 funds will be used to fund a part-time Parent Liaison position to facilitate parent communication and increase/improve family involvement

Person Responsible [no one identified]

#4. Culture & Environment specifically relating to Discipline

Area of Focus Description and Rationale:	ulture & Environment has been identified as an area in need of significant improvement both through analysis of Discipline Data and more explicitly through the responses from Teachers, Students, and Parents on the 5 Essentials Survey, identifying school climate & teacher support as one of the most prominent needs.
Measurable Outcome:	Reduction of Discipline Data, specifically reducing number of Class 2 Referrals by 30% and SESIR Incidents by 50%. Increase in overall ratings on the 5 Essentials Survey in areas of Supportive Environment by at least 10% points for students and Increase in area of Teacher Collaboration by at least 20 %.
Monitoring:	Though Discipline data being pulled on a weekly and monthly basis.
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy:	Use of Positive Behavior Intervention Strategies to support improvement in student behavior and Restorative Practices and Peer Support Activities and Exercises to encourag progression and improvement in social skills and effective communication between students.
Rationale for Evidence-based Strategy:	

Action Steps to Implement

<p>tle I funds will be used to fund a Dean to provide additional support to our classroom teachers and students to improve student engagement thereby improving student achievement.</p> <p>Person Responsible [no one identified]</p> <p><i>No description entered</i></p> <p>Person Responsible [no one identified]</p>

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.SafeSchoolsforAlex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Primary Concern number and frequency of physical altercations on campus. Through the use of restorative practices and peer support exercises, students will be conditioned to value their peers and their contributions. By providing students with an opportunity and avenue to fulfill a purpose and make positive and personal investment in this school and the relationships they develop, students will develop a sense of ownership and pride in themselves and their community.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

By empowering our faculty & staff to take ownership of celebrating, supporting and building at the school level and increasing stakeholder participation in the PTSA & School Advisory Committee and our new Partners With Purpose program, Lake shore will reach out to stakeholders for support in efforts to continue improvements in the school and community by rewarding student success, incentivizing hard work and determination, celebrating faculty and demonstrating the community support we know is major factor in any school's success. By building community business/organization and stakeholder participation, we hope to better define the connection between school and community and demonstrate how significant the lessons and experiences are to the successes they will achieve once outside these walls.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

CULTURE BUILDERS CLUB- A group of teachers who have volunteered to collaborate with the single purpose of focusing on building & improving the culture & climate of the school

PTSA-Parent Teacher Student Alliance- includes input from all stakeholders in student success to support efforts to provide effective instruction in a safe and positive environment.

Achievers For Life- Representatives from Communities In Schools work with students, teachers, and families to provide guidance and support both on campus and at home to ensure students identified as needing additional support receive it and achieve success .

PBIS TEAM- Deans, Admin, Counselors, Coaches & Teachers work together to develop systems of positive behavior interventions to reinforce patterns of appropriate and exceptional behavior.

SUNSHINE COMMITTEE- Group of faculty members with the initiative of building positive relationships and experiences outside of professional obligations, including faculty celebrations and support.

PARTNERS WITH PURPOSE: a program created to connect local organizations, businesses, and families to Lake Shore Middle School to provide a network of support both within and outside of the school walls to improve dynamics and environment for students, both in and around the school.

COMMUNITY & PARENT LIAISON- Handles most communications with school partners, families, and other outside organizations invested in supporting students and faculty.

SDMC- Representatives of all departments within the school work collaboratively to identify needs/problems

Part V: Budget

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

1	III.A.	Areas of Focus: ESSA Subgroup: Multi-Racial	\$0.00
2	III.A.	Areas of Focus: Culture & Environment: Teacher Attendance	\$0.00
3	III.A.	Areas of Focus: Culture & Environment: Community Involvement	\$0.00
4	III.A.	Areas of Focus: Culture & Environment: Discipline	\$0.00
Total:			\$0.00