

Duval County Public Schools

Lake Shore Middle School



2022-23 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: 3/7/2022

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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 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	2021-22: D (35%) 2018-19: C (49%) 2017-18: C (48%)
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	CSI
* 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>2021-22 Title I School</p> <p>Yes</p>	<p>2021-22 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>84%</p>

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	D	D	C	C

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SIP Authority

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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.

Our Vision is to create academically and socially prepared students to be leaders, creative thinkers, and problem solvers in their local community. We foster and encourage innovative thinking and support our students in constructing solutions to real world problems.

Provide the school's vision statement.

Our Mission is to provide a high-quality educational program which promotes student excellence through inquiry and innovation, preparing students college and/or career attainment.

School Leadership Team

Membership

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Bowens, Latasha	Principal	Dr. Clark is responsible for instructional monitoring/support and employee oversight.
Kinsey, Rochelle	Assistant Principal	Mrs. Kinsey is responsible for school based operations and leadership of student services.
Harding, Evelyn	Math Coach	Mrs. Evelyn Harding is responsible for instructional support in mathematics/science, small group support in mathematics, and new teacher support.
Moore, Ayana	Reading Coach	Ms. Moore is responsible for instructional support in English/Social Studies, instructional coaching, and small group instruction in English/Reading.
Harris, Justin	Dean	Mr. Harris is the department chair for the discipline team. Mr. Harris is responsible for schoolwide PBIS, 8th grade discipline, school based mentorship program, and student services.
Brown, Gregory	Dean	
Smith, Lester	Assistant Principal	Mr. Smith holds the responsibility of curriculum, guidance, and Exceptional Student Education.

Demographic Information

Principal start date

Monday 3/7/2022, Latasha Clark

Number of teachers with a 2022 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.*

2

Number of teachers with a 2022 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.*

18

Total number of teacher positions allocated to the school

67

Total number of students enrolled at the school

980

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

35

Identify the number of instructional staff who joined the school during the 2022-23 school year.

45

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Number of students enrolled	0	0	0	0	0	0	321	321	309	0	0	0	0	951
Attendance below 90 percent	0	0	0	0	0	0	152	37	41	0	0	0	0	230
One or more suspensions	0	0	0	0	0	0	39	132	113	0	0	0	0	284
Course failure in ELA	0	0	0	0	0	0	5	11	17	0	0	0	0	33
Course failure in Math	0	0	0	0	0	0	5	12	7	0	0	0	0	24
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	121	110	150	0	0	0	0	381
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	119	120	143	0	0	0	0	382
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Using the table above, complete the table below with the number of students by current grade level who have 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	104	106	130	0	0	0	0	340

Using current year data, complete the table below with the number of students identified as being "retained.":

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	9	24	6	0	0	0	0	39
Students retained two or more times	0	0	0	0	0	0	12	22	17	0	0	0	0	51

Date this data was collected or last updated

Monday 8/22/2022

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	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

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	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	
One or more suspensions	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	
Course failure in Math	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	
Level 1 on 2019 statewide FSA Math assessment	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	

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	

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	
Students retained two or more times	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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	22%	43%	50%				34%	43%	54%
ELA Learning Gains	34%						46%	49%	54%
ELA Lowest 25th Percentile	34%						40%	45%	47%
Math Achievement	23%	35%	36%				40%	49%	58%
Math Learning Gains	34%						50%	50%	57%
Math Lowest 25th Percentile	41%						48%	47%	51%
Science Achievement	17%	48%	53%				37%	44%	51%
Social Studies Achievement	45%	53%	58%				72%	68%	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	2022					
	2019	24%	47%	-23%	54%	-30%
Cohort Comparison						
07	2022					
	2019	26%	44%	-18%	52%	-26%
Cohort Comparison		-24%				
08	2022					
	2019	31%	49%	-18%	56%	-25%
Cohort Comparison		-26%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	27%	51%	-24%	55%	-28%
Cohort Comparison						
07	2022					
	2019	40%	47%	-7%	54%	-14%
Cohort Comparison		-27%				
08	2022					
	2019	21%	32%	-11%	46%	-25%
Cohort Comparison		-40%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	23%	40%	-17%	48%	-25%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	100%	67%	33%	67%	33%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	70%	69%	1%	71%	-1%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	75%	57%	18%	61%	14%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	24	34	27	25	33	39	15	29			
ELL		44	47	9	35	55	10	70			
ASN	29	54		47	47						
BLK	19	32	34	18	30	37	11	42	56		
HSP	25	39	27	23	34	46	28	57			
MUL	21	17		29	30		8	30			
WHT	33	37	38	38	45	58	33	53	75		
FRL	21	32	34	21	32	40	16	43	61		
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			

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
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						
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		

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CSI
OVERALL Federal Index – All Students	36
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	41
Total Points Earned for the Federal Index	356
Total Components for the Federal Index	10
Percent Tested	97%

Subgroup Data

Students With Disabilities

Federal Index - Students With Disabilities	28
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1

English Language Learners

Federal Index - English Language Learners	35
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English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
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%	0
Asian Students	
Federal Index - Asian Students	44
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
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%	1
Hispanic Students	
Federal Index - Hispanic Students	35
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	23
Multiracial Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Multiracial Students Subgroup Below 32%	1
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%	0
White Students	
Federal Index - White Students	46
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	32
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

Lake Shore middle has experienced a consistent decline in performance in core content areas of mathematics, science, English, and Social Studies within the past two school years. Lake Shore Middle has experience a decrease in proficiency in the following areas from prior years scores in 2019: ELA (34%), Math (40%), Science (37%), and Social Studies (72%) respectively. In comparison, most recent performance reflect a decline in core assessed areas as follows: ELA (22%), Math (23%), Science (17%), and Social Studies (45%).

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

The greatest need for improvement is in the areas Science and Mathematics.

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

The contributing factors to this need for improvement is staffing, specifically providing more facilitators skilled at working with struggling learners. The actions needed for addressing this area is providing instructional support to teachers for implementing standards based instruction.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Social Studies received seven percentile point proficiency gain.

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

The contributing factors to this domain is having district support in assisting both teachers and students. Our school is providing support in collaborative planning for social studies teachers. Additionally, Lake Shore Middle has provided support and assigned a school based instructional coach to assist with support for social studies teachers. Additionally, we have assigned a department chair with prior coaching experience to work directly with the social studies team.

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

Lake Shore Middle is creating a focus of STEAM to create opportunities for students to experience inquiry and project based learning. Our schoolwide strategy will focus on increasing the use of higher order questioning strategies, collaborative learning, and direct instructional feedback to ensure students

understand lesson content. Additionally, our schoolwide STEAM based learning focus will increase student exposure to foundational STEAM learning activities to increase their knowledge of Science and Mathematics content.

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.

Lake Shore Middle has implemented a comprehensive plan to address teacher support through weekend and evening trainings and professional development. Trainings that will be conducted are CHAMPS, Kagan Strategies, Questioning strategies, Collaborative learning, Project/Inquiry Based Learning, and Center Based Instructional models.

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

Lake Shore Middle School Improvement Team has instituted a 5 year plan to increase academic rigor and engagement in all core subject areas.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to Math

Area of Focus
Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

Review of Lake Shore Middle's Schools performance data reflects a critical need for increasing both student academic proficiency in mathematics and annual growth for student's performing in the lower quartile of academic progress. The last 3 years of performance revealed a persistent decline in performance in proficiency in all areas of core academic performance.

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

Lake Shore middle will increase core academic proficiency in math by 8 percentile points for the 2022-23 school year. Our performance will pursue a continual increase each academic school year by an additional 5 percentile points each year.

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

Lake Shore Middle Schools proficiency increase will be monitored through progress monitoring utilizing district assessments, common assessments, and progress monitoring assessments.

Person responsible for monitoring outcome:

Evelyn Harding (hardinge1@duvalschools.org)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

Math instructional teams will participate in the PLC process focusing on Collaborative planning. Instructional teams will meet weekly to discuss scope and sequence of lessons and to compare common assessments. Teams will utilize the data to re-teach benchmark standards to struggling students. Additionally, teams will analyze instructional data and provide tiered support for students based on performance.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

The rationale for selecting this approach is based on our focus in ensuring that collaborative planning time for instructors is in place to allow teachers the opportunity to develop common lessons and assessments. This continuity of instruction better promotes opportunities for math instructors to compare informal assessments and lessons.

Action Steps to Implement
 List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Create collaborative planning teams to develop common lessons and common assessments for student learning. Instructional teams will analyze and adapt teaching to instructional needs of our students and extend learning through small group re-teaching in every math classroom.

Person Responsible Evelyn Harding (hardinge1@duvalschools.org)

Implement content based professional development to deepen instructor understanding of the progression of student learning in math 6-8 content areas. We will additionally focus on strengthening our instructors instructional toolbelt in best for increasing proficiency in struggling learners. Additionally, our instructional PD sessions in mathematics will focus on questioning strategies in mathematics content to provide students with the opportunity to grapple with math content.

Person Responsible Evelyn Harding (hardinge1@duvalschools.org)

#2. Instructional Practice specifically relating to ELA

**Area of Focus
Description and
Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed. Review of Lake Shore Middle Schools performance data revealed that Lake Shore has experienced a significant decline schoolwide performance in English Language Arts.

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

Lake Shore Middle will achieve a 8 percentile gain in proficiency in English Language Arts performance.

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

Monitoring of this goal will be achieved through monitoring of district/state progress monitoring assessments.

**Person
responsible for
monitoring
outcome:**

Ayana Moore (moorea3@duvalschools.org)

**Evidence-based
Strategy:
Describe the
evidence-based
strategy being
implemented for
this Area of Focus.**

Our focus for English will be implementation of collaborative planning to ensure all classrooms are delivering instruction based on state benchmarks and following pacing guides with fidelity. Additionally, our instructional teams will ensure that Tier 1 instruction is implemented during instruction and tiered support is provided to students in small group within the classroom and pull out instruction in reading and English Language Arts classrooms.

**Rationale for
Evidence-based
Strategy:
Explain the
rationale for
selecting this
specific strategy.
Describe the
resources/criteria
used for selecting
this strategy.**

Lake Shore Middle School will provide direct support for instructional staff in implementing the PLC process focusing on aspects of collaborative planning and collaborative learning. The rationale for this strategy is to allow instructors the opportunity to develop common lessons and common assessments for comparison of students performance. This goal will be instituted through clear implementation of the PLC collaborative planning process and implementation of in class remediation of standards.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

No action steps were entered for this area of focus

#3. Instructional Practice specifically relating to Professional Learning Communities

Area of Focus
Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

Review of Lake Shore Middle's Schools performance data reflects a critical need for increasing both student academic proficiency in all academic core instructional areas and annual growth for student's performing in the lower quartile of academic progress. The last 3 years of performance revealed a persistent decline in performance in proficiency in all areas of core academic performance.

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

Measurable outcomes for this domain is to institute collaborative planning for all academic core teams to create common lessons and assessments for instruction. Academic teams will collaborate on scope and sequence of lessons and review assessment data to determine progression of support for all lake shore students. This instructional process will be monitored by student underpinnings of common assessments and monitoring of data from instructional monitoring tools.

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

Direct alignment of this area will monitored through school based school improvement monitoring tool by the instructional leadership team.

Person responsible for monitoring outcome:

Latasha Bowens (clarkl2@duvalschools.org)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

The evidence based strategy implemented for this area of focus is collaborative planning through the PLC process.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

The rationale for this instructional area is to provide instructional team members a platform to plan for instruction and provide insight and guidance on key aspects of upcoming lesson content. This platform is used to determine student growth and areas of needed extended learning opportunities. Lead teachers, Instructional coaches, and administrators will be utilized to help provide coaching, feedback, and support for instructional teams.

Action Steps to Implement
 List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

No action steps were entered for this area of focus

#4. Positive Culture and Environment specifically relating to Social Emotional Learning & Belongingness

Area of Focus
Description and Rationale: School Climate data revealed that stakeholders responded in the 5 Essentials reporting, a general lack of support for the academic learning process and overall safety/ security or well being. The focus on creating a positive culture comes directly on perception survey information and additional school improvement feedback surveys conducted in the 21-22 school year. In school based secondary survey information, students and parents determined that activities focused on student belongingness and family's support are areas of needed improvement for Lake Shore Middle in the upcoming school year.
Include a rationale that explains how it was identified as a critical need from the data reviewed.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.
 The measurable outcome for Lake Shore Middle is a 5 percentile increase in student perceptions of experiences of safety, support, and acceptance.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.
 This area will be monitored through the 5 Essentials reporting for school climate.

Person responsible for monitoring outcome:
 Justin Harris (harrisj4@duvalschools.org)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.
 The evidence based strategy used for this domain is institution of schoolwide PBIS, SEL instruction through morning meetings, student learning clubs, wrap around emotional support, and creation of a schoolwide (WEB) program.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific
 The rationale for focusing on this area is based on both stakeholder recommendation (Parents, Students, Teachers, and SIP team feedback). Resources for this instructional strategy area will be personnel for monitoring both implementation and progress towards school improvement goal (Additional assistant principal , behavior interventionist, etc) and training for supplemental SEL program.

**strategy.
Describe the
resources/
criteria used for
selecting this
strategy.**

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

No action steps were entered for this area of focus

#5. Instructional Practice specifically relating to Career & Technical Education

Area of Focus
Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.

Lake Shore Middle School reviewed relevant school improvement data, including both qualitative and quantitative schoolwide data sets of state testing, student/parent feedback from surveys, and staff feedback during the 21-22 school year. Relative school performance information and climate surveys revealed a critical need to increase instructional expectations and institute a viable standards based instructional model which engages students in core instruction areas and college/career ready instruction in preparation for student progression to high school. As a result of this review, school improvement determined a need to focus on project and inquiry based instructional models connecting students to career and workforce education.

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

Lake Shore Middle School will increase academic achievement performance 5 percentile points in core academic subject areas of mathematics, ELA, social studies, and science in proficiency. In addition, Lake Shore Middle School will create a college and career attainment culture through raising academic expectations for learning through creation of STEAM based learning initiatives schoolwide. LakeShore Middle School will attain a score increase of effective results of academic support, inquiry based science/math instruction, and support for learning. Our focus is situated in increasing functionality of school wide culture at Lake Shore Middle School. Lake Shore Middle will increase CTE course offerings through implementation of program pathways (Architecture, Engineering, & Construction, Business Marketing (Media Design), and Computer Information sytems (Gaming design).

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

This goal will be monitored through our school improvement implementation rubric based on established goals of the school improvement plan.

Person responsible for monitoring outcome:

Latasha Bowens (clarkl2@duvalschools.org)

Evidence-based Strategy: Describe the evidence-based strategy being

Targeted professional development for core instructional teachers in STEAM content areas focused on higher order questioning strategies, inquiry, and project based learning.

implemented for this Area of Focus.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy.
Describe the resources/ criteria used for selecting this strategy.

The rationale for focusing on these areas is based on our school based review of relevant data reflecting a need for focus on instructional depth in standards based instruction. Our school based analysis revealed a critical need for increasing student engagement and opportunities for higher order learning.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Create a schoolwide STEAM initiative to establish an awareness of STEAM careers through partnership and alignment with GEAR UP and AVID programs at Lake Shore Middle. Title I funds will be used to add supplemental personnel or supplemental materials to provide classroom instruction, specialized instruction and additional support to increase student achievement in Core & STEAM related instructional areas.

Person Responsible Latasha Bowens (clarkl2@duvalschools.org)

Create a college and career attainment culture at LakeShore through schoolwide college and career initiatives.

Person Responsible Latasha Bowens (clarkl2@duvalschools.org)

Create institutional partnership with local high schools and college programs with Career and Technical with similar career focuses to Lake Shore Invention & Innovation Academy (I2) program at Lake Shore Middle School.

Person Responsible Latasha Bowens (clarkl2@duvalschools.org)

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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

Lake Shore Middle School currently addresses a positive school culture and environment through our schoolwide PBIS program. Our school currently has established a schoolwide PBIS program. Lake Shore Middle has established criteria for success, serving as a guide students and families regarding schoolwide expectations. Additionally, Lake Shore has implemented a schoolwide SEL program focusing on building classroom culture and communicating expectations for leadership behavior and academic learning.

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

The stakeholders responsible for enacting and promoting school culture include the school based leadership and school improvement team. Our team consists of students, parents, and faculty members in planning for schoolwide incentives and communicating expectations for students. Student leadership teams will assist in implementing student centered events that focus on increasing student engagement.