Lake Shore Middle School

2023-24

Schoolwide Improvement Plan (SIP)

Table of Contents

Lake Shore Middle School

2519 BAYVIEW RD, Jacksonville, FL 32210

http://www.duvalschools.org/lakeshore

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)
A school can be identified as CSI in any of the following four ways: 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://www.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

I. School Information

School Mission and Vision

Provide the school's mission statement.

Our mission is to create academically and socially prepared students to be leaders, creative thinkers, and problem solvers by preparing students for a future in the areas of science, technology, engineering, art and math. We foster and encourage innovative thinking and support our students in constructing solutions to real world problems.

Provide the school's vision statement.

The Vision of Lake Shore Middle School is to:

• Provide a high-quality educational program which promotes student excellence through inquiry and innovation

• Preparing students for college and/or career attainment.

• To be a catalyst for change in STEM education

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team
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 as it relates to SIP implementation for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Bowens, Latasha	Principal	Oversight and direction of core instructional faculty members and all areas related to instruction.
Clayton , Trevor	Assistant Principal	Mr. Trevor Clayton supervises curriculum & instruction
McClain, Jodi	Assistant Principal	Supervises school operations.
Brown, Gregory	Dean	Mr. Brown is the 8th grade dean of students. He is responsible for 8th grade discipline and student services.
Maddox, Selena	Dean	Mrs. Maddox is the 6th grade dean of students. She is responsible for 6th grade discipline and student services.
Manion, Buford	Dean	Mr. Manion is the 7th grade dean of students. He is responsible for 7th grade discipline and student services.
Allison, Tricia	Teacher, ESE	Ms. Allison is responsible for providing support to schools to ensure that students with disabilities demonstrate increased participation and performance in the standard or Access curriculum, statewide assessments, accountability systems, and managing the ESE department.
Thomas, Tia	Instructional Coach	The Instructional Coach, having both content and instructional expertise, will work as a colleague with 7th grade classroom teachers to support student learning and teacher practice. The Instructional Coach will focus on individual and group professional learning that will expand and refine the understanding about researched-base effective instruction for teachers. In order to meet this purpose, the Instructional Coach will provide personalized, 1:1 support based on the goals and identified needs of individual teachers and provide small group support to students.
Harding, Evelyn	Instructional Coach	The Instructional Coach, having both content and instructional expertise, will work as a colleague with 8th grade classroom teachers to support student learning and teacher practice. The Instructional Coach will focus on individual and group professional learning that will expand and refine the understanding about researched-base effective instruction for teachers. In order to meet this purpose, the Instructional Coach will provide personalized, 1:1 support based on the goals and identified needs of individual teachers and provide small group support to students.
Funderburk, Chiquarya	Other	Serves as the direct school liaison for teachers and paraprofessionals to provide in-class instructional and behavioral support with regard to academic and behavioral curricula. Provides direct guidance to teachers and paraprofessionals regarding federal and student compliance elements.

Stakeholder Involvement and SIP Development
Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

Lake Shore Middle School will recruit members to participate with our School Advisory Council during our family engagement trainings from participating faculty, staff, and families. This measure will be utilized a method of recruitment for upcoming SAC meetings. The SIP is on the agenda and discussed at each SAC meeting to allow for stakeholder involvement.

SIP Monitoring
Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The School Improvement team will review implementation of measures of the SIP plan through the use of School Improvement Rubric. Our school improvement team will review progress of our school improvement plan monthly at our School Accountability meetings. Our team will complete a review process that will incorporate modifications to our plans.

Demographic Data	
Only ESSA identification and school grade history updated 3/11/2024	
2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	84%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	CSI
Eligible for Unified School Improvement Grant (UniSIG)	Yes
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL)* Asian Students (ASN) Black/African American Students (BLK)* Hispanic Students (HSP)* Multiracial Students (MUL)* White Students (WHT) Economically Disadvantaged Students (FRL)*
School Grades History	2021-22: D

*2022-23 school grades will serve as an informational baseline.	2019-20: C
	2018-19: C
	2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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	
Absent 10% or more days	0	0	0	0	0	0	204	93	83	380
One or more suspensions	0	0	0	0	0	0	49	130	89	268
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	7	13	4	24
Course failure in Math	0	0	0	0	0	0	3	6	10	19
Level 1 on statewide ELA assessment	0	0	0	0	0	0	130	169	144	443
Level 1 on statewide Math assessment	0	0	0	0	0	0	126	139	109	374
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	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 that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	152	175	141	468

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	9	6	18	33
Students retained two or more times	0	0	0	0	0	0	14	19	24	57

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	152	37	41	230
One or more suspensions	0	0	0	0	0	0	39	132	113	284
Course failure in ELA	0	0	0	0	0	0	5	11	17	33
Course failure in Math	0	0	0	0	0	0	5	12	7	24
Level 1 on statewide ELA assessment	0	0	0	0	0	0	121	110	150	381
Level 1 on statewide Math assessment	0	0	0	0	0	0	119	120	143	382
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	104	106	130	340

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	9	24	6	39
Students retained two or more times	0	0	0	0	0	0	12	22	17	51

Prior Year (2022-23) Updated (pre-populated)
Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	152	37	41	230
One or more suspensions	0	0	0	0	0	0	39	132	113	284
Course failure in ELA	0	0	0	0	0	0	5	11	17	33
Course failure in Math	0	0	0	0	0	0	5	12	7	24
Level 1 on statewide ELA assessment	0	0	0	0	0	0	121	110	150	381
Level 1 on statewide Math assessment	0	0	0	0	0	0	119	120	143	382
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	104	106	130	340

The number of students identified retained:

Indicator	K	1	2	3	4	5	6	7	8	Total
					Grade Level					
Retained Students: Current Year	0	0	0	0	0	0	9	24	6	39
Students retained two or more times	0	0	0	0	0	0	12	22	17	51

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	24	42	49	22	43	50	23		
ELA Learning Gains				34			33		
ELA Lowest 25th Percentile				34			38		
Math Achievement*	31	49	56	23	35	36	25		
Math Learning Gains				34			29		
Math Lowest 25th Percentile				41			33		
Science Achievement*	21	48	49	17	48	53	20		
Social Studies Achievement*	48	66	68	45	53	58	38		
Middle School Acceleration	67	82	73	65	47	49	76		
Graduation Rate					48	49			
College and Career Acceleration					69	70			
ELP Progress	11	31	40	41	85	76	13		

In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	34
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	6
Total Points Earned for the Federal Index	202
Total Components for the Federal Index	6
Percent Tested	96
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	36
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	6
Total Points Earned for the Federal Index	356
Total Components for the Federal Index	10
Percent Tested	97
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	35	Yes	2	
ELL	14	Yes	4	1
AMI				
ASN	47			
BLK	34	Yes	2	
HSP	23	Yes	2	1
MUL	38	Yes	4	
PAC				
WHT	54			

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
FRL	32	Yes	2	

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	28	Yes	1	1
ELL	35	Yes	3	
AMI				
ASN	44			
BLK	31	Yes	1	1
HSP	35	Yes	1	
MUL	23	Yes	3	1
PAC				
WHT	46			
FRL	32	Yes	1	

Accountability Components by Subgroup
Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	24			31			21	48	67			11
SWD	29			31			33	47			4	
ELL	10			26			6	16			5	11
AMI												
ASN	20			73							2	
BLK	19			25			18	43	65		5	
HSP	25			34			12	32			5	14
MUL	34			38			31	47			4	

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
PAC												
WHT	39			46			38	67	80		5	
FRL	22			29			19	46	69		6	8

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	22	34	34	23	34	41	17	45	65			41
SWD	24	34	27	25	33	39	15	29				
ELL	0	44	47	9	35	55	10	70				41
AMI												
ASN	29	54		47	47							
BLK	19	32	34	18	30	37	11	42	56			
HSP	25	39	27	23	34	46	28	57				33
MUL	21	17		29	30		8	30				
PAC												
WHT	33	37	38	38	45	58	33	53	75			
FRL	21	32	34	21	32	40	16	43	61			18

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	23	33	38	25	29	33	20	38	76			13
SWD	23	31	31	24	28	33	19	21				
ELL	7	26	19	11	33	28	17	27				13
AMI												
ASN												
BLK	18	30	38	20	25	31	11	29	74			
HSP	24	35	29	19	28	31	19	37				5
MUL	31	37		38	50		45					
PAC												
WHT	37	42	52	40	40	38	44	64	72			
FRL	21	31	38	23	28	31	16	34	70			13

Grade Level Data Review– State Assessments (pre-populated)
The data are raw data and include ALL students who tested at the school. This is not school grade data.
The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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
07	2023 - Spring	19%	40%	-21%	47%	-28%
08	2023 - Spring	14%	41%	-27%	47%	-33%
06	2023 - Spring	18%	38%	-20%	47%	-29%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	19%	43%	-24%	54%	-35%
07	2023 - Spring	27%	40%	-13%	48%	-21%
08	2023 - Spring	34%	45%	-11%	55%	-21%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	13%	35%	-22%	44%	-31%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	84%	52%	32%	50%	34%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	41%	63%	-22%	66%	-25%

III. Planning for Improvement

Data Analysis/Reflection
Answer the following reflection prompts after examining any/all relevant school data sources.

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

Lake Shore Middle has experienced a steady increase but still showed the lowest performance in core content areas of Science and English within the past two school years. Lake Shore Middle has experienced
a slight increase in proficiency in the following areas from prior years scores in the 22-23 school year: Mathematics (35%), English Language Arts (23%), Science (23%), and Social Studies (48%). Our lowest score is in English Language Arts. The performance scores was a direct result of instructional vacancies in English and the need for support for new teachers teaching English Language Arts.

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

The greatest need for improvement is in English Language Arts and Reading performance. Students at Lake Shore Middle score did not decline from prior years performance. Although there was no decline in student academic performance in proficiency. The overall performance is significantly lower overall in English Language Arts. Students at Lake Shore scored at 23% proficiency with students in the 6th grade scoring the lowest. One major contributing factor is student attendance.

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.

Reading performance had the greatest gap when compared to the state average.
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.

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

Mathematics proficiency was the area with the greatest increase (+12).
New actions included collaborating with a tutoring company to help support teachers in Math for 8th grade.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

One primary concern for Lake Shore Middle is students attendance.

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

Lake Shore Middle School highest priority for school improvement are creating vertical alignment in content areas for ELA to increase proficiency by 5% and move our lowest quartile to 50% proficiency.

Area of Focus
(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Instructional Practice specifically relating to Instructional Coaching/Professional Learning

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

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 22-23 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.
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. The primary focus of this area is the need to increase overall planning for instruction to increase rigor, increase opportunities for extended learning/reteaching, and ensure students understand lesson content.

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.
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. Lake Shore Middle will focus on instructional planning and instructional delivery of lessons.

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

Person responsible for monitoring outcome:

Jodi McClain (mcclainj1@duvalschools.org)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

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

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

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. Will also include book

studies.

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.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

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.

Leadership Team will attend the BSI Conference in Summer 2024 (funded by UniSIG)

Person Responsible: Latasha Bowens (clarkl2@duvalschools.org)

By When: June 2024

Supplemental Assistant Principal (funded by UniSIG) - Will provide additional administrative instructional support to content area teachers and work in coordination with the Middle School Region of Change Executive Directors to: 1) provide instructional support and corrective feedback focused on increasing student achievement and closing the achievement gap in tested grades; 2) serve as the lead of grade level ELA, Math, and Science Professional learning communities based upon school data reviews; 3) ensure alignment of the curriculum, instruction, and assessment processes to promote effective student performance; 4) support the effective use of benchmarks, learning, and expectations; 5) provide direct feedback measures to identified instructional staff to ensure accountability for all participants engaged in the educational process; and 6) support and promote a positive learning culture through job-embedded coaching of identified instructional staff in the application of best practices for increasing student achievement and standards mastery

Person Responsible: Latasha Bowens (clarkl2@duvalschools.org)

By When: Ongoing

Teachers will collaborate every Monday during PLC to discuss lesson planning, small group instructions, best practices, and engagement tools needed to support students in the classroom and that provide alignment to district curriculum.

Person Responsible: Trevor Clayton (claytont1@duvalschools.org)

By When: Ongoing beginning October 2023

#2. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

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 2023-2024 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 Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

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 Intervention:
Explain the rationale for selecting this specific 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.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

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.

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)

By When: May 31, 2024

Math Inteventionist (funded by UniSIG) will work with students in small groups on scaffolding math understanding and with identified teachers with planning and implementing lessons

Person Responsible: Evelyn Harding (hardinge1@duvalschools.org)

By When: May 31, 2024

Booming Learning Tutoring (funded by UniSIG) will assist during whole group instruciton and conduct small groups during the school day

Person Responsible: Latasha Bowens (clarkl2@duvalschools.org)

By When: May 31, 2024

#3. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

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 5 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:

Tia Thomas (thomast10@duvalschools.org)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

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 Intervention:
Explain the rationale for selecting this specific 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.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

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.

Reading Interventionist (funded by UniSIG) will focus on Tier 3 instruction and will conduct pull outs three times a week.
Interventionist will also identify Tier 3 teachers and provide direct support using a coaching cycle.

Person Responsible: Tia Thomas (thomast10@duvalschools.org)

By When: October 2023

#4. Positive Culture and Environment specifically relating to Other

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Lake Shore Middle School reviewed relevant school improvement data, including both qualitative and quantitative school-wide data sets of state testing, student/parent feedback from surveys, and staff feedback during the 22-23 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) Robotics and Drones.

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:

[no one identified]

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

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

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific 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.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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 and UniSIG funds will be used to add supplemental personnel or supplemental materials (STEAM Technology and Multi Media Kits) 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)

By When: May 31, 2024

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

Person Responsible: Latasha Bowens (clarkl2@duvalschools.org)

By When: May 31, 2024

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)

By When: May 31, 2024

CSI, TSI and ATSI Resource Review
Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

Duval County Public Schools has a tiered system of support to align interventions for CSI, TSI and ATSI schools. The first tier of support begins with the Superintendent's cabinet of executive leaders who represent all district departments (Human Resources, Academic Services, Division of Schools, Operations, Finance, Technology, etc.). At a minimum, this team meets on a weekly basis to develop, monitor, and implement the district's strategic plan initiatives. The next level of the tier branches out with the Chief of Schools who oversees the district's Division of Schools. Schools are divided by region (Elementary, Middle, High, and Turnaround/Fragile (ISI Region). Each region has a Regional Superintendent, Executive Directors, and Content Area Specialists who work to ensure that the support is aligned and implemented.

Ensuring adequate funding, resources, and support is available to CSI, TSI and ATSI schools is a driver for district-wide collaboration. To accomplish this, the Division of Schools works with multiple district departments to further tier support for CSI, TSI and ATSI schools.

This support includes but is not limited to the following:
>Academic Services provides curriculum support and additional content specialists for schools. Academic Services also oversees our district professional development department and coordinates professional development for instructional and non-instructional personnel.
>Title I – Coordinates the use of funds to best support the barriers that research has shown negatively impacts disadvantaged students. In addition, Title I provides professional development to teachers to improve their pedagogy.
>The Division of Schools conducts school visits that include instructional reviews and instructional walks. These visits occur on a weekly basis and serve as an opportunity to observe instructional delivery, student

learning, and provide feedback to school staff.
>Finance – Finance provides the funds to provide resources and the personnel needed to address individual school needs.
>Human Resources – Human Resources works to recruit quality personnel for our most needy schools. This includes a dedicated staffing team to our Turnaround School Region (ISI), priority hiring, and monitoring teacher VAM rating percentage by school. They also work with unions to collective bargain memorandums of understanding that provide for incentives, professional development, and additional strategies to address school needs.

Though the above examples are not comprehensive of all support provided to School Improvement schools, they do provide a snapshot of the layers of support that are available and used to improve student outcomes. Through this layered approach, the district's team along with each school's academic leadership team, teachers, staff, parents, and other stakeholders collaborate on methods of improvement and monitor implementation on a continuous basis.

Title I Requirements

Schoolwide Program Plan (SWP) Requirements
This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

Methods for dissemination of the SIP include a Family Planning and Engagement event that will be open to all parents, students, families, school staff, leadership team, local businesses, and organizations. Along with this event, there will be several opportunities where LSMS will host engagement Title 1 nights that include Open House, Math Night, ELA Night, and Curriculum Night. The SIP will be available in our parent resource room and on our school website. Parents will additionally be provided with a direct link during our family engagement conference. Copies of our SIP plan will be available at our family gallery walk and parents will have the opportunity to provide input into our SAC plan through survey.

https://dcps.duvalschools.org/LAKESHORE

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.
List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

The school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the schools's mission. The school will support students through consistent communication through weekly newsletters created by administration. To maintain a strong connection with families, the school plans also include several parent engagement opportunities throughout the school year after-school hours. Parents, stakeholders, and staff will have the opportunity to participate in our SAC/PTO meetings where decisions about our school will be made and information will be disseminated on an ongoing basis. This information will also be updated on our school website.

https://dcps.duvalschools.org/LAKESHORE

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii))

Lake Shore middle will increase core academic proficiency in math by 8 percentile points for the 2023-24 school year. The school performance goal is to have a continual increase each academic school year by an additional 5 percentile points. Lake Shore Middle Schools proficiency increase will be tracked through progress monitoring utilizing district assessments, common assessments, and progress monitoring assessments.

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

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. The measurable outcome for Lake Shore Middle is a 5 percentile increase in student perceptions of experiences of safety, support, and acceptance.This area will be monitored through the 5 Essentials reporting for school climate. 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). LSMS goal is to increase in all subjects areas and 50% proficiency for our lower quartile.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

n/a

Optional Component(s) of the Schoolwide Program Plan
Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

This upcoming school year, LSMS will have two full-time counselors and one part-time interventionist to provide school based counseling services. Our school based counselors case manage students by grade level to conduct weekly check in's and small group counseling to students in need of services. Our school based counseling team will utilize at risk student data to determine student need for support services. Teachers will also receive professional development in SEL to assist with students dealing with mental health issues or students with early warning indicators.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

Lake Shore Middle will increase CTE course offerings through implementation of program pathways (Architecture, Engineering, & Construction, Business Marketing (Media Design), and Computer Information systems (Gaming design). 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.

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

Lake Shore has implemented a schoolwide SEL program focusing on building classroom culture and communicating expectations for leadership behavior and academic learning. Additionally, Lake Shore Middle School has implemented RISE (Resilience, Integrity, Service, Excellence) to promote a positive school culture and build student capacity. LSMS will also provided Learning Strategies to SWD to provide in academic and career planning, including, but not limited to, the IEP, course selection, course of study, post secondary goals, and the transition process.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

Teachers will participate in professional learning during pre-planning through a district approved training starting August 2nd at YMLA to include Behavior and SEL, Lesson Planning, MTSS & ESE processes, Data analysis and implementation, Content specific training, and classroom management.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

n/a

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	**Area of Focus: Instructional Practice: Instructional Coaching/Professional Learning**				**$86,698.34**
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	6400	332	0691 - Lake Shore Middle School	UniSIG		$3,075.00
			Notes: BSI Conference: June 2023, Orlando, FL, 3 participants x $650 (hotel), 3 participants x $175 (travel), 3 participants x $200 (per diem) 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. Attending the conference allows for best practices to be learned for Tiering teachers and coaches, along with reviewing reading standards.			
	7300	130	0691 - Lake Shore Middle School	UniSIG	0.75	$59,650.00
			Notes: Supplemental Assistant Principal Salary - 3 positions to be shared by the UniSIG MIddle Schools (Dupont, Gilbert, Arlington and Lake Shore)			
	7300	200	0691 - Lake Shore Middle School	UniSIG		$23,973.34
			Notes: Supplemental Assistant Principal Benefits			
2	**III.B.**	**Area of Focus: Instructional Practice: Math**				**$171,090.00**
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	310	0691 - Lake Shore Middle School	UniSIG		$100,000.00
			Notes: Booming Learning Contract: 6 Mathematics Tutors and 4 English Language Arts Tutors, Monday-Fridays (4x/week) 9:30-4:15pm, 10 tutors x 6.25 hours/day @ $25.00/ hour = $1562.5/day			
	5100	120	0691 - Lake Shore Middle School	UniSIG	1.0	$51,203.00
			Notes: Math Interventionist Salary Interventionist will lead team meetings, PLC, along with provide instructional support within the classroom. 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.			
	5100	200	0691 - Lake Shore Middle School	UniSIG		$19,887.00
			Notes: Math Inteventionist Benefits			
3	**III.B.**	**Area of Focus: Instructional Practice: ELA**				**$71,090.00**
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	120	0691 - Lake Shore Middle School	UniSIG	1.0	$51,203.00
			Notes: Reading Interventionist Salary (VACANCY) Tia Thomas will focus on Tier 3 instruction and will conduct pull outs three times a week. Interventionist will also identify Tier 3 teachers and provide direct support using a coaching cycle.			
	5100	200	0691 - Lake Shore Middle School	UniSIG		$19,887.00
			Notes: Reading Interventionist Benefits			
4	**III.B.**	**Area of Focus: Positive Culture and Environment: Other**				**$20,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	648	0691 - Lake Shore Middle School	UniSIG		$10,000.00
			Notes: Custom STEAM Technology Kit: Gr 6-8 STEAM Course			
	5100	510	0691 - Lake Shore Middle School	UniSIG		$10,000.00

	Notes: Steam Multi Media Kits: Gr6-8 STEAM Course; Maker Space Lit, STEAM Media Kit, Maker Space Cart, Drone Learning Kit
Total:	**$348,878.34**

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No