

Duval County Public Schools

Lake Lucina Elementary School



2015-16 School Improvement Plan

Lake Lucina Elementary School

6527 MERRILL RD, Jacksonville, FL 32277

<http://www.duvalschools.org/lle>

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	71%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	72%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	D*	C	C	C

*Preliminary Informational Baseline School Grade

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan was approved by the Duval County School Board on 12/7/2015.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridaCIMS.org>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	8
8-Step Planning and Problem Solving Implementation	18
Goals Summary	18
Goals Detail	18
Action Plan for Improvement	23
Appendix 1: Implementation Timeline	35
Appendix 2: Professional Development and Technical Assistance Outlines	37
Professional Development Opportunities	38
Technical Assistance Items	40
Appendix 3: Budget to Support Goals	0

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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	Wayne Green
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Lake Lucina is committed to differentiating instruction to inspire our diverse population to reach their highest potential in our ever changing world.

Provide the school's vision statement

The Lake Lucina community will provide each student with solid academic and social skills to be successful in secondary education.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

The school conducts annual ELL meetings where parents are invited out to discuss academic concerns as it relates to their language, progress, test scores, and any assistance parents may need to better serve their child. During the month of February, Lake Lucina celebrates Black History. Each morning, a famous African American is presented during the morning announcements and their contribution to history are spotlight. As a culminating event, we have a school-wide Black History Program. In addition, our school will also host a school-wide multi-cultural fair to embrace and celebrate the many cultures within our school.

Describe how the school creates an environment where students feel safe and respected before, during and after school

The school's PBIS committee is in place to make sure students are in a safe learning environment. The team has a representative from each grade level. Student safety concerns are addressed here and systems are put in place. Students are also surveyed each year about safety at school. We currently have school-wide CHAMPs and each classroom implements the second step program. Our school counselor also does sessions on anti-bullying with each grade level and conducts activities for the bully free week. A school-wide discipline assembly is held at the beginning of each year to discuss the district's code of conduct and school expectations.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Our school begins by implementing school-wide CHAMPs. This is consistent throughout the building. We also have a progressive discipline plan in place. Students receive three incident reports before it progresses to a discipline referral. We also have a school-wide discipline card system in place. Students can go up or down on the chart. As a positive incentive, we have a student of the month incentive program in place. Students can be chosen based on behavior, attitude, leadership or academics. Students will be recognized for this achievement during the nine weeks awards ceremony. Their picture and narrative will be displayed on a bulletin board in the main hallway. A "caught being good" program will also be implemented as a school-wide positive behavior incentive. Lake Lucina also has a Positive Behavior Interventions and Support Plan (PBIS) in place to promote positive behavior school-wide.

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

We currently have a school counselor on site who sees students on an as needed basis. This can be one on one or group sessions. We have also teamed up with Terry Parker high school for the "Big sister, Big brother" mentoring program. A series of Title 1 parent nights are also scheduled throughout the year to focus on the academic needs of all students. Our school has also teamed up with Impact Church. They will provide mentors to assist our students monthly. Full Service Schools are also available for all students and their families to receive more extensive counseling if needed. Full Service provides free tax preparations, homework assistance and community services such as mobile health care and document shredding. In conjunction with this, our school receives on-site visits from the dental van for our students to receive free cleanings.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

Attendance: We have regularly scheduled attendance meetings with the teacher, counselor, truancy social worker, and parents to discuss absences and tardies. An attendance contract is developed and signed by parents and is monitored by truancy social worker, counselor, and teacher. The School Messenger System will be used to notify parents when students are absent from school. The school counselor and data entry clerk will collaborate with the District Attendance Officer and review monthly attendance reports and identify students who exhibit chronic absences. Parents will be contacted in order to schedule an Attendance meeting. We currently have a progressive discipline plan in place. Students must receive three incident reports before a referral is received. Other programs in place include school tutoring and the Big Brothers Big Sisters Program where high school students will come in and mentor our at risk students. Our Reading Interventionist will work with students who scored a level 1 on the statewide assessments and students who scored in the "red on I-Ready or Achieve.

Provide the following data related to the school's early warning system

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

Indicator	Grade Level				Total
	K	1	2	3	
Attendance below 90 percent	0	0	0	0	
One or more suspensions	0	0	0	0	
Course failure in ELA or Math	3	5	2	5	15
Level 1 on statewide assessment	0	0	0	0	

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

Conferences are set up with the parents, teachers, school counselor and administration. A plan is put in place as a safety net to improve academic performance as well as a school wide positive behavior plan.

Students who are not responding to the Core instruction will be referred to the Response to Intervention Team (RTI). The RTI Team will support teachers and provide assistance with the implementation of Tier II

and III instructional strategies and remediation, and analysis of data. After school tutoring is also in place as a safety net for students in need of academic remediation.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/50195>.

Description

A PIP has been uploaded for this school or district - see the link above.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Our school currently has a partnership with Impact Church. Tutors from the church will be assigned to each of our 2nd -5th grade classrooms. They will come weekly to assist our students with reading, homework and to provide mentoring opportunities to our students. Winn-Dixie is also a partner in education for Lake Lucina. Each year, Winn-Dixie hosts our Math Night at their store. They provide math opportunities for the students to locate and record the prices of items in their store during a fun-filled scavenger hunt. Winn-Dixie also provides gift cards and snacks for the students.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership:

Name	Title
Winfrey, Shirley	Principal
Meadows, Kechiera	Assistant Principal
Davis-Waters, Kimberly	Guidance Counselor
Thompson, Donna	Teacher, ESE
Duffield, Kimberly	Instructional Coach

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

Shirley Winfrey, Principal, provides a common vision, oversees data based decisions, ensures the school based team is implementing RtI, conducts assessment of RtI skills of school staff, ensures implementation of intervention support and documentation requirements, ensures adequate professional development to support RtI implementation, communicates with parents regarding school-based RtI plans and activities, and evaluates the progress of the RtI process at Lake Lucina Elementary. The Principal is also an active member of the shared decision making team. Kechiera Meadows, Assistant Principal, assists with overseeing data based decisions and ensuring the school based team implements RTI.

Kimberly Duffield, Reading Coach, guides the integrity of core reading instruction, participates in student data collection models and guides reading instruction through modeling, co-teaching, and coaching teachers.

Kimberly Davis-Waters, School Counselor, provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. She links community agencies to families to support the child's academic, behavioral, and social needs, monitors and evaluates the integrity of core guidance instruction, integrates core guidance instructional activities/materials into Tier 2 and Tier 3 guidance instruction, and provides intensive individual guidance instruction.

Donna Thompson, ESE Lead, provides the team and teachers with instructional supplemental and intensive research based programs that supports core instructional activities/materials in the Response to Intervention process. She also provides input to the teachers and team of differentiated strategies and accommodations that will assist the students in the learning environment.

Florida Dix, Reading Interventionist, participates in student data collection, assists in determining the need for further assessment, supports core instructional activities/materials into Tier 2 and/or Tier 3 instruction, and collaborates with general education teachers.

Each member is an important player of the schools decisions making process.

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

The RtI Leadership team will focus meetings around the following academic and behavioral areas: Disaggregating and reviewing academic as well as discipline data and strategies to enhance the instructional delivery in all classrooms.

The RtI Leadership Team will meet once a month to engage in the following activities: Review universal screening data to assess students' academic progress and evaluate the effectiveness of instruction in the school; review current data at grade and classroom level to identify students who are meeting/exceeding benchmarks, and identify those students at moderate risk or at high risk for not meeting benchmarks. The team will also collaborate regularly with the Leadership team and the Literacy Team to problem solve, share effective practices, evaluate implementation, and make decisions.

In addition to their oversight work, the RtI Team collaborates with other PLC groups to answer these questions:

- What do we want to accomplish?
- What evidence will demonstrate that we met the goal?
- What experience and activities will we use to achieve the goal?

The team will meet one Monday a month to address individual student concerns with the classroom teacher

Services are provided through Title 1 to ensure students requiring additional remediation are assisted

through before and after-school tutoring programs. Several title 1 nights are planned monthly to provide make and take activities for parents. These activities are provided in order for parents to assist with instruction at home.

The district coordinates with Title I to ensuring staff development needs are provided. The district also receives funds to support homeless families and assigns students to schools based on need.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Shirley Winfrey	Principal
Misty Biruk	Education Support Employee
Lisa Martin	Teacher
Thomasina Blackshear	Parent
Rickelle Love	Parent
Minnie Griffin	Parent
Rey Guterrez	Business/Community
Latanea Baxter	Education Support Employee
Paulette Guierrez	Business/Community
Mary Calcagni	Business/Community
Kelly Singer	Teacher
Jeremiah Pierce	Parent
Brandy Flood	Teacher
Hank Meissner	Teacher

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

Our SAC committee convened monthly to consistently review the School Improvement plan and to make sure we were on the right track. Each meeting, we would review a different portion of the plan and suggestions were made at that time for improvement as needed.

Development of this school improvement plan

SAC committee reviewed the previous year's plan and made suggestions for improvement. The faculty Vertical Learning Communities for Reading, Math, Writing, and Science also review each area of the plan and give input for the new year. Each year, the School Advisory Council is provided the opportunity to work collaboratively with the principal and staff members to develop goals and objectives and identify strategies for school improvement. Throughout the school-year, SAC members participate in a variety of activities that are designed to monitor and adjust SIP objectives and goals as needed.

Preparation of the school's annual budget and plan

Each year, the principal works with our Shared Decision Making Team and SAC Members to discuss and review our annual school budget allocation and plan. SAC Members are provided an opportunity

to share their input in the budget process and make suggested on the use of School Improvement Funds, This year, the SAC committee met in September to review this year's annual budget and to make suggestions as needed for this year's School Improvement Plan.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

SAC funds will be used to support our end of the year reading celebration for all students and to provide after school tutoring in the area of Science. (\$3,588.17)

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership:

Name	Title
Winfrey, Shirley	Principal
Meadows, Kechiera	Assistant Principal
Ramsey , Catherine	Teacher, K-12
Duffield, Kimberly	Instructional Coach
Tankard , Tenika	Teacher, K-12
Parm, Jessica	Teacher, K-12
Schellenberg, Ashley	Teacher, K-12
Phillips, Kimberly	Teacher, K-12
Singer, Kelly	Teacher, K-12
Baumeister, Leslie	Teacher, K-12
Hagat, Natalie	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The Literacy team comes up with strategies to increase our gains in reading. The team also assists with the planning of parent nights for literacy. The Literacy Leadership Team will provide in-depth professional development for K-5 teachers on the Florida State Standards (FSS), Four Pillars of Excellent Instruction and implementation of small group and differentiated literacy instruction. Professional development will be implemented on Early Release Days and during weekly VLC meetings. The team consists of a representative from each grade level as well as the school reading coach. Our focus is to ensure that the 4 pillars are implemented with fidelity throughout the curriculum and to review and give input on tier 2 and 3 support within the school.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

When planning the master schedule for the year, we work to ensure that teachers have common times within their schedules in order to plan as they see fit. Also, once a month during early release, we attempt to implement a team building activity to boost morale. The second early release each month is also extended in order for grade levels to collaborate and discuss data.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

An interview team is constructed to ask detailed questions in order to recruit highly qualified candidates. Resumes are reviewed in depth prior to scheduled interview. Once hired, regular meetings of new teachers with the Principal and Professional Development Facilitator (PDF) are scheduled. Once hired, novice teachers are then partnered with CET trained mentors. As a way to retain highly qualified teachers and staff; in-service training is provided through Professional Learning Community meetings and during Early Release Day professional development sessions. District Specialist and school based coaches assist teachers with collaborative planning, accessing resources and support with instructional delivery. Professional development goals and objectives are directly correlated with our School Improvement Plan and is reviewed during weekly Leadership Team Meetings. Leadership conducts formal and informal observations, reviews lesson plans regularly, and also conducts periodic focus walks. In addition, teachers are provided feedback and support through the Collaborative Assessment System for Teachers (CAST).

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

All first year/novice teachers are required to participate in and complete all components of the DCPS MINT (Mentoring and Introduction for Novice Teachers) Program. Novice teachers and their Mentors will meet weekly to discuss evidence-based strategies for each domain of the teacher evaluation. The mentor is given time to observe the new teachers. Time is also provided for the new teacher to receive feedback and coaching from their mentor teacher. The mentor and new teacher will establish time to plan lessons based upon feedback from collegial observations. Instructional Coaches will also model lessons using reading and writing strategies to teach Language Arts concepts, as well as, Math and Science strategies.

Novice Teachers are paired with CET trained mentors. This pairing is normally done with a mentor on the same grade level if available. They meet weekly to debrief and answer any questions the novice teacher might have. There are also monthly meetings with the Principal, Professional Development Facilitator (PDF) and the novice teacher to check in and discuss any questions or concerns

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Each year, the district identifies administrators and teachers to participate in a review of instructional materials that are aligned with Florida State Standards. All curriculum and instructional materials are then approved and a list of resources are provided to schools to use as a guide for the core instruction. Classroom and course schedules are directly aligned to the State of Florida Course Code Directory, Florida State Standards, and Duval County Public Schools Instructional Framework for Learning. Teachers then use these curriculum guides and the curriculum guide assessments to ensure that the core instructional programs are aligned with the Florida Standards.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Teachers utilize data from the District Curriculum Guide Assessments, Achieve 3000, DAR, and I Ready to design, implement, and evaluate focus lessons as well as whole group instruction. Data is further used to differentiate and provide small group instruction in addition to Tier II and Tier III interventions based on the needs of individual students. Teachers review the data and uses it to drive instruction . After the data is reviewed, teachers divide students into small groups to provide differentiated, small group instruction based on the needs of the students. These skills are targeted during guided reading, guided math and center time. Each group contains a skill which has been differentiated to meet the needs of all students. As a school, the second early release includes extended time which we use to analyze student data and plan additional safety nets for our students.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year: 2,340

Before and after school tutoring.

Strategy Rationale

Bottom quartile and bubble students are targeted to receive additional instruction before and after school to assist them in their areas of need.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Winfrey, Shirley, winfreys@duvalschools.org

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Students before school will be working on I-Ready reading /math as well as Achieve 3000 in the computer lab. Reports will be pulled throughout the year to analyze the effectiveness of this strategy. After school, teachers will target the weaker skills that are an area of need for these students. Achieve 3000 will be used as a support in reading for after school tutoring. Teachers will also perform weekly assessments and classroom observations to determine the effectiveness of this strategy. We will use classroom performance. progress reports, and Performance Matters data to analyze the effectiveness.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

VPK classes are offered this school year within our school. These students will also have several opportunities to visit Kindergarten classrooms throughout the year. Fifth grade students transitioning

from Lake Lucina Elementary to middle school tour their projected neighborhood schools. Students are exposed to clubs, activities, academic and behavioral expectations, building layout and climate.

College and Career Readiness

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

Lake Lucina faculty, staff, and students participate in Jacksonville Goes to College Week. Students are exposed to various college and universities through faculty and staff sharing their own educational experiences. Faculty and staff wear attire from their alma mater or favorite college or fly your favorite college pennant. Students are also exposed to college awareness through DCPS approved guidance curriculum where they link careers to college majors and college choices. Students learn how education is linked to monetary earnings. Students also have received information about essay writing contest (state, city, private) that may lead to college scholarships.

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

Through DCPS guidance curriculum, students are exposed to vocational education to earn certification for numerous occupations. Students link their interest to subject areas and career clusters.

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

Through DCPS guidance curriculum students are exposed to how subject areas are linked to career or occupations. Student learn about career clusters and how they are connected to subject area and interest. Students are also exposed to vocational education to learn a trade or skill. Students are exposed to careers in their local community.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

Students are prepared for post secondary education through the DCPS guidance curriculum. Students learn that career clusters are linked to subject area. Based upon those subject area post secondary education may be required. Students are also exposed to information on scholarship programs, post secondary local, and state intuitions, and vocational institutions.

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

.

Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If we increase explicit writing instruction in grades K-3 through vertical articulation school-wide, then we will see an improvement in student writing performance in FSA for grades 4 and 5.
- G2.** If teachers consistently use hands-on investigations and instruction in Science across the grade levels , then we will see an improvement in student proficiency on the Science FCAT 2.0
- G3.** If we ensure the implementation and understanding of the 4 pillars of instruction in all classrooms, then student proficiency in Reading will increase.
- G4.** If we increase the effectiveness of school-wide rituals, routines and positive behavioral strategies then the number of behavior referrals and incident reports will decrease.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. If we increase explicit writing instruction in grades K-3 through vertical articulation school-wide, then we will see an improvement in student writing performance in FSA for grades 4 and 5. **1a**

 G071780

Targets Supported **1b**

Indicator	Annual Target
ELA Achievement District Assessment	50.0

Resources Available to Support the Goal **2**

- Principal and Assistant Principal District ELA Specialist ELA Lead School Reading Coach District Curriculum Guide/Lesson Guide Curriculum test item specifications

Targeted Barriers to Achieving the Goal **3**

- No consistency in writing instruction in the primary grades (K-3).
- Lack of solid writing background in primary grades.

Plan to Monitor Progress Toward G1. **8**

Baseline writing samples, writing prompts and journals

Person Responsible

Shirley Winfrey


Schedule

On 6/10/2016

Evidence of Completion

Signed report cards, progress reports. admin. walk-through form and student journals.

G2. If teachers consistently use hands-on investigations and instruction in Science across the grade levels , then we will see an improvement in student proficiency on the Science FCAT 2.0 **1a**

 G071781

Targets Supported **1b**

Indicator	Annual Target
Science Achievement District Assessment	50.0

Resources Available to Support the Goal **2**

- District Science Specialist Gizmos Study Jams Professional Development Monthly regional Science Meetings Principal and Assistant Principal

Targeted Barriers to Achieving the Goal **3**

- Lack of consistent Science instruction on all grades.

Plan to Monitor Progress Toward G2. **8**

Proficient scores on the assessments and CGAs.

Person Responsible

Kechiera Meadows

Schedule

Quarterly, from 10/1/2015 to 3/11/2016

Evidence of Completion

Performance Matters data reports and classroom rubrics.

G3. If we ensure the implementation and understanding of the 4 pillars of instruction in all classrooms, then student proficiency in Reading will increase. 1a

G071782

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	67.0

Resources Available to Support the Goal 2

- District Specialist
- School Based Literacy Coach
- Interactive word walls
- Interactive journals
- ESE teacher and reading interventionist
- Professional Development

Targeted Barriers to Achieving the Goal 3

- Changes in the Curriculum
- Students reading below grade level.

Plan to Monitor Progress Toward G3. 8

Consistent I-Ready use, Achieve 3000 usage and admin. walk throughs

Person Responsible

Shirley Winfrey

Schedule

Quarterly, from 9/11/2015 to 6/10/2016

Evidence of Completion

Data and assessment review

G4. If we increase the effectiveness of school-wide rituals, routines and positive behavioral strategies then the number of behavior referrals and incident reports will decrease. 1a

G071783

Targets Supported 1b

Indicator	Annual Target
Discipline incidents	10.0

Resources Available to Support the Goal 2

- Classroom Teachers Principal Assistant Principal

Targeted Barriers to Achieving the Goal 3

- Lack of consistent implementation of CHAMPs.

Plan to Monitor Progress Toward G4. 8

Improvement in student behavior

Person Responsible

Kechiera Meadows

Schedule

Weekly, from 8/24/2015 to 6/10/2016

Evidence of Completion

Decrease in the number of behavioral incidents and referrals written.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key


G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. If we increase explicit writing instruction in grades K-3 through vertical articulation school-wide, then we will see an improvement in student writing performance in FSA for grades 4 and 5. **1**

 G071780

G1.B1 No consistency in writing instruction in the primary grades (K-3). **2**

 B187125

G1.B1.S1 Teacher participation in professional development that focuses on writing throughout the content area. **4**

 S198569

Strategy Rationale

Teachers will be more aware of district wide expectations and they will be better equipped to integrate writing into other content areas.

Action Step 1 **5**

Professional development on writing throughout the content.

Person Responsible

Shirley Winfrey

Schedule

On 10/8/2015

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Administrative walkthroughs to observe writing in all classrooms.

Person Responsible

Shirley Winfrey

Schedule

Weekly, from 10/14/2015 to 6/9/2016

Evidence of Completion

Writing Journals and samples of student writing pieces.

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Revisiting writing during common planning times and frequently analyzing student work.

Person Responsible

Kechiera Meadows

Schedule

Weekly, from 10/14/2015 to 6/10/2016

Evidence of Completion

Common planning agendas and notes

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Principal and Assistant Principal will monitor conference logs to ensure data chats are taking place with students.

Person Responsible

Shirley Winfrey

Schedule

Weekly, from 9/22/2014 to 6/5/2015

Evidence of Completion

Conference logs and walk through by administration.


Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Person Responsible

Schedule

Evidence of Completion

G1.B2 Lack of solid writing background in primary grades. 2

 B187126

G1.B2.S1 Tutoring for bottom quartile students. 4

 S198571

Strategy Rationale

Additional assistance in the subject matter will increase student achievement.

Action Step 1 5

After-school tutoring for bottom quartile students in writing.

Person Responsible

Kechiera Meadows

Schedule

On 2/26/2016

Evidence of Completion

Attendance rosters and informal assessments

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Attendance rosters

Person Responsible

Kechiera Meadows

Schedule

Weekly, from 1/4/2016 to 2/26/2016

Evidence of Completion

Performance matters data, informal assessments and writing samples

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Attendance rosters

Person Responsible

Kechiera Meadows

Schedule

On 2/19/2016

Evidence of Completion

Performance matters data, informal assessments and writing samples

G1.B2.S2 Implementation of a breakfast writing club. 4

 S198572

Strategy Rationale

The writing club will assist students with the components in writing where they are weak.

Action Step 1 5

Weekly agendas/meetings with the reading coach and 4th grade ELA teachers.

Person Responsible

Shirley Winfrey

Schedule

Weekly, from 9/28/2015 to 2/19/2016

Evidence of Completion

Agendas, writing prompts and walkthroughs

Plan to Monitor Fidelity of Implementation of G1.B2.S2 6

Weekly agendas/meetings with the reading coach and 4th grade ELA teachers.

Person Responsible

Shirley Winfrey

Schedule

Weekly, from 9/28/2015 to 2/19/2016

Evidence of Completion

Student writing samples

Plan to Monitor Effectiveness of Implementation of G1.B2.S2 7

Increase in district writing prompt scores.

Person Responsible

Shirley Winfrey

Schedule

Quarterly, from 9/28/2015 to 2/19/2016


Evidence of Completion

Writing samples and prompt scores.

G2. If teachers consistently use hands-on investigations and instruction in Science across the grade levels , then we will see an improvement in student proficiency on the Science FCAT 2.0 1

 G071781

G2.B1 Lack of consistent Science instruction on all grades. 2

 B187127

G2.B1.S3 After-school tutoring 4

 S198575

Strategy Rationale

Provides more one on one instruction in the areas of deficiency.

Action Step 1 5

After school tutoring will be provided to students to target deficiency areas.

Person Responsible

Kechiera Meadows

Schedule

Biweekly, from 11/23/2015 to 3/17/2016

Evidence of Completion

Attendance rosters and informal assessments

Plan to Monitor Fidelity of Implementation of G2.B1.S3 6

Attendance Rosters

Person Responsible

Kechiera Meadows

Schedule

Weekly, from 11/23/2015 to 3/17/2016

Evidence of Completion

Performance matters data and informal assessments

Plan to Monitor Effectiveness of Implementation of G2.B1.S3 7

Attendance Rosters

Person Responsible

Kechiera Meadows

Schedule

On 3/17/2016

Evidence of Completion

Performance matters data and informal assessments

G3. If we ensure the implementation and understanding of the 4 pillars of instruction in all classrooms, then student proficiency in Reading will increase. 1

G071782

G3.B1 Changes in the Curriculum 2

B187128

G3.B1.S1 On-going Professional Development for teachers on implementing the new curriculum. 4

S198576

Strategy Rationale

The curriculum is new to all teachers and assistance with planning and roll-out is needed to ensure consistent implementation across the grade levels.

Action Step 1 5

Professional development sessions during common planning to focus on individual grade level needs.

Person Responsible

Shirley Winfrey

Schedule

Weekly, from 8/31/2015 to 6/10/2016

Evidence of Completion

Attendance roster and feedback form collected from professional development session participants

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Common planning agendas, classroom walk-throughs and CAST observations by administration.

Person Responsible

Shirley Winfrey

Schedule

Biweekly, from 8/31/2015 to 6/10/2016

Evidence of Completion

Feedback from classroom walk-throughs and CAST observation notes.

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Classroom walk-throughs and CAST observations by administration.

Person Responsible

Shirley Winfrey


Schedule

Biweekly, from 8/31/2015 to 6/10/2016

Evidence of Completion

Feedback from classroom walk-throughs and CAST observation notes.

G3.B2 Students reading below grade level. 2

 B187129

G3.B2.S1 After-School Tutoring 4

 S198577

Strategy Rationale

To improve students reading proficiency.

Action Step 1 5

Implement after-school tutoring for bottom quartile students in grades 3-5.

Person Responsible

Kechiera Meadows

Schedule

Biweekly, from 11/9/2015 to 3/17/2016

Evidence of Completion

Attendance rosters and informal assessments

Plan to Monitor Fidelity of Implementation of G3.B2.S1 6

Attendance rosters

Person Responsible

Kechiera Meadows

Schedule

Weekly, from 11/23/2015 to 3/17/2016

Evidence of Completion

Performance matters data and informal assessments

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 7

Attendance rosters

Person Responsible

Kechiera Meadows

Schedule

Weekly, from 11/23/2015 to 3/17/2016

Evidence of Completion

Performance matters data and informal assessments

G3.B2.S2 Small group instruction 4

S198578

Strategy Rationale

To provide differentiated instruction to focus on individual student needs.

Action Step 1 5

Small group sessions with the Reading Interventionist and Reading Coach

Person Responsible

Shirley Winfrey

Schedule

Weekly, from 9/11/2015 to 6/10/2016

Evidence of Completion

Informal assessment data and attendance rosters

Plan to Monitor Fidelity of Implementation of G3.B2.S2 6

Weekly meeting with the Reading Interventionist and Reading Coach

Person Responsible

Shirley Winfrey

Schedule

On 6/10/2016

Evidence of Completion

Performance matters data and informal assessments

Plan to Monitor Effectiveness of Implementation of G3.B2.S2 7

Weekly meeting with the Reading Interventionist and Reading Coach

Person Responsible

Shirley Winfrey

Schedule

Weekly, from 9/11/2015 to 6/10/2016

Evidence of Completion

Performance matters data

G3.B2.S3 Computer lab sessions before school for I-Ready and Achieve 4

 S198579

Strategy Rationale

To improve student reading proficiency.

Action Step 1 5

Implement morning computer lab sessions in I-Ready and Achieve

Person Responsible

Kechiera Meadows

Schedule

Weekly, from 9/21/2015 to 6/10/2016

Evidence of Completion

Attendance rosters and I-Ready/Achieve reports

Plan to Monitor Fidelity of Implementation of G3.B2.S3 6

Attendance Rosters

Person Responsible

Kechiera Meadows

Schedule

Weekly, from 9/21/2015 to 6/10/2016

Evidence of Completion

Attendance rosters and I-Ready/Achieve reports

Plan to Monitor Effectiveness of Implementation of G3.B2.S3 7

Attendance Rosters

Person Responsible

Kechiera Meadows

Schedule

On 9/21/2015


Evidence of Completion

Attendance rosters and I-Ready/Achieve reports

G4. If we increase the effectiveness of school-wide rituals, routines and positive behavioral strategies then the number of behavior referrals and incident reports will decrease. 1

 G071783

G4.B1 Lack of consistent implementation of CHAMPs. 2

 B187132

G4.B1.S1 Provide several professional development opportunities on CHAMPs 4

 S198581

Strategy Rationale

To decrease the number of incident reports and behavior referrals written.

Action Step 1 5

CHAMPs professional development for teachers.

Person Responsible

Kechiera Meadows

Schedule

On 10/7/2015

Evidence of Completion

CHAMPs posters visible in classrooms and improvement in student behavior.

Action Step 2 5

Consistent Implementation of the Positive School Wide Behavior Plan

Person Responsible

Kechiera Meadows

Schedule

Biweekly, from 8/24/2015 to 6/10/2016

Evidence of Completion

Classroom observations, Discipline Referral Data and Positive Rewards Board ("Caught Being Good")

Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

Consistent implementation of CHAMPs procedures

Person Responsible

Kechiera Meadows

Schedule

Biweekly, from 8/24/2015 to 6/10/2016

Evidence of Completion

Walkthroughs and observations

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7

Improvement in student behavior.

Person Responsible

Kechiera Meadows

Schedule

Daily, from 8/24/2015 to 6/10/2016

Evidence of Completion

Number of behavior incidents and referrals written; conduct grades.

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Duval - 0851 - Lake Lucina Elementary School - 2015-16 SIP
Lake Lucina Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Professional development on writing throughout the content.	Winfrey, Shirley	10/8/2015		10/8/2015 one-time
G1.B2.S1.A1	After-school tutoring for bottom quartile students in writing.	Meadows, Kechiera	1/4/2016	Attendance rosters and informal assessments	2/26/2016 one-time
G1.B2.S2.A1	Weekly agendas/meetings with the reading coach and 4th grade ELA teachers.	Winfrey, Shirley	9/28/2015	Agendas, writing prompts and walkthroughs	2/19/2016 weekly
G2.B1.S3.A1	After school tutoring will be provided to students to target deficiency areas.	Meadows, Kechiera	11/23/2015	Attendance rosters and informal assessments	3/17/2016 biweekly
G3.B1.S1.A1	Professional development sessions during common planning to focus on individual grade level needs.	Winfrey, Shirley	8/31/2015	Attendance roster and feedback form collected from professional development session participants	6/10/2016 weekly
G3.B2.S1.A1	Implement after-school tutoring for bottom quartile students in grades 3-5.	Meadows, Kechiera	11/9/2015	Attendance rosters and informal assessments	3/17/2016 biweekly
G3.B2.S2.A1	Small group sessions with the Reading Interventionist and Reading Coach	Winfrey, Shirley	9/11/2015	Informal assessment data and attendance rosters	6/10/2016 weekly
G3.B2.S3.A1	Implement morning computer lab sessions in I-Ready and Achieve	Meadows, Kechiera	9/21/2015	Attendance rosters and I-Ready/ Achieve reports	6/10/2016 weekly
G4.B1.S1.A1	CHAMPs professional development for teachers.	Meadows, Kechiera	10/7/2015	CHAMPs posters visible in classrooms and improvement in student behavior.	10/7/2015 one-time
G4.B1.S1.A2	Consistent Implementation of the Positive School Wide Behavior Plan	Meadows, Kechiera	8/24/2015	Classroom observations, Discipline Referral Data and Positive Rewards Board ("Caught Being Good")	6/10/2016 biweekly
G1.MA1	Baseline writing samples, writing prompts and journals	Winfrey, Shirley	10/14/2015	Signed report cards, progress reports. admin. walk-through form and student journals.	6/10/2016 one-time
G1.B1.S1.MA1	Revisiting writing during common planning times and frequently analyzing student work.	Meadows, Kechiera	10/14/2015	Common planning agendas and notes	6/10/2016 weekly
G1.B1.S1.MA1	Administrative walkthroughs to observe writing in all classrooms.	Winfrey, Shirley	10/14/2015	Writing Journals and samples of student writing pieces.	6/9/2016 weekly
G1.B2.S1.MA1	Attendance rosters	Meadows, Kechiera	1/4/2016	Performance matters data, informal assessments and writing samples	2/19/2016 one-time
G1.B2.S1.MA1	Attendance rosters	Meadows, Kechiera	1/4/2016	Performance matters data, informal assessments and writing samples	2/26/2016 weekly
G1.B1.S2.MA1	[no content entered]			one-time	
G1.B1.S2.MA1	Principal and Assistant Principal will monitor conference logs to ensure data chats are taking place with students.	Winfrey, Shirley	9/22/2014	Conference logs and walk through by administration.	6/5/2015 weekly
G1.B2.S2.MA1	Increase in district writing prompt scores.	Winfrey, Shirley	9/28/2015	Writing samples and prompt scores.	2/19/2016 quarterly
G1.B2.S2.MA1	Weekly agendas/meetings with the reading coach and 4th grade ELA teachers.	Winfrey, Shirley	9/28/2015	Student writing samples	2/19/2016 weekly
G2.MA1	Proficient scores on the assessments and CGAs.	Meadows, Kechiera	10/1/2015	Performance Matters data reports and classroom rubrics.	3/11/2016 quarterly
G2.B1.S3.MA1	Attendance Rosters	Meadows, Kechiera	11/23/2015	Performance matters data and informal assessments	3/17/2016 one-time
G2.B1.S3.MA1	Attendance Rosters	Meadows, Kechiera	11/23/2015	Performance matters data and informal assessments	3/17/2016 weekly
G3.MA1	Consistent I-Ready use, Achieve 3000 usage and admin. walk throughs	Winfrey, Shirley	9/11/2015	Data and assessment review	6/10/2016 quarterly
G3.B1.S1.MA1	Classroom walk-throughs and CAST observations by administration.	Winfrey, Shirley	8/31/2015	Feedback from classroom walk-throughs and CAST observation notes.	6/10/2016 biweekly
G3.B1.S1.MA1	Common planning agendas, classroom walk-throughs and CAST observations by administration.	Winfrey, Shirley	8/31/2015	Feedback from classroom walk-throughs and CAST observation notes.	6/10/2016 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B2.S1.MA1	Attendance rosters	Meadows, Kechiera	11/23/2015	Performance matters data and informal assessments	3/17/2016 weekly
G3.B2.S1.MA1	Attendance rosters	Meadows, Kechiera	11/23/2015	Performance matters data and informal assessments	3/17/2016 weekly
G3.B2.S2.MA1	Weekly meeting with the Reading Interventionist and Reading Coach	Winfrey, Shirley	9/11/2015	Performance matters data	6/10/2016 weekly
G3.B2.S2.MA1	Weekly meeting with the Reading Interventionist and Reading Coach	Winfrey, Shirley	9/11/2015	Performance matters data and informal assessments	6/10/2016 one-time
G3.B2.S3.MA1	Attendance Rosters	Meadows, Kechiera	9/21/2015	Attendance rosters and I-Ready/ Achieve reports	9/21/2015 one-time
G3.B2.S3.MA1	Attendance Rosters	Meadows, Kechiera	9/21/2015	Attendance rosters and I-Ready/ Achieve reports	6/10/2016 weekly
G4.MA1	Improvement in student behavior	Meadows, Kechiera	8/24/2015	Decrease in the number of behavioral incidents and referrals written.	6/10/2016 weekly
G4.B1.S1.MA1	Improvement in student behavior.	Meadows, Kechiera	8/24/2015	Number of behavior incidents and referrals written; conduct grades.	6/10/2016 daily
G4.B1.S1.MA1	Consistent implementation of CHAMPs procedures	Meadows, Kechiera	8/24/2015	Walkthroughs and observations	6/10/2016 biweekly

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. If we increase explicit writing instruction in grades K-3 through vertical articulation school-wide, then we will see an improvement in student writing performance in FSA for grades 4 and 5.

G1.B1 No consistency in writing instruction in the primary grades (K-3).

G1.B1.S1 Teacher participation in professional development that focuses on writing throughout the content area.

PD Opportunity 1

Professional development on writing throughout the content.

Facilitator

Kimberly Duffield/Reading Coach

Participants

All teachers

Schedule

On 10/8/2015

G1.B2 Lack of solid writing background in primary grades.

G1.B2.S2 Implementation of a breakfast writing club.

PD Opportunity 1

Weekly agendas/meetings with the reading coach and 4th grade ELA teachers.

Facilitator

Kimberly Duffield (Reading Coach) and Tenika Tankard (4th Grade ELA teacher)

Participants

All 4th grade students

Schedule

Weekly, from 9/28/2015 to 2/19/2016

G3. If we ensure the implementation and understanding of the 4 pillars of instruction in all classrooms, then student proficiency in Reading will increase.

G3.B1 Changes in the Curriculum

G3.B1.S1 On-going Professional Development for teachers on implementing the new curriculum.

PD Opportunity 1

Professional development sessions during common planning to focus on individual grade level needs.

Facilitator

Kimberly Duffield (Reading Coach), Shirley Winfrey(Principal), Kechiera Meadows(Assistant Principal) and Lead teachers (ELA and Math).

Participants

All teachers

Schedule

Weekly, from 8/31/2015 to 6/10/2016

G4. If we increase the effectiveness of school-wide rituals, routines and positive behavioral strategies then the number of behavior referrals and incident reports will decrease.

G4.B1 Lack of consistent implementation of CHAMPs.

G4.B1.S1 Provide several professional development opportunities on CHAMPs

PD Opportunity 1

CHAMPs professional development for teachers.

Facilitator

Principal Assistant Principal Foundations/PBIS Team District Personal

Participants

All staff members

Schedule

On 10/7/2015

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget

Budget Data						
1	G1.B1.S1.A1	Professional development on writing throughout the content.				\$0.00
2	G1.B2.S1.A1	After-school tutoring for bottom quartile students in writing.				\$0.00
3	G1.B2.S2.A1	Weekly agendas/meetings with the reading coach and 4th grade ELA teachers.				\$0.00
4	G2.B1.S3.A1	After school tutoring will be provided to students to target deficiency areas.				\$0.00
5	G3.B1.S1.A1	Professional development sessions during common planning to focus on individual grade level needs.				\$0.00
6	G3.B2.S1.A1	Implement after-school tutoring for bottom quartile students in grades 3-5.				\$3,588.17
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	5900	100-Salaries	0851 - Lake Lucina Elementary School	School Improvement Funds		\$3,588.17
7	G3.B2.S2.A1	Small group sessions with the Reading Interventionist and Reading Coach				\$0.00
8	G3.B2.S3.A1	Implement morning computer lab sessions in I-Ready and Achieve				\$0.00
9	G4.B1.S1.A1	CHAMPs professional development for teachers.				\$0.00
10	G4.B1.S1.A2	Consistent Implementation of the Positive School Wide Behavior Plan				\$0.00
					Total:	\$3,588.17