

Duval County Public Schools

Lake Lucina Elementary School



2016-17 Schoolwide Improvement Plan

Lake Lucina Elementary School

6527 MERRILL RD, Jacksonville, FL 32277

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

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	71%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	D	D*	C	C

**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 is pending approval by the Duval County School Board.

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 a monitoring status of "Former F" (see page 4). 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>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Lake Lucina Elementary School

DA Region and RED	DA Category and Turnaround Status
Northeast - Cassandra Brusca	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. 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.

b. 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.

2. School Environment

a. 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. Teachers are continually building relationships inside of the classrooms by utilizing various protocols that encourage team building.

b. 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.

c. 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.

d. 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.

3. Early Warning Systems

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

a. 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.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	2	16	11	17	6	11	0	0	0	0	0	0	0	63
One or more suspensions	9	11	0	1	6	4	0	0	0	0	0	0	0	31
Course failure in ELA or Math	4	7	0	7	1	1	0	0	0	0	0	0	0	20
Level 1 on statewide assessment	0	0	0	10	10	28	0	0	0	0	0	0	0	48

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

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

c. 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.

B. Family and Community Engagement

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

1. 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. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

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

2. Description

See Parent Involvement Plan

2. 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, St. Matthews and Jacksonville University. Tutors from the church are assigned to 2nd -5th grade classrooms to work one on one with students. They will come weekly to assist our students with reading, homework and to provide mentoring opportunities to our students. St. Matthews provides our students who are in need of food items for the weekend, backpacks of food through a program called Micah's Backpack. 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. Jacksonville University's soccer team is also a community partner with Lake Lucina. They assist us with whatever we are in need of.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

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

Name	Title
Winfrey, Shirley	Principal
Meadows, Kechiera	Assistant Principal
Thompson, Donna	Teacher, ESE
Parker, Kimberly	Instructional Coach
Thorne, Nyeika	Instructional Coach
Wyler, Linda	School Counselor
Dix, Florida	Other
Trusty, Gretchen	Other

b. Duties

1. 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 Rtl, conducts assessment of Rtl skills of school staff, ensures implementation of intervention support and documentation requirements, ensures adequate professional development to support Rtl implementation, communicates with parents regarding school-based Rtl plans and activities, and evaluates the progress of the Rtl 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 Parker, Reading Coach, guides the integrity of core reading instruction, participates in student data collection models and guides reading instruction through modeling, co-teaching, and providing assistance after school through curriculum focus groups with primary and intermediate Reading teachers.

Nyeika Thorne, Math Coach, guides the integrity of core math instruction by modeling for teachers, co-teaching and providing assistance afterschool through curriculum focus groups with primary and intermediate Math teachers.

Linda Wyler, 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 and Gretchen Trusty, Reading Interventionists, participate 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.

2. 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 once 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.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Shirley Winfrey	Principal
Misty Biruk	Education Support Employee
Lisa Martin	Teacher
Minnie Griffin	Parent
Rey Guiterrez	Business/Community
Latanea Baxter	Education Support Employee
Paulette Guierrez	Business/Community
Eve Harm	Business/Community
Kelly Singer	Teacher
Jeremiah Pierce	Parent
Hank Meissner	Teacher
Meagan Eddy	Teacher
Kimberly Coleman	Teacher
Kim Hamilton	Business/Community
Tiffany Massey	Parent

b. Duties

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

a. 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.

b. 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.

c. 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.

2. 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. (\$3,304.50)

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Winfrey, Shirley	Principal
Meadows, Kechiera	Assistant Principal
Parker, Kimberly	Instructional Coach
Tankard , Tenika	Teacher, K-12
Parm, Jessica	Teacher, K-12
Singer, Kelly	Teacher, K-12
Pearce, Jesica	Teacher, K-12
Dix, Florida	Teacher, K-12
Trusty, Gretchen	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

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.

D. Public and Collaborative Teaching

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

1. 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 implement team building activities to boost morale. The second early release each month is also extended in order for grade levels to collaborate and discuss data. Virtual Professional Development and Collaboration will be used on going to provide the necessary training while ensuring all members can participate whether at home or during school hours. Coaches and Teachers meet weekly for instructional focus support and collaboration.

2. 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).

3. 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 New Teacher Training. 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 utilize the Coaching Learning Cycle in order to observe, provide feedback, plan, model, and then self reflect to improve instructional practices.

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

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. 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.

b. Instructional Strategies

1. 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.

2. 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.

2. Student Transition and Readiness

a. PreK-12 Transition

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

1. 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.

b. College and Career Readiness

1. 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.

2. 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.

3. 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.

4. 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.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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.

C. Strategic Goals

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 student led activities and collaboration occur daily, then responsive classroom culture and climate will increase.
- G2.** If Lake Lucina Elementary implements a tiered support, then teaching and student learning will improve.
- G3.** If Lake Lucina Elementary consistently implements data driven PLC's, differentiated instruction will be visible and student gains will increase.

Strategic Goals Detail

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

G1. If student led activities and collaboration occur daily, then responsive classroom culture and climate will increase. 1a

 G084190

Targets Supported 1b

Indicator	Annual Target
ELA Achievement District Assessment	70.0
Math Achievement District Assessment	70.0

Targeted Barriers to Achieving the Goal 3

- Not enough student led questioning
- The lack of student facilitated classrooms

Resources Available to Help Reduce or Eliminate the Barriers 2

- Interventionist and Coaches
- Core Curriculum protocols
- Kagan Strategies
- Classroom Configuration

Plan to Monitor Progress Toward G1. 8

Increase student engagement with activities

Person Responsible

Kechiera Meadows

Schedule

Monthly, from 10/3/2016 to 5/19/2017

Evidence of Completion

Student academic progress and classroom performance along with a reduction in negative behavior occurrences

G2. If Lake Lucina Elementary implements a tiered support, then teaching and student learning will improve. 1a

 G084191

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	50.0
Math Lowest 25% Gains	50.0

Targeted Barriers to Achieving the Goal 3

- Inconsistent implementation of RTI
- Inconsistent preparation and planning for centers

Resources Available to Help Reduce or Eliminate the Barriers 2

- Teacher toolbox
- Instructional Coaches
- FCCR
- Mentors

Plan to Monitor Progress Toward G2. 8

Consistent review of Performance Matters data.

Person Responsible

Kechiera Meadows

Schedule

Weekly, from 9/2/2016 to 6/2/2017

Evidence of Completion

Module assessment data, teacher-made assessments and progress monitoring

G3. If Lake Lucina Elementary consistently implements data driven PLC's, differentiated instruction will be visible and student gains will increase. 1a

 G084192

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	50.0
Math Gains	50.0

Targeted Barriers to Achieving the Goal 3

- Inconsistent implementation of Data Chats with teachers and students.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Instructional Coaches
- Consistent use of CHAMPS
- Multiple Data tracking systems in place

Plan to Monitor Progress Toward G3. 8

Monitoring of student performance on teacher-made and district assessments.

Person Responsible

Kechiera Meadows

Schedule

Weekly, from 9/14/2016 to 6/2/2017

Evidence of Completion

Consistent review of Performance Matters

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 student led activities and collaboration occur daily, then responsive classroom culture and climate will increase. **1**

 **G084190**

G1.B1 Not enough student led questioning **2**

 **B223717**

G1.B1.S1 Teachers will be accountable for using the Webb's Depths Knowledge (WDK) during instruction in all content areas. **4**

 **S236049**

Strategy Rationale

If teachers use this strategy it will model how students should question.

Action Step 1 **5**

Provide professional development on how to implement Webb's Depth of Knowledge.

Person Responsible

Kimberly Parker

Schedule

On 9/28/2016

Evidence of Completion

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

Frequent classroom walkthroughs

Person Responsible

Shirley Winfrey

Schedule

Weekly, from 9/28/2016 to 6/2/2017

Evidence of Completion

Administrative Walkthrough feedback forms

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

Consistent review of student data

Person Responsible

Shirley Winfrey

Schedule

Weekly, from 9/28/2016 to 6/2/2017

Evidence of Completion

Performance matters data as well as Achieve 3000 and I-Ready reports.

G1.B3 The lack of student facilitated classrooms **2**

 B223719

G1.B3.S2 Teacher facilitates the learning while students lead the discussions and/or activities. **4**

 S236052

Strategy Rationale

Students are engaged and have ownership of their learning.

Action Step 1 **5**

Professional development centered around Kagan cooperative learning strategies

Person Responsible

Nyeika Thorne

Schedule

On 5/5/2017

Evidence of Completion

Student engagement and administrative observations and feedback forms

Plan to Monitor Fidelity of Implementation of G1.B3.S2 **6**

Instructional roundings and peer observations of strategies implemented in the classroom

Person Responsible

Kimberly Parker

Schedule

Quarterly, from 9/26/2016 to 5/5/2017

Evidence of Completion

Teacher implementation plan, Observations, Video recordings, and feedback forms from administrators

Plan to Monitor Effectiveness of Implementation of G1.B3.S2 7

Observation of student led groups and processes during instruction by administrators

Person Responsible

Kechiera Meadows

Schedule

Monthly, from 9/19/2016 to 5/5/2017

Evidence of Completion

Coaching and administrative feedback forms

G2. If Lake Lucina Elementary implements a tiered support, then teaching and student learning will improve.

1

 G084191

G2.B1 Inconsistent implementation of RTI 2

 B223722

G2.B1.S1 Monthly meetings scheduled for RTI 4

 S236053

Strategy Rationale

Meeting are pre-planned in order to provide tiered support for teachers.

Action Step 1 5

Completion of the proper RTI documentation for students.

Person Responsible

Linda Wyler

Schedule

Monthly, from 9/8/2016 to 5/5/2017

Evidence of Completion

RTI data collection forms.

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Consistent review of RTI schedules.

Person Responsible

Shirley Winfrey

Schedule

Monthly, from 9/8/2016 to 5/5/2017

Evidence of Completion

RTI schedules and data forms

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Frequent reviews of student I-Ready and Achieve progress.

Person Responsible

Kimberly Parker

Schedule

Weekly, from 9/8/2016 to 6/2/2017

Evidence of Completion

I-Ready and Achieve usage/response to instruction reports

G3. If Lake Lucina Elementary consistently implements data driven PLC's, differentiated instruction will be visible and student gains will increase. 1

G084192

G3.B1 Inconsistent implementation of Data Chats with teachers and students. 2

B223726

G3.B1.S1 Professional Development for analyzing data to drive instruction and differentiated centers. 4

S236055

Strategy Rationale

If teachers are able to read and interpret data, then they will be able to better prepare and differentiate lessons as needed.

Action Step 1 5

We will provide professional development during early release in order to review and analyze student data in depth.

Person Responsible

Shirley Winfrey

Schedule

Quarterly, from 9/14/2016 to 6/2/2017

Evidence of Completion

Sign-in sheets, data chat next steps and professional development exit tickets.

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

Provide next steps to show data driven strategies for instruction.

Person Responsible

Shirley Winfrey

Schedule

On 6/2/2017

Evidence of Completion

Next step forms, I-Ready Response to Instruction report and Achieve 3000 Lexile Levels

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

Monitoring of student performance on teacher-made and district assessments.

Person Responsible

Kechiera Meadows

Schedule

Weekly, from 9/14/2016 to 6/2/2017

Evidence of Completion

Consistent review of Performance Matters

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.B1.S1.A1  A304495	Provide professional development on how to implement Webb's Depth of Knowledge.	Parker, Kimberly	9/28/2016		9/28/2016 one-time
G2.B1.S1.MA1  M310108	Consistent review of RTI schedules.	Winfrey, Shirley	9/8/2016	RTI schedules and data forms	5/5/2017 monthly
G2.B1.S1.A1  A304497	Completion of the proper RTI documentation for students.	Wyer, Linda	9/8/2016	RTI data collection forms.	5/5/2017 monthly
G1.B3.S2.MA1  M310104	Observation of student led groups and processes during instruction by administrators	Meadows, Kechiera	9/19/2016	Coaching and administrative feedback forms	5/5/2017 monthly
G1.B3.S2.MA1  M310105	Instructional roundings and peer observations of strategies implemented in the classroom	Parker, Kimberly	9/26/2016	Teacher implementation plan, Observations, Video recordings, and feedback forms from administrators	5/5/2017 quarterly
G1.B3.S2.A1  A304496	Professional development centered around Kagan cooperative learning strategies	Thorne, Nyeika	9/19/2016	Student engagement and administrative observations and feedback forms	5/5/2017 one-time
G1.MA1  M310106	Increase student engagement with activities	Meadows, Kechiera	10/3/2016	Student academic progress and classroom performance along with a reduction in negative behavior occurrences	5/19/2017 monthly
G2.MA1  M310109	Consistent review of Performance Matters data.	Meadows, Kechiera	9/2/2016	Module assessment data, teacher-made assessments and progress monitoring	6/2/2017 weekly
G3.MA1  M310112	Monitoring of student performance on teacher-made and district assessments.	Meadows, Kechiera	9/14/2016	Consistent review of Performance Matters	6/2/2017 weekly
G1.B1.S1.MA1  M310102	Consistent review of student data	Winfrey, Shirley	9/28/2016	Performance matters data as well as Achieve 3000 and I-Ready reports.	6/2/2017 weekly
G1.B1.S1.MA1  M310103	Frequent classroom walkthroughs	Winfrey, Shirley	9/28/2016	Administrative Walkthrough feedback forms	6/2/2017 weekly
G2.B1.S1.MA1  M310107	Frequent reviews of student I-Ready and Achieve progress.	Parker, Kimberly	9/8/2016	I-Ready and Achieve usage/response to instruction reports	6/2/2017 weekly
G3.B1.S1.MA1  M310110	Monitoring of student performance on teacher-made and district assessments.	Meadows, Kechiera	9/14/2016	Consistent review of Performance Matters	6/2/2017 weekly
G3.B1.S1.MA1  M310111	Provide next steps to show data driven strategies for instruction.	Winfrey, Shirley	9/14/2016	Next step forms, I-Ready Response to Instruction report and Achieve 3000 Lexile Levels	6/2/2017 one-time
G3.B1.S1.A1  A304498	We will provide professional development during early release in order to review and analyze...	Winfrey, Shirley	9/14/2016	Sign-in sheets, data chat next steps and professional development exit tickets.	6/2/2017 quarterly

V. Professional Development Opportunities

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

G1. If student led activities and collaboration occur daily, then responsive classroom culture and climate will increase.

G1.B1 Not enough student led questioning

G1.B1.S1 Teachers will be accountable for using the Webb's Depths Knowledge (WDK) during instruction in all content areas.

PD Opportunity 1

Provide professional development on how to implement Webb's Depth of Knowledge.

Facilitator

Kimberly Parker

Participants

All teachers

Schedule

On 9/28/2016

G3. If Lake Lucina Elementary consistently implements data driven PLC's, differentiated instruction will be visible and student gains will increase.

G3.B1 Inconsistent implementation of Data Chats with teachers and students.

G3.B1.S1 Professional Development for analyzing data to drive instruction and differentiated centers.

PD Opportunity 1

We will provide professional development during early release in order to review and analyze student data in depth.

Facilitator

Nyeika Thorne and Kimberly Parker

Participants

All teachers

Schedule

Quarterly, from 9/14/2016 to 6/2/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Provide professional development on how to implement Webb's Depth of Knowledge.	\$0.00
2	G1.B3.S2.A1	Professional development centered around Kagan cooperative learning strategies	\$0.00
3	G2.B1.S1.A1	Completion of the proper RTI documentation for students.	\$0.00
4	G3.B1.S1.A1	We will provide professional development during early release in order to review and analyze student data in depth.	\$0.00
Total:			\$0.00