

Duval County Public Schools

Lake Lucina Elementary School



2017-18 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)	2016-17 Title I School	2016-17 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	2016-17	2015-16	2014-15	2013-14
Grade	C	D	D*	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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE'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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for Lake Lucina Elementary School

DA Region and RED	DA Category and Turnaround Status
Northeast - Cassandra Brusca	- 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 Jacksonville University Soccer Team.. 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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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 a mentor partnership with Jacksonville University where the soccer team 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	11	9	15	0	0	0	0	0	0	0	35

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	13	21	24	20	22	0	0	0	0	0	0	0	100

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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP 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 St. Matthews, Terry Parker Baptist Church 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 mentoring and whatever we are in need of.

C. Effective Leadership

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
Dix, Florida	Other
Stadt, Natalie	School Counselor

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.

Natalie Stadt, 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 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
Meagan Eddy	Teacher
Kim Hamilton	Business/Community
Andrea Cole	Teacher
Iyette Porro	Parent
Danielle Timmons	Parent
Delores Arline	Teacher
Monique Alexis	Business/Community
Ginger Perez	Parent
Kelly Singer	Teacher
Harold Alexis	Parent
Andrea Cole	Teacher

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

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 support additional after school tutoring in the area of Science. We have a total amount of 532.43 budgeted this year.

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
Pearce, Jesica	Teacher, K-12
Dix, Florida	Teacher, K-12
Waymer, Sandra	Teacher, K-12
Currie, Jennifer	Teacher, K-12
Cole, Andrea	Teacher, K-12
Pesce, Mellyssa	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 responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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. Our Coaches also offer H.E.R.O. professional development after school weekly for Novice teachers to assist with curricula needs. 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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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 part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

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.

The areas of need include growth in the proficiency areas of both Reading and Science as well as learning gains for reading. Our strength has definitely been in the area of math. Our proficiency and gains in this subject area has shown tremendous growth.

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.

Our students are in need of stronger reading comprehension skills and more differentiation of task on their current reading level in order to see growth in the identified areas of Reading and Science proficiency and Reading gains.

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

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If we provide ongoing positive constructive feedback, instructional strategy support, and professional development to improve pedagogy, then the teacher content knowledge will expand and reduce the amount of teacher turn-over.

- G2.** If teachers infuse reading comprehension strategies and ELA rotation centers within science, then we will be able to improve proficiency scores for 5th grade science.

- G3.** If we improve consistency and effectiveness of reading instruction through differentiation, then student learning gains and Reading proficiency will occur.

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 we provide ongoing positive constructive feedback, instructional strategy support, and professional development to improve pedagogy, then the teacher content knowledge will expand and reduce the amount of teacher turn-over. 1a

G094437

Targets Supported 1b

Indicator	Annual Target
School Climate Survey - Staff	75.0

Targeted Barriers to Achieving the Goal 3

- Lack of experience with the curriculum

Resources Available to Help Reduce or Eliminate the Barriers 2

- Virtual Professional development
- Coaching Cycles
- Positive Feedback

Plan to Monitor Progress Toward G1. 8

CAST data

Person Responsible

Kechiera Meadows

Schedule

Quarterly, from 8/28/2017 to 3/19/2018

Evidence of Completion

Cast rubric and feedback from walkthroughs

G2. If teachers infuse reading comprehension strategies and ELA rotation centers within science, then we will be able to improve proficiency scores for 5th grade science. 1a

G094438

Targets Supported 1b

Indicator	Annual Target
Statewide Science Assessment Level 3	55.0

Targeted Barriers to Achieving the Goal 3

- Students reading 1 to 2 years below grade level and struggling with comprehension will not be equipped with the strategies needed to attack the rigor of the 5th grade content.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Running Records with Guided Reading utilizing science related material for that standard
- FCIM lessons aligned to the standards required
- Penda
- I-Ready Toolbox

Plan to Monitor Progress Toward G2. 8

Consistent review of Performance Matters and Unify data.

Person Responsible

Kechiera Meadows

Schedule

Weekly, from 9/5/2017 to 5/31/2018

Evidence of Completion

Module assessment data, teacher-made assessments and progress monitoring

G3. If we improve consistency and effectiveness of reading instruction through differentiation, then student learning gains and Reading proficiency will occur. 1a

G094439

Targets Supported 1b

Indicator	Annual Target
ELA Achievement District Assessment	50.0

Targeted Barriers to Achieving the Goal 3

- Lack of implementation of differentiated instruction.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Virtual Professional Development
- Coaching Cycles
- Literacy Level Instruction Kits
- After School Tutoring
- I-Ready toolbox
- Achieve 3000 Articles

Plan to Monitor Progress Toward G3. 8

Student performance on Reading Assessments and Achieve Articles.

Person Responsible

Shirley Winfrey

Schedule

Weekly, from 9/13/2017 to 5/31/2018

Evidence of Completion

Common Planning agendas and student test scores

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 provide ongoing positive constructive feedback, instructional strategy support, and professional development to improve pedagogy, then the teacher content knowledge will expand and reduce the amount of teacher turn-over. 1

G094437

G1.B1 Lack of experience with the curriculum 2

B253664

G1.B1.S1 Provide professional development to teachers during early release trainings and through virtual common planning. 4

S267911

Strategy Rationale

Utilize professional development to help teachers become more familiar with the curriculum.

Action Step 1 5

Coaches will create professional development that will focus on the proper usage of content curriculum, review of data, and differentiated centers for planning and instruction.

Person Responsible

Kimberly Parker

Schedule

Weekly, from 8/28/2017 to 5/28/2018

Evidence of Completion

Rubrics, Feedback forms and Coaches logs

Action Step 2 5

Monitor and support implementation for teachers through observation, feedback, and coaching cycles.

Person Responsible

Nyeika Thorne

Schedule

Biweekly, from 8/28/2017 to 5/28/2018

Evidence of Completion

Rubrics, Feedback forms and Coaches logs

Action Step 3 5

Teacher appreciation program with incentives

Person Responsible

Shirley Winfrey

Schedule

Biweekly, from 8/28/2017 to 6/1/2018

Evidence of Completion

Teacher feedback and surveys

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

Continuously providing feedback using rubrics
Feedback forms provided by coaches to complete and ask for any extra assistance in areas still not proficient
Coaches Log
One on One assistance when needed as per teacher request

Person Responsible

Kimberly Parker

Schedule

Weekly, from 8/28/2017 to 5/31/2018

Evidence of Completion

Exit tickets Walk-through by administration Attendance roster Differentiated Instruction to Meet their needs

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

Classroom walkthroughs
Support by Coaches

Person Responsible

Shirley Winfrey

Schedule

Weekly, from 8/28/2017 to 5/31/2018

Evidence of Completion

Walkthrough feedback forms Implementation of the curriculum

G2. If teachers infuse reading comprehension strategies and ELA rotation centers within science, then we will be able to improve proficiency scores for 5th grade science. **1**

G094438

G2.B1 Students reading 1 to 2 years below grade level and struggling with comprehension will not be equipped with the strategies needed to attack the rigor of the 5th grade content. **2**

B253665

G2.B1.S1 Science Centers will incorporate ELA/Reading comprehension strategies and activities. **4**

S267912

Strategy Rationale

Increase in Reading Comprehension Scores
Students and Teachers will be able to use and understand reading levels to incorporate independent reading for science content materials.

Action Step 1 **5**

Incorporate Achieve 3000 Leveled Articles Related to 5th Grade Science Curriculum .

Person Responsible

Kimberly Parker

Schedule

Weekly, from 9/5/2017 to 5/31/2018

Evidence of Completion

Passing scores on Achieve Articles. Increase in Reading Comprehension scores. Increased scores on Science Assessments

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

Weekly classroom walkthroughs

Person Responsible

Shirley Winfrey

Schedule

Weekly, from 9/5/2017 to 5/31/2018

Evidence of Completion

Science centers firmly in place that support Reading Comprehension strategies.

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

Consistent review of student data

Person Responsible

Shirley Winfrey

Schedule

Biweekly, from 9/5/2017 to 5/31/2018

Evidence of Completion

Passing Rates for Achieve Articles Passing rates on weekly vocabulary word work activities and assessments.

G3. If we improve consistency and effectiveness of reading instruction through differentiation, then student learning gains and Reading proficiency will occur. 1

G094439

G3.B1 Lack of implementation of differentiated instruction. 2

B253666

G3.B1.S1 Provide professional development to teachers during early release trainings and virtual common planning. 4

S267913

Strategy Rationale

Teachers will become more knowledgeable on implementing differentiated instruction.

Action Step 1 5

Coaches will create professional development that focuses on differentiated instruction to utilize during teacher led/student led stations.

Person Responsible

Kimberly Parker

Schedule

On 9/13/2017

Evidence of Completion

Agendas

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

Continuous monitoring and support for all teachers during common planning time and implementation of differentiation instruction in the classroom. Providing feedback including positives and next steps.

Person Responsible

Kechiera Meadows

Schedule

Weekly, from 9/13/2017 to 5/31/2018

Evidence of Completion

Exit Tickets, Teacher Feedback and Common Planning Agendas

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

Exit Tickets
Common Planning Documentation
Demonstration Lessons both virtual and one-on-one

Person Responsible

Kimberly Parker

Schedule

Weekly, from 9/13/2017 to 5/31/2018

Evidence of Completion

Exit Tickets Common Planning Agendas

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G3.B1.S1.A1 A356513	Coaches will create professional development that focuses on differentiated instruction to utilize...	Parker, Kimberly	9/13/2017	Agendas	9/13/2017 one-time
G1.MA1 M380725	CAST data	Meadows, Kechiera	8/28/2017	Cast rubric and feedback from walkthroughs	3/19/2018 quarterly
G1.B1.S1.A1 A356509	Coaches will create professional development that will focus on the proper usage of content...	Parker, Kimberly	8/28/2017	Rubrics, Feedback forms and Coaches logs	5/28/2018 weekly
G1.B1.S1.A2 A356510	Monitor and support implementation for teachers through observation, feedback, and coaching cycles.	Thorne, Nyeika	8/28/2017	Rubrics, Feedback forms and Coaches logs	5/28/2018 biweekly
G2.MA1 M380728	Consistent review of Performance Matters and Unify data.	Meadows, Kechiera	9/5/2017	Module assessment data, teacher-made assessments and progress monitoring	5/31/2018 weekly
G3.MA1 M380731	Student performance on Reading Assessments and Achieve Articles.	Winfrey, Shirley	9/13/2017	Common Planning agendas and student test scores	5/31/2018 weekly
G1.B1.S1.MA1 M380723	Classroom walkthroughs Support by Coaches	Winfrey, Shirley	8/28/2017	Walkthrough feedback forms Implementation of the curriculum	5/31/2018 weekly
G1.B1.S1.MA1 M380724	Continuously providing feedback using rubrics Feedback forms provided by coaches to complete and...	Parker, Kimberly	8/28/2017	Exit tickets Walk-through by administration Attendance roster Differentiated Instruction to Meet their needs	5/31/2018 weekly
G2.B1.S1.MA1 M380726	Consistent review of student data	Winfrey, Shirley	9/5/2017	Passing Rates fon Achieve Articles Passing rates on weekly vocabulary word work activities and assessments.	5/31/2018 biweekly
G2.B1.S1.MA1 M380727	Weekly classroom walkthroughs	Winfrey, Shirley	9/5/2017	Science centers firmly in place that support Reading Comprehension strategies.	5/31/2018 weekly
G2.B1.S1.A1 A356512	Incorporate Achieve 3000 Leveled Articles Related to 5th Grade Science Curriculum .	Parker, Kimberly	9/5/2017	Passing scores on Achieve Articles. Increase in Reading Comprehension scores. Increased scores on Science Assessments	5/31/2018 weekly
G3.B1.S1.MA1 M380729	Exit Tickets Common Planning Documentation Demonstration Lessons both virtual and one-on-one	Parker, Kimberly	9/13/2017	Exit Tickets Common Planning Agendas	5/31/2018 weekly
G3.B1.S1.MA1 M380730	Continuous monitoring and support for all teachers during common planning time and implementation...	Meadows, Kechiera	9/13/2017	Exit Tickets, Teacher Feedback and Common Planning Agendas	5/31/2018 weekly
G1.B1.S1.A3 A356511	Teacher appreciation program with incentives	Winfrey, Shirley	8/28/2017	Teacher feedback and surveys	6/1/2018 biweekly

V. Professional Development Opportunities

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

G1. If we provide ongoing positive constructive feedback, instructional strategy support, and professional development to improve pedagogy, then the teacher content knowledge will expand and reduce the amount of teacher turn-over.

G1.B1 Lack of experience with the curriculum

G1.B1.S1 Provide professional development to teachers during early release trainings and through virtual common planning.

PD Opportunity 1

Coaches will create professional development that will focus on the proper usage of content curriculum, review of data, and differentiated centers for planning and instruction.

Facilitator

Kimberly Parker and Nyeika Thorne

Participants

All Novice Teachers

Schedule

Weekly, from 8/28/2017 to 5/28/2018

G3. If we improve consistency and effectiveness of reading instruction through differentiation, then student learning gains and Reading proficiency will occur.

G3.B1 Lack of implementation of differentiated instruction.

G3.B1.S1 Provide professional development to teachers during early release trainings and virtual common planning.

PD Opportunity 1

Coaches will create professional development that focuses on differentiated instruction to utilize during teacher led/student led stations.

Facilitator

Kimberly Parker - Reading Coach

Participants

All teachers

Schedule

On 9/13/2017

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	Coaches will create professional development that will focus on the proper usage of content curriculum, review of data, and differentiated centers for planning and instruction.	\$0.00
2	G1.B1.S1.A2	Monitor and support implementation for teachers through observation, feedback, and coaching cycles.	\$0.00
3	G1.B1.S1.A3	Teacher appreciation program with incentives	\$0.00
4	G2.B1.S1.A1	Incorporate Achieve 3000 Leveled Articles Related to 5th Grade Science Curriculum .	\$0.00
5	G3.B1.S1.A1	Coaches will create professional development that focuses on differentiated instruction to utilize during teacher led/student led stations.	\$0.00
Total:			\$0.00