

Duval County Public Schools

Lake Lucina Elementary School



2019-20 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	10
Planning for Improvement	15
Title I Requirements	21
Budget to Support Goals	0

Lake Lucina Elementary School

6527 MERRILL RD, Jacksonville, FL 32277

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

Demographics

Principal: Michelle Walsh

Start Date for this Principal: 8/1/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Black/African American Students Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2018-19: C (48%) 2017-18: B (58%) 2016-17: C (51%) 2015-16: D (38%) 2014-15: D (36%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

This plan was approved by the Duval County School Board on 10/1/2019.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Table of Contents

Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	10
Planning for Improvement	15
Title I Requirements	21
Budget to Support Goals	0

Lake Lucina Elementary School

6527 MERRILL RD, Jacksonville, FL 32277

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

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p>Elementary School PK-5</p>	<p>2018-19 Title I School</p> <p>Yes</p>	<p>2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>100%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>74%</p>

School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	C	B	C	D

School Board Approval

This plan was approved by the Duval County School Board on 10/1/2019.

SIP Authority

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>.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

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

School Leadership Team

Membership

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

Name	Title	Job Duties and Responsibilities
Walsh, Michelle	Principal	Michelle Walsh (Principal) provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing Core and Rtl, conducts assessment of Core and Rtl of school staff, ensures implementation of Core and intervention support and documentation, ensures appropriate and effective professional development to support the Core and Rtl implementation, and communicates with parents regarding school-based Core and Rtl plans and activities.
Brown, Latrece	Assistant Principal	Latrece Sudduth (Assistant Principal) collaborates with Principal to support a common vision for the use of data-based decision-making. Assists to ensure that the school-based team is implementing Core and Rtl, conducts assessment of Core and Rtl of school staff, and assists to ensure implementation of Core and intervention support and documentation. Assists to ensure appropriate and effective professional development to support the Core and Rtl implementation and assists with the communicating with parents regarding school-based Rtl plans and activities.
Bailey, Kelli	Instructional Coach	Kelli Bailey (Reading Coach) develops, leads, and evaluates the school core content standards/ program; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches, identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered “at risk;” assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.
Warren, Amy	School Counselor	Amy Warren (School Counselor) designs programs that address academic, career, and personal/social development of every student that includes identification of students who are at-risk for not meeting academic and/or behavioral expectations. Assists classroom teacher in development and documentation of academic and/or behavior interventions. Provides consultation services to general and special education teachers, parents, and administrators; provides group and individual student interventions; and conducts direct observation of student behavior. Contacts the behavior interventionist, as needed, for additional support and plan development.

Name	Title	Job Duties and Responsibilities
Thompson, Donna	Teacher, ESE	Donna Thompson (ESE Teacher) Participates in student data collection, integrates core instructional activities/materials into Tier 2/3 instruction, and collaborates with general education teachers through such activities as co-teaching.
Johnston, Lara	Teacher, ESE	Lara Johnston (ESE Teacher) Participates in student data collection, integrates core instructional activities/materials into Tier 2/3 instruction, and collaborates with general education teachers through such activities as co-teaching.

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	56	41	43	61	49	54	0	0	0	0	0	0	0	304
Attendance below 90 percent	4	14	14	15	6	8	0	0	0	0	0	0	0	61
One or more suspensions	0	1	1	1	2	2	0	0	0	0	0	0	0	7
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	13	0	0	0	0	0	0	0	13

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	1	3	2	9	0	0	0	0	0	0	0	15

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	5	1	0	0	0	0	0	0	0	0	6
Students retained two or more times	0	0	0	0	0	4	0	0	0	0	0	0	0	4

FTE units allocated to school (total number of teacher units)

Date this data was collected or last updated

Friday 8/30/2019

Prior Year - As Reported

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

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

The number of students with two or more early warning indicators:

Indicator	Grade Level	Total
Students with two or more indicators		

Prior Year - Updated

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	15	13	18	16	15	0	0	0	0	0	0	0	79
One or more suspensions	0	0	1	1	2	4	0	0	0	0	0	0	0	8
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	4	12	21	0	0	0	0	0	0	0	37

The number of students with two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	1	4	16	15	27	0	0	0	0	0	0	0	63

Part II: Needs Assessment/Analysis

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	43%	50%	57%	39%	49%	55%
ELA Learning Gains	57%	56%	58%	47%	56%	57%
ELA Lowest 25th Percentile	43%	50%	53%	50%	54%	52%
Math Achievement	53%	62%	63%	53%	62%	61%
Math Learning Gains	51%	63%	62%	67%	63%	61%
Math Lowest 25th Percentile	50%	52%	51%	56%	54%	51%
Science Achievement	42%	48%	53%	42%	50%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	56 (0)	41 (0)	43 (0)	61 (0)	49 (0)	54 (0)	304 (0)
Attendance below 90 percent	4 ()	14 ()	14 ()	15 ()	6 ()	8 ()	61 (0)
One or more suspensions	0 ()	1 (0)	1 (0)	1 (0)	2 (0)	2 (0)	7 (0)
Course failure in ELA or Math	0 ()	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Level 1 on statewide assessment	0 ()	0 (0)	0 (0)	0 (0)	0 (0)	13 (0)	13 (0)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	42%	51%	-9%	58%	-16%
	2018	39%	50%	-11%	57%	-18%
Same Grade Comparison		3%				
Cohort Comparison						
04	2019	47%	52%	-5%	58%	-11%
	2018	41%	49%	-8%	56%	-15%
Same Grade Comparison		6%				
Cohort Comparison		8%				
05	2019	43%	50%	-7%	56%	-13%
	2018	45%	51%	-6%	55%	-10%
Same Grade Comparison		-2%				
Cohort Comparison		2%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	56%	61%	-5%	62%	-6%
	2018	58%	59%	-1%	62%	-4%
Same Grade Comparison		-2%				
Cohort Comparison						
04	2019	65%	64%	1%	64%	1%
	2018	61%	60%	1%	62%	-1%
Same Grade Comparison		4%				
Cohort Comparison		7%				
05	2019	47%	57%	-10%	60%	-13%
	2018	59%	61%	-2%	61%	-2%
Same Grade Comparison		-12%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison				-14%		

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	40%	49%	-9%	53%	-13%
	2018	56%	56%	0%	55%	1%
Same Grade Comparison				-16%		
Cohort Comparison						

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	18	46		26	46	47	8				
ELL	18	33		27	64						
BLK	43	55	29	52	46	35	38				
HSP	38	55		46	55						
WHT	36	60		53	52		64				
FRL	40	55	48	50	46	45	36				
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	17	44		33	36						
ELL	62	60		46	90						
BLK	34	43	50	60	67	67	40				
HSP	56	59		64	82						
MUL	64	60		57	70						
WHT	50	59		65	65		62				
FRL	41	49	48	61	70	68	56				
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	18	38	36	33	50	55	20				
ELL	10			10							
BLK	36	49	50	46	63	62	32				
HSP	32	50		50	72		36				
MUL	52	46		76	85						
WHT	43	41		61	68		52				
FRL	32	46	48	48	66	58	39				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	50
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	58
Total Points Earned for the Federal Index	397
Total Components for the Federal Index	8
Percent Tested	100%

Subgroup Data

Students With Disabilities

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

English Language Learners

Federal Index - English Language Learners	40
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	

Native American Students

Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	

Asian Students

Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	

Black/African American Students

Federal Index - Black/African American Students	43
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

Hispanic Students	
Federal Index - Hispanic Students	49
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	53
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	46
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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

ELA Achievement showed the lowest performance with 43% of all 3-5 students scoring at or above a Level 3 and 43% of the lowest performing quartile making a learning gain. For the past 5 years, Lake Lucina reading proficiency data has not exceeded 44% and lowest performing and overall learning gains have not exceeded 55%. This can be contributed to the lack of explicit direct instruction for reading in the primary grades that has resulted in low performance in the FSA accountability grades.

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

Math Achievement and learning gains showed the greatest decline from the prior year dropping from 62 % to 53% proficient, from 69% to 51% in learning gains, and from 70% to 50% in lowest performing quartile. 2017-2018 were the highest scores in math the school had earned on FSA. The decline can be contributed to the lack of a math coach. The school added a math coach the one year it earned an B rating. This was the only year the school had direct math support outside of administration.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

ELA Achievement had the greatest gap when compared to the state average with a 14% difference from 43% to 57%. For the 118 students with previous FSA scores last school year, only 38% started the year with a proficient score of Level 3 and above. 31% were Level 1 and 30% were a Level 2. i-Ready Diagnostic Data indicated students were missing K-2 foundational skills such as phonics.

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

ELA Learning Gains showed the most improvement with a 6% gain going from 51% to 57%. The school focused on FSA writing instruction to impact overall ELA performance. 5th grade students went from 48% earning at least a 6 out of 10 to 67%. This is an increase of 19%. Comparing 4th grade from Spring 2017 to Spring 2018, there was a 3% increase in students scoring at or above a 6 on FSA Writing. In addition, Phonics for Reading and Leveled Literacy Intervention (LLI) were both used as researched based small group intervention programs. A reading interventionist was added in October by the district and was used to co-teach with the 4th grade teacher which allowed for additional small group support.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

The Attendance Rate is a concern with 61 students missing 15 or more days in the school year. This is 19% of the school's population. 29 of the students are in grades 3-5. 5 of the students are in the LPQ for ELA and 4 out of the 5 are both LPQ for ELA and Math.

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

1. ELA Proficiency & Gains
2. Math Proficiency & Gains
3. Science Proficiency
4. Attendance Rate
- 5.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	FSA Reading
Rationale	Undesirable data was found in proficiency and ELA learning gains. Data shows that less than 43% of identified lowest performing students in ELA made a learning gain. Data shows that 57% of all 3-5 students scored below a Level 3.
State the measurable outcome the school plans to achieve	<p>LP25 ELA Gains will go from 43% to 60%</p> <p>ELA Gains will go from 57% to 65%</p> <p>Reading Proficiency will go from 43% to 50%</p> <p>Science Proficiency will go from 43% to 60%</p>
Person responsible for monitoring outcome	Michelle Walsh (walshm@duvalschools.org)
Evidence-based Strategy	<p>A Reading Coach position will be used to design, monitor and assess reading achievement progress; provide professional development and coaching for teachers. Additional part-time teaching positions will be used to implement researched based reading programs with fidelity, such as Reading Mastery, Corrective Reading, and LLI to identified intermediate students. Part-time position will also assist with science based reading using QCAM strategy and 4 Column Method for unpacking science scenario FCAT questions.</p> <p>TOP score curriculum will be used to provide a researched based writing program aligned to FSA Text based Writing.</p> <p>Flocabulary will be used to increase student vocabulary knowledge within Science. Additional laptops will be added to media to increase blended learning usage.</p> <p>J & J Bootcamp Science materials will be utilized to provide students daily practice on annually assessment benchmarks on the FCAT 2.0.</p> <p>Field trip experiences build background knowledge in key areas.</p> <p>RMSE and Corrective Reading are new direct instruction resources. Additional personnel will be needed to implement school wide.</p> <p>FCAT Science is heavily based in reading. Many students are one to two levels below in reading and need additional support in small group instruction.</p> <p>LLI was implemented in January 2019 and teachers need continued support on implementation through planning and coaching cycles.</p>
Rationale for Evidence-based Strategy	<p>TOP Score curriculum has been designed, developed, and researched in Florida schools and has a proven track record of increasing student text-based writing scores .</p> <p>Flocabulary will help to increase students science vocabulary understanding.</p> <p>Additional laptops will help to increase blended learning usage.</p> <p>J & J Bootcamp is aligned FCAT 2.0 Science materials that will expose students to daily practice on the annually assessed benchmarks.</p> <p>Students need opportunities to attend field trips to build reading, social studies, and/or science knowledge.</p>
Action Step	
Description	<ol style="list-style-type: none"> 1. Instructional Personnel will be trained in 360 degrees of Progress Monitoring by DAT using Unify in order to efficiently access data, create instructional groupings to progress monitor, and analyze student progress toward learning targets. Data will be used to data chat with students using Form 11 and the Scoreboard Card. 2. Identified Personnel will be trained through the district on RMSE and Corrective Reading placement testing and implementation.

3. The reading coach will train all new teachers on LLI implementation and continue to follow up with other teachers weekly through common planning where lessons and levels will be collected for each guided reading group and new materials gathered for future lessons.
4. Instructional groups and schedules will be created to include RMSE, Corrective Reading, and/or LLI 4 to 5 times per week.
5. Weekly Common Planning, Monthly Early Dismissal, and WOW Wednesday Planning every 6 Weeks will be used to progress monitor students toward learning goals and plan focus calendars.
6. Additional resources, such as Performance Coach, will be used to supplement the curriculum to provide FSA aligned practice.
7. TOP Score teacher editions will be purchased to allow multiple faculty members to have access to lesson plans and resources in order to plan effectively in 4th and 5th grade writing.
8. Part-time teachers will be found to assist with small group instruction in reading and science.
9. Purchase a class set of laptop computers to incorporate into the media block. The reading coach and admin will work with the media teacher on a schedule for i-ready, achieve, and flocabulary.
10. Purchase and Use J & J Bootcamp materials to incorporate during science center days to provide practice with science scenario questions and science related articles.
11. Schedule K-5 field trip experiences around reading, social studies, and/or science standards to build background knowledge and content area vocabulary.

**Person
Responsible**

[no one identified]

#2	
Title	FSA Math
Rationale	Undesirable data was found in proficiency and Math learning gains. Data shows that less than 50% of identified lowest performing students and 51% of all students with previous scores in Math made a learning gain. Data shows that 47% of all 3-5 students scored below a Level 3.

State the measurable outcome the school plans to achieve	LP25 Math Gains will go from 50% to 65% Math Gains will go from 51% to 65% Math Proficiency will go from 53% to 60%
Person responsible for monitoring outcome	Latrece Brown (brownl22@duvalschools.org)
Evidence-based Strategy	The Assistant Principal, Latrece Sudduth, will be used as a Math Coach to design, monitor and assess math achievement progress; provide professional development and coaching for teachers. Acaletics curriculum will be used for 30 minutes a day to provide continuous on-grade level exposure to FSA like math problems. IXL Math will be used as an additional blended learning supplement to increase basic math fluency.
Rationale for Evidence-based Strategy	Math support is needed to assist teachers in implementing aligned formative and diagnostic assessments in an ongoing cycle of continuous Improvement in order to increase math proficiency and learning grains. Acaletics is a researched based math curriculum proven to increase student understanding of FSA like math problems in order to increase students' ability to unpack math problems and solve using the appropriate and most efficient strategies. Students scoring Level 1 and 2 consistently score the lowest in Numbers and Operations and IXL will provide weekly fluency practice in order to increase student basic foundational math knowledge.

Action Step

Description	<ol style="list-style-type: none"> 1. Implement a system for student assessment of learning that creates multiple assessment opportunities and expects all student to demonstrate learning. 2. Math teachers will meet for common planning weekly with the Assistant Principal and/or Math Specialist. The focus of common planning will be to determine and plan for which resources are most aligned to the standards to use for Core math instruction, what assessments will be used to measure student learning, and to identify the students who need extra instructional help and what resources in small group will be most beneficial to support the struggling learners. 3. Teachers will implement a fluency monitoring system using Sprints and/or IXL in which students are progress monitored weekly on basic facts. 4. Teachers, admin, and the para will be trained on Acaletics in order to create differentiated groups for daily implementation that will include monthly monitoring checks for progress towards mastery of FSA assessed standards. 5. All math teachers will be supported through coaching cycles that will focus on one area of growth in order to build capacity within the building to create and sustain model math
--------------------	---

classrooms.

6. A part-time teacher will be added to assist with small group math instruction.

Person Responsible [no one identified]

#3	
Title	Attendance
Rationale	Undesirable attendance data was found in the Early Warning Indicators. 61 students missed 15 or more days of school their previous year. This is 19% of the school's population. 29 of the students are currently in grades 3-5. 5 of the students are in the LPQ for ELA and 4 out of the 5 are both LPQ for ELA and Math.
State the measurable outcome the school plans to achieve	Student truancy will be reduced by 20% going from 61 students missing 15 or more days to 49 students. Student truancy in the accountability grades will be reduced by 20% going from 29 to 23 students.
Person responsible for monitoring outcome	Michelle Walsh (walshm@duvalschools.org)
Evidence-based Strategy	<ol style="list-style-type: none"> 1. AIT meetings will include one administrator in order to provide support to the Truancy Officer, Social Worker, and School Counselor when meeting with parents to create successful support plans. 2. The Social Worker will be used more often to schedule home visits to the homes of truant students to assess each situation and provide a plan of support prior to AIT meetings. 3. Additional Wrap Around supports will be offered, documented, and followed up on monthly to provide social/emotional interventions for students truant other than being sick. 4. DCPS police will be used as necessary for Wellness Checks on families non-responsive to phone calls, texts, DOJO, and social worker checks. 5. The School Counselor will create attendance groups in order to check in/out with students in the accountability groups on a weekly basis.
Rationale for Evidence-based Strategy	<p>Many of the 61 students with attendance Early Warning indicators have situations that go beyond transportation issues that include social and emotional concerns. Parents of the truant students are not fully aware of all the free wrap around resources available through the district and beyond and therefore are not taking advantage of the interventions.</p> <p>Not all contact information in FOCUS is up to date in order to reach all families of truant students and therefor home visits provide an extra layer of communication and sense of urgency on the matter.</p>
Action Step	
Description	<ol style="list-style-type: none"> 1. Identify truant students for each grade level. 2. Schedule AIT meetings for each of the families and formulate and action plan. 3. Create check in/out attendance groups, schedule a dedicated time to meet, and design lesson plans to implement based on the needs of each group. 4. Schedule home visits for the students with the highest truancy to assess home life and create an action plan that may include wrap around services. 5. Create a progress monitoring system in order to track the progress of students and wrap around services offered and actually utilized by the families. 6. Schedule school tours of magnet and feeder pattern middle schools for students to educate them on requirements to get into a school of choice in order to increase interest in attending school.

Person Responsible Michelle Walsh (walshm@duvalschools.org)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

School Safety will continue to be a priority area focusing on emergency management, facility safety upgrades, and faculty, staff, and stakeholder professional development and training. DCPS Qualtrix Survey and Raptor systems will be used to document school wide drills and monthly Behavior Threat Assessment Team meetings in order to ensure the preparedness of Lake Lucina.

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

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

The school engages parents during the annual Meet & Greet in August and Open House in September to gain input on the PFEP and Parent Compact. Each year, stakeholders are invited and encourage to join SAC to provide monthly on-going feedback on the school's progress toward its SIP goals and PFEP events. The school continues to engage with the faith based community to build awareness of Lake Lucina initiatives and build partnerships where the faith based community works within the school. Monthly parent events are planned to engage parents and provide them with opportunities to learn content and strategies they can use at home with their children.

PFEP Link

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

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.

All classrooms use the research based social/emotion Standard Harmony curriculum for 10-15 minutes every morning in order to build a positive culture and climate within the school. The school counselor provides open hours for individual and group counseling. Every Thursday morning 10-20 students voluntarily attend JOY Club building positive character traits. Every month, All Pro Dads breakfast is provided to build positive relationships between students and their male guardians.

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

VPK holds a transition to Kindergarten in May of every year to prepare families for the changes in expectations. VPK host monthly meetings throughout the year to provide on-going information on

student progress towards Kindergarten preparedness. 5th grade students will visit Fort Caroline Middle School of the Arts and Arlington Middle feeder school in early January to prepare students for school choice ending in February of each school year.

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.

Lake Lucina leadership will work with the diagnostic placement team to assess and appropriately group students in to interventions. Students will be appropriately scheduled in order to consistently meet in their intervention groups either with the classroom teacher, VE Resource teacher, academic coach, trained para, or admin in order to maximize response to instruction. Title 1 funds were used to purchase Acaletics to provide additional math support to expose all students to rigorous aligned FSA curriculum every day for 30 minutes. Funds were used to purchase a full-time reading coach to ensure programs are used with fidelity and to monitor progress of students toward school improvement goals. Funds will also be used to employ part-time certificated teachers to assist with implementation of curriculum. Leadership will maintain student data tracking sheets that compile all essential data to cross reference when determining students in need of interventions. Leadership will meet bi weekly to monitor students that are at risk based on the indicators. Teachers, academic coach, support staff, and admin will work through the collaborative problem solving process in order to best meet the needs of each individual learner. Monthly Rtl meetings will be used to identified and discuss students not responding to interventions as to identify next steps with district support. Information will be updated during one to one meetings and additional information will be added as pertinent to the success of each individual child. District Student Opportunity for Success (SOS) parent/child workshops will be used to assist parents and students with family based interventions and supports outside the school day. Arlington Full Service referrals will be submitted and tracked to ensure referred students and families are taking advantage of free programs.

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 has partnerships with River City Baptist Church, Arlington Women's Club, and United Episcopal Church. River City facilitates weekly JOY Club and monthly All Pro Dad meetings. Meeting cover a variety of topics, including college and career awareness. The school counselor works with magnet and feeder pattern middle schools to create planned school visits and tours for 5th grade students exploring school choice for middle school. Jacksonville University and University of North Florida partner with the school during STEAM night to engage students in math and engineering activities to promote STEM related fields.