

Duval County Public Schools

# Lake Lucina Elementary School



2021-22 Schoolwide Improvement Plan

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# Lake Lucina Elementary School

6527 MERRILL RD, Jacksonville, FL 32277

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

## Demographics

**Principal: Michelle Walsh**

Start Date for this Principal: 6/10/2021

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2020-21 Title I School</b>	Yes
<b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2020-21 ESSA Subgroups Represented</b> (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
<b>School Grades History</b>	2018-19: C (48%) 2017-18: B (58%) 2016-17: C (51%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Northeast
<b>Regional Executive Director</b>	<a href="#">Cassandra Brusca</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## School Board Approval

This plan is pending approval by the Duval County School Board.

## 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](http://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.

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# Lake Lucina Elementary School

6527 MERRILL RD, Jacksonville, FL 32277

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

## School Demographics

<b>School Type and Grades Served</b> (per MSID File)	<b>2020-21 Title I School</b>	<b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)
Elementary School PK-5	Yes	100%
<b>Primary Service Type</b> (per MSID File)	<b>Charter School</b>	<b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)
K-12 General Education	No	82%

## School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		C	C	B

## School Board Approval

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## SIP Authority

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<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, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Position 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.

**Demographic Information**

**Principal start date**

Thursday 6/10/2021, Michelle Walsh

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

15

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

15

**Total number of teacher positions allocated to the school**

22

**Total number of students enrolled at the school**

340

**Identify the number of instructional staff who left the school during the 2020-21 school year.**

4

**Identify the number of instructional staff who joined the school during the 2021-22 school year.**

8

**Demographic Data**

**Early Warning Systems**

**2021-22**

**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	46	55	43	47	55	48	0	0	0	0	0	0	0	294
Attendance below 90 percent	8	13	10	15	15	14	0	0	0	0	0	0	0	75
One or more suspensions	1	0	0	0	0	0	0	0	0	0	0	0	0	1
Course failure in ELA	1	3	2	4	0	1	0	0	0	0	0	0	0	11
Course failure in Math	1	3	2	4	0	1	0	0	0	0	0	0	0	11
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	3	0	0	0	0	0	0	0	3
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	3	0	0	0	0	0	0	0	3
Number of students with a substantial reading deficiency	0	25	4	16	13	0	0	0	0	0	0	0	0	58

**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	3	3	0	3	9	0	0	0	0	0	0	0	18

**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	0	0	0	0	0	0	0	0	0	0	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Date this data was collected or last updated**

Thursday 6/10/2021

**2020-21 - As Reported**

**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	
Number of students enrolled	55	40	40	53	49	48	0	0	0	0	0	0	0	285
Attendance below 90 percent	4	13	12	13	5	6	0	0	0	0	0	0	0	53
One or more suspensions	0	2	1	0	2	1	0	0	0	0	0	0	0	6
Course failure in ELA	0	0	0	0	3	0	0	0	0	0	0	0	0	3
Course failure in Math	0	0	0	0	3	0	0	0	0	0	0	0	0	3
Level 1 on 2019 statewide ELA assessment	0	0	0	5	9	11	0	0	0	0	0	0	0	25
Level 1 on 2019 statewide Math assessment	0	0	0	5	10	10	0	0	0	0	0	0	0	25

**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	1	0	1	7	0	0	0	0	0	0	0	10

**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	2	4	7	7	14	0	0	0	0	0	0	0	34
Students retained two or more times	0	0	0	2	0	2	0	0	0	0	0	0	0	4

**2020-21 - 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	
Number of students enrolled	55	40	40	53	49	48	0	0	0	0	0	0	0	285
Attendance below 90 percent	4	13	12	13	5	6	0	0	0	0	0	0	0	53
One or more suspensions	0	2	1	0	2	1	0	0	0	0	0	0	0	6
Course failure in ELA	0	0	0	0	3	0	0	0	0	0	0	0	0	3
Course failure in Math	0	0	0	0	3	0	0	0	0	0	0	0	0	3
Level 1 on 2019 statewide ELA assessment	0	0	0	5	9	11	0	0	0	0	0	0	0	25
Level 1 on 2019 statewide Math assessment	0	0	0	5	10	10	0	0	0	0	0	0	0	25

**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	1	0	1	7	0	0	0	0	0	0	0	10

**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	2	4	7	7	14	0	0	0	0	0	0	0	34
Students retained two or more times	0	0	0	2	0	2	0	0	0	0	0	0	0	4

**Part II: Needs Assessment/Analysis**

**School Data Review**

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				43%	50%	57%	44%	50%	56%
ELA Learning Gains				57%	56%	58%	51%	51%	55%
ELA Lowest 25th Percentile				43%	50%	53%	55%	46%	48%
Math Achievement				53%	62%	63%	62%	61%	62%
Math Learning Gains				51%	63%	62%	69%	59%	59%
Math Lowest 25th Percentile				50%	52%	51%	70%	48%	47%
Science Achievement				42%	48%	53%	58%	55%	55%

**Grade Level Data Review - State Assessments**

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	42%	51%	-9%	58%	-16%
Cohort Comparison						
04	2021					
	2019	47%	52%	-5%	58%	-11%
Cohort Comparison		-42%				
05	2021					
	2019	43%	50%	-7%	56%	-13%
Cohort Comparison		-47%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	56%	61%	-5%	62%	-6%
Cohort Comparison						
04	2021					
	2019	65%	64%	1%	64%	1%
Cohort Comparison		-56%				
05	2021					
	2019	47%	57%	-10%	60%	-13%
Cohort Comparison		-65%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	40%	49%	-9%	53%	-13%
Cohort Comparison						

**Grade Level Data Review - Progress Monitoring Assessments**

**Provide the progress monitoring tool(s) by grade level used to compile the below data.**

- 1st and 2nd Grade = iReady Reading and Math Fall, Winter, and Spring Diagnostic Data
- 3rd Grade ELA = Fall/Winter PMA Data and Spring FSA Data
- 4th and 5th Grade = Fall, Winter, and Spring PMA Data

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	(11/45) 24%	(19/45) 42%	(32/45) 71%
	Economically Disadvantaged	(10/30) 33%	(12/30) 40%	(17/29) 59%
	Students With Disabilities	(1/2) 50%	(2/3) 67%	(3/3) 100%
	English Language Learners	(0/1) 0%	(0/1) 0%	(0/1) 0%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	(14/45) 31%	(19/46) 41%	(25/45) 56%
	Economically Disadvantaged	(12/30) 40%	(10/30) 33%	(14/29) 48%
	Students With Disabilities	(1/2) 50%	(2/3) 67%	(3/3) 100%
	English Language Learners	(1/1) 0%	(1/1) 0%	(1/1) 0%
Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	(9/49) 18%	(10/49) 20%	(15/50) 30%
	Economically Disadvantaged	(7/34) 21%	(8/34) 24%	(10/34) 29%
	Students With Disabilities	(0/7) 0%	(0/7) 0%	(0/7) 0%
	English Language Learners	(0/1) 0%	(0/1) 0%	(0/1) 0%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	(7/49) 14%	(12/50) 24%	(15/50) 30%
	Economically Disadvantaged	(3/34) 8%	(6/34) 18%	(9/34) 26%
	Students With Disabilities	(0/7) 0%	(1/7) 14%	(1/7) 14%
	English Language Learners	(0/1) 0%	(1/1) 100%	(1/1) 100%

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	(8/36) 22%	(10/33) 30%	(13/38) 34%
	Economically Disadvantaged	(8/36) 22%	(10/33) 30%	(13/38) 34%
	Students With Disabilities	(1/10) 10%	(1/10) 10%	(3/10) 30%
	English Language Learners	(0/2) 0%	(0/2) 0%	(0/2) 0%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	(12/36) 33%	(11/31) 35%	(17/35) 49%
	Economically Disadvantaged	(12/36) 33%	(11/31) 35%	(17/35) 49%
	Students With Disabilities	(3/9) 33%	(3/8) 38%	(3/9) 33%
	English Language Learners	(0/2) 0%	(0/2) 0%	(0/2) 0%

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	(30/48) 63%	(28/45) 62%	(24/48) 50%
	Economically Disadvantaged	(30/48) 63%	(28/45) 62%	(24/48) 50%
	Students With Disabilities	(4/12) 33%	(2/10) 20%	(1/11) 10%
	English Language Learners	(3/3) 100%	(2/3) 67%	(1/3) 33%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	(11/48) 23%	(23/44) 52%	(25/48) 52%
	Economically Disadvantaged	(11/48) 23%	(23/44) 52%	(25/48) 52%
	Students With Disabilities	(2/12) 17%	(2/10) 20%	(2/11) 18%
	English Language Learners	(1/3) 33%	(3/3) 100%	(3/3) 100%

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	((21/37) 57%	(21/37) 57%	(15/37) 41%
	Economically Disadvantaged	((21/37) 57%	(21/37) 57%	(15/37) 41%
	Students With Disabilities	(2/5) 50%	(3/5) 60%	(2/5) 40%
	English Language Learners	(0/2) 0%	(1/2) 50%	(0/0) 0%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	(20/36) 56%	(19/37) 51%	(22/36) 61%
	Economically Disadvantaged	(20/36) 56%	(19/37) 51%	(22/36) 61%
	Students With Disabilities	(2/5) 50%	(2/5) 40%	(2/5) 40%
	English Language Learners	(1/2) 50%	(0/2) 0%	(1/2) 50%
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	(0/38) 0%	(15/37) 41%	(7/37) 19%
	Economically Disadvantaged	(0/38) 0%	(15/37) 41%	(7/37) 19%
	Students With Disabilities	(2/5) 40%	(2/5) 40%	(2/5) 40%
	English Language Learners	(0/2) 9%	(0/2) 0%	(1/2) 50%
	Number/% Proficiency	Fall	Winter	Spring

**Subgroup Data Review**

2021 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 2019-20	C & C Accel 2019-20
SWD	19			35							
ELL	36			57							
BLK	44	71		55	57		42				
HSP	29			59							
WHT	41			67							
FRL	42	70		60	70	45	48				
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						

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
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				

### ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	55
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	53
Total Points Earned for the Federal Index	387
Total Components for the Federal Index	7
Percent Tested	99%

### Subgroup Data

Students With Disabilities	
Federal Index - Students With Disabilities	27
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	49
English Language Learners Subgroup Below 41% in the Current Year?	NO
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	54
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	44
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	54
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	56
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	



## Analysis

### Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

#### What trends emerge across grade levels, subgroups and core content areas?

2019 Spring 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.

2021 Spring 3-5 PMA Data still indicated most students are not comprehending on grade level with only 34% of 3rd, 49% of 4th, and 50% of 5th graders scoring a a predictability score of 3 and Above.

#### What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

2019 Spring Math Achievement and learning gains showed the greatest decline from 2018 Spring FSA Data 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. Prior in the 2016 school year, math was ranked in the 22nd percentile in comparison to all other Florida elementary schools.

2018-2019 followed Eureka Math modules outlined in the district Curriculum Guide which is not strongly aligned to FSA item specifications and MAFS.

2019-2020 & 2020-2021 School Years focused on common planning that had a clear structure, focus, purpose, and expected outcome under the supervision of the Assistant Principal. Math Units of Study were rearranged, portions replaced, and additional remediation cycles implemented. Data was consistently trending above the district average with the emphasis on Standards Driven Planning & Instruction.

#### What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

2018-2019 School Year, Lake Lucina was in the Bottom 300 for the State of Florida for Reading Proficiency. The school needed to focus on a comprehensive K-5 reading plan that would focus on teaching students to read. The adoption of SRA Reading Mastery and Corrective Reading provided teachers with a researched based explicit reading program that moved students systematically through the 5 major components of reading; phonemic awareness, phonics, vocabulary, Fluency, and comprehension.

#### What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

2019 Spring 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.

**What were the contributing factors to this improvement? What new actions did your school take in this area?**

2019-2020 & 2020-2021 School year again focused on Writing in 4th and 5th Grade ELA to impact overall proficiency scores. Top Score Writing program was introduced in 2019-2020 and structured strategies were used to explicitly teach the element of Opinion and Informative Writing. Direct Instruction was also introduced in 2019-2020 during the ELA block K-5 systematically teaching how to read through decoding and other foundational skills using Reading Mastery and Corrective Reading programs from SRA. In 3rd grade, there were 7 students who placed in Reading Mastery Kindergarten Level and by March, all 7 were on BI Lesson 45 which is 2nd grade level. In the Fall of 2019, there were only 4 students placing in Corrective Reading C in 4th and 5th grade. In Fall of 2021, there were 28 students which indicated a the program made a significant impact in moving students to grade level.

**What strategies will need to be implemented in order to accelerate learning?**

For the 2021-2022 School Year, a new master schedule needs to be developed with emphasis on 75% of the school day being on grade level and 25% focused on intervention time. This will require all faculty not assigned to a classroom to be assigned groups during the quarter of the day focused on interventions. This will allow for smaller student to teacher ratios and provide opportunities to put student in more strategic groups based on data and their deficits. All faculty will need to attend a trainings on DI and be assigned a specific common planning to attend weekly.

**Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.**

Support and professional development are build into the master schedule and calendar. All faculty will attend weekly 45 minute common planning focused on standards aligned instruction. All faculty will participate in a 2 hour common planning every six weeks on a Wednesday where their students will participate in an extra 2 hours of ART, Music, PE, or Media. All faculty will participate in Vertical Common Planning once a month during Wednesday Early Dismissal. Admin & a reading coach will be used to facilitate coaching cycles in an ongoing cycles of learning. For teachers new to DI, they will participate in the district Reading Mastery or Corrective Reading training. One model teacher will be identified for Reading Mastery and Corrective Reading within the school to serve as a mentor to others. One teacher in 2-5 will be identified as a model for Math Centers to serve as a model to others.

**Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.**

Administration & Admin will serve as monitors and accountability partners for the successful implementation of Interventions & CORE through daily and weekly classroom observations with look-for forms. Teachers will receive on-going written feedback that will be placed in their OneNote personal feedback tabs for their personal reflection on implementation of expected resources (Duval Math, Acaletics, Corrective Reading, Reading Mastery, TOP Score Writing, and Benchmark Advance. Common Planning will be used of on-going support to ensure teachers plan for effective standards based lessons that result in weekly increases in student performance as indicated in BBCard and Blended Learning formats (iReady, Achieve, and Freckle). District Professional Development

Opportunities will be used to deepen teacher understanding of adopted materials to build capacity within the building.

## Part III: Planning for Improvement

### Areas of Focus:

**#1. Instructional Practice specifically relating to Standards-aligned Instruction**

**Area of Focus Description and Rationale:**

The priority area of focus is on Instructional Practices around standards-aligned instruction. By focusing on the standard (the depth, item specifications, ADLs, pre-conceptions/ misconceptions, and vertical alignment), it will develop a better conceptual understanding for the teachers and result in more aligned lesson planning. This will impact students learning and engagement in the classroom resulting in increased achievement levels in all content areas.

**Measurable Outcome:**

- Measurable outcomes will include, but are not limited, to the following:
- Common Planning Standards-based Focus Calendars, Agendas, and lesson plans housed on OneNote
  - Standards Based Walk-Through Data (Standards Focus Board, Instructional Delivery, Assessment)
  - Baseline to Spring Direct Instruction student placement (Reading Mastery & Corrective Reading Grade & Lesson
  - Fall to Spring iReady Diagnostics for Math and Reading
  - Fall to Spring Achievement Lexile monthly adjustments and Level Sets
  - District & School Cumulative & Remediation Cycle Assessment Results
  - Text Dependent Writing Cycles with Aligned FSA Rubric Progress Checks
  - Administration will be used to design, monitor and assess ELA, Math, Science, and Writing achievement progress; provide professional development through common planning/early dismissals and coaching for teachers to ensure strong alignment to the standards. A reading coach position will assist with these tasks.
  - Media Specialist will provide weekly aligned enrichment opportunities in the area of reading, science, and social studies.
  - Math, Reading, and Science Center/Remediation time will be used to provide small group targeted instruction, while also providing immediate, systematic, standards remediation using IXL, RAZ, and JJ Bootcamp resources.

**Monitoring:**

- Part time teaching positions will be used to implement researched based programs / interventions during and after school using aligned resources and DI materials.
- Top Score program will be used to provide aligned FSA Text based Writing experiences in 3-5.
- J&J Bootcamp Science materials will be utilized to provide students daily aligned practice on assessment benchmarks, homework, and center time.
- DI Materials & Math Acaletics will be used to provide direct instruction.
- Remediation cycles will be built into the instructional block using IXL and other researched based materials to address standards not mastered.

**Person responsible for monitoring outcome:**

Michelle Walsh (walshm@duvalschools.org)

**Evidence-based Strategy:**

-Instructional support is needed to assist new and veteran teachers in implementing aligned formative and diagnostic assessments in an ongoing cycle of continuous Improvement.

- The Media Specialist will provide strategic lessons on priority targets during planned media resource and facilitate novel studies with targeted higher level students during intervention blocks.
- Reading Mastery and Corrective Reading are direct instruction programs specifically designed to accelerate students' reading abilities who are significantly behind grade level.
- Standards based remediation cycles increase student understanding of FSA like math problems and ELA Texts and Questioning. IXL provides additional practice during and after school that can be monitored.
- Students scoring Level 1 and 2 consistently score the lowest in Numbers and Operations and IXL will provide weekly fluency practice.
- TOP Score curriculum has been designed, developed, and researched in Florida schools and has a proven track record of increasing student textbased writing scores that impact their overall ELA Proficiency.
- J & J Bootcamp is aligned FCAT 2.0 Science materials that will expose students to daily practice on the annually assessed benchmarks.
- Instructional support from a Reading Coach, Admin, and extra Reading Flex positions are needed to assist new and veteran teachers in implementing aligned formative and diagnostic assessments in an ongoing cycle of continuous Improvement.
- Students testing out of Direct Instruction need opportunities to push their level of thinking to score Level 4 and 5 on FSA. Using the media specialist will provide this opportunity.
- Reading Mastery and Corrective Reading are direct instruction programs specifically designed to accelerate students' reading abilities who are significantly behind grade level.
- Standards based remediation cycles increase student understanding of FSA like math problems and ELA Texts and Questioning.
- Students scoring Level 1 and 2 consistently score the lowest in Numbers and Operations and IXL will provide weekly fluency practice.
- TOP Score curriculum has been designed, developed, and researched in Florida schools and has a proven track record of increasing student textbased writing scores that impact their overall ELA Proficiency.
- J & J Bootcamp is aligned FCAT 2.0 Science materials that will expose students to daily practice on the annually assessed benchmarks.

**Rationale  
for  
Evidence-  
based  
Strategy:**

**Action Steps to Implement**

- Use Admin & Reading Coach to fully unpack B.E.S.T, LAFS & MAFS Standards, Item Specification, and ADLs during weekly common planning
- Use District aligned Standards Walkthrough Tool on the tablet, CAST observations using TalentEd, and OneNote for ongoing feedback and reflections
- Use headsets and laptops for diagnostics, assessments, IXL, IReady, Achieve, RAZ, and other blended

learning & assessment platforms

-Use projectors to present digital lessons and student work during launch and debrief.

- Use media specialist & part time tutors to provide additional time for blended leaning and enrichment opportunities aligned to grade level Focus Calendars and FSA assessed benchmarks.

- Headphones will be used to provide student one-to-one engagement with their personal devices.

**Person Responsible** Michelle Walsh (walshm@duvalschools.org)

**#2. Culture & Environment specifically relating to Equity & Diversity**

Schools with strong supportive environments lead to academic achievement. Based on the UChicago Impact students survey results from 4th and 5th grade students, Lake Lucina scored lower in Classroom Rigor and Rigorous Study Habits which does not lead to providing an equitable learning environment.

**Area of Focus Description and Rationale:**

Measurable outcomes will include, but are not limited, to the following:

Classroom Rigor: 77

Lowest reported questions: Often connects what I am learning to life outside of the classroom, Often requires me to explain my answers, We talk about different solutions or points of view.

Rigorous Study Habits: 53

Lowest reported questions: I set aside time to do my homework and study, If I need to study, I don't go out with my friends, I always study for a test

**Measurable Outcome:**

Measurable outcomes will include, but are not limited, to the following:

- Standards Walk-through Tool with a focus Culturally Responsive Teaching & Learning
- Homework & Classroom Focus Gradebook Grades
- Student Work Analysis during common planning
- Student Home & School Survey (Deep Culture & Educational Interest)
- Common Planning Agendas, Notes, and Lesson Plans (CRT embedded strategies)
- Personal Journal Entries & Affirmations (Wednesdays)
- Daily School Wide Affirmation Statement (BELONG)
- Student Accountability Tracking Sheets

**Monitoring:**

- Create a sense of Belonging with an Affirmation Wall (Give & Take)
- Microsoft Forms Student "Get to Know You" Survey for Fall, Winter, Spring
- Facilitate Standards Walks & have teachers walk classrooms with "look for" forms on Culturally Responsive Practices
- Use Common Planning to embed collaborative strategies, ensure academic press, provide for differentiation, progress monitoring, and student support opportunities.
- Create "Personal Journals" to allow for student reflection on Social and Emotional lessons / morning reflection questions / make affirmations
- Create student tracking sheets to allow for self-lead academic progress monitoring that include homework and study habits
- Use Student Behavior Grades to recognize good choices and study habits.
- Use Focus gradebook to track homework and classwork completion

**Person responsible for monitoring outcome:**

Michelle Walsh (walshm@duvalschools.org)

**Evidence-based Strategy:**

Increase student engagement: Do student have a sense of belonging? Are students engaged pedagogically (Instruction)

Deal with inequities: Courage, Articulation. Safe place and space

Give Outrageous Love: Who needs more love? Is my heart and mind and the right place?

Adding personal journals to morning work and Wellness Wednesday allows for self-reflection and sharing to build a trusting social and emotional environment. Adding universal tracking sheets will provide consistency on expectations for students to be self-assessing and monitoring the English, math instruction, and homework participation. .



**Rationale  
for  
Evidence-  
based  
Strategy:**

- Affirmation Wall (Give & Take) builds confidence with students and provides opportunity for voice and choice
- "Get to Know You" Survey for Fall, Winter, Spring provides teachers an opportunity to truly get to know each child individually beyond service level questions
- Classroom walks using "look for" forms on Culturally Responsive Practices will provide faculty the opportunities to assess themselves
- Common Planning time is need to ensure daily lessons incorporate collaborative strategies, academic press, differentiation, progress monitoring, and student support opportunities.
- "Personal Journals" provide for self reflection and self affirming opportunities
- Student tracking sheets teach students self-lead academic progress monitoring that include homework and study habits
- Student Behavior Grades should align with with observed student behavior during walk-throughs that where good choices and study habits are observed
- Focus gradebook allows for data to be monitored easily and frequently to follow up with students not completing homework and classwork

**Action Steps to Implement**

- Create an Affirmation Wall (Give & Take) in each classroom
- Create "Get to Know You" Survey for Fall, Winter, Spring
- Schedule Peer to Peer Classroom walks using "look for" forms on Culturally Responsive Practices
- Schedule Common Planning and provide a resource on CRT strategies
- Provide "Personal Journals" to each students that include suggested lists of Affirmation
- Create and provide Student Accountability Sheets to be updated weekly
- Create and provide teachers with a Uniform Focus Gradebook Weighting system and breakdown. Update and provide teachers an updated PBIS handbook that outlines behavior and homework expectations.

**Person Responsible** Michelle Walsh (walshm@duvalschools.org)



**#3. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups**

**Area of Focus**  
**Description and Rationale:** The priority area of focus is on the EESA Subgroups of ESE and ELL. The EESA Subgroups of ESE and ELL have been consistently below the 41% proficiency expectation. By focusing on the ESE and ELL subgroups, it will impact the Lowest Performing Quartile

**Measurable Outcome:** Measurable outcomes will include, but are not limited, to the following:  
 - Direct Instruction individual check-out data and mastery checks  
 - Fall to Spring iReady Diagnostics for Math and Reading  
 - Fall to Spring Achievement Lexile monthly adjustments and Level Sets  
 - Remediation Cycle Data  
 - Lesson Check / Module Assessments  
 - Text Dependent Writing Cycles with Aligned FSA Rubric Progress Checks  
 - Direct Instruction individual check-out data, workbook feedback, and mastery checks will be monitored through weekly walk-throughs using the SRA Implementation Walk-Through Tool. Teacher documentation folders will be brought to common planning to spot check weekly. Each quarter the current lesson will be entered into Focus as documentation of progress.

**Monitoring:**  
 - Weekly iReady usage and success rate will be monitored to impact overall Scale Score progress from Fall to Spring Diagnostic results. The goal will be at least 1.5 years grown, if not their personal stretch goal.  
 - Weekly Achieve 3000 usage and pass rate will be monitored in order to impact student overall monthly Level Adjustment toward personal Achieve Goal.  
 - Monthly Remediation Cycles will be developed and used to monitor mastery toward priority standards. Mini-Assessments will be used to monitor impact on learning in BBCard.  
 - Weekly and/or Lesson Check / Module Assessments will be monitored on a master excel.

**Person responsible for monitoring outcome:**  
 Michelle Walsh (walshm@duvalschools.org)

- Reading Mastery and Corrective Reading provide explicit instruction on phonemic awareness, phonics, and comprehension.  
 - iReady is a researched based intervention program that provides student with an explicit learning path based on their diagnostic results Fall, Winter, and Spring. It provides an I do, we do, and you do format to scaffold toward mastery.

**Evidence-based Strategy:**  
 - Achieve 3000 is an adaptive program that allows student comprehension practice at their individual Lexile Level.  
 - Monthly Remediation Cycles are on grade level item spec aligned practice that is differentiated based on Achievement Level Descriptors.  
 - Weekly and/or Lesson Check / Module Assessments provide opportunity to show progress toward grade level mastery after attending interventions daily.

- Reading Mastery and Corrective Reading are researched based interventions from SRA delivered 5 days a week in small group.

- iReady is a researched based intervention program that provides student with an explicit learning path based on their diagnostic results Fall, Winter, and Spring.

**Rationale  
for  
Evidence-  
based  
Strategy:**

- Achieve 3000 is an adaptive program that allows student comprehension practice at their individual Lexile Level that adjust monthly and three times a year based on student success.

- Monthly Remediation Cycles are on grade level item spec aligned practice that is differentiated based on Achievement Level Descriptors.

- Weekly and/or Lesson Check / Module Assessments will be monitored on a master excel.

**Action Steps to Implement**

Create master schedule for interventions with assigned teachers and students. Provide professional development on interventions. Distribute materials and provide pull out locations. Create a cycle of planning, facilitating, analyzing that will continue all year. Create an observation plan to provide explicit feedback to teachers using look-for forms and place in teacher OneNote tabs to reference for glows and grows.

**Person  
Responsible** [no one identified]

**#4. Instructional Practice specifically relating to ELA**

**Area of Focus Description and Rationale:**

Based on 2020-21 data, ELA was identified as a critical need. Students at our school need support with learning the foundational skills of how to read and also understanding the content they are reading. As an Area of Focus, student success in ELA progress will also increase student achievement in other subject areas.

o The percentage of students in grades 3-5, below Level 3 on the 2021 statewide, standardized English Language Arts assessment are as follows: 3rd grade is 64%, 4th grade is 55%, and 5th grade is 45%.

o The percentage of students in kindergarten through grade 3, based on 2020-2021 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized grade 3 English Language Arts assessment is as follows: 1st - 80% and 2nd - 73%

**Measurable Outcome:**

K-5 data:

\*Increase percentage of K-2 students scoring "At Grade Level" or above by 3-4 percentage points. Decrease number of "Below Grade Level" students by 3-4 percentage points.

\*Increase percentage of 3 -5 grade students scoring Level 3 on the 2022 statewide, standardized English Language Arts assessment by 3-4 percentage points. Decrease number of "Below Grade Level" students by 3-4 percentage points.

**Monitoring:**

Our school leadership team, district content specialist support, and Supplemental Instructional APs will review ELA data from district assessments.

**Person responsible for monitoring outcome:**

Michelle Walsh (walshm@duvalschools.org)

**Evidence-based Strategy:**

Data Driven Lesson Planning: Understanding where students are with mastery of standards, using data from informal and formal assessments, planning clear objectives, implementation, and checking for understanding when lesson planning.

Small Group/Differentiated Instruction: Based on data, breaking groups of students into smaller groups to ensure Tier II support is given. Not all students are on the same level, but all standards must be mastered. Small group instruction will allow teachers to meet students at their level to support their needs.

Progress Monitoring: Ensuring whole group lessons, interventions, and assessments are done with fidelity. Checking effectiveness from student data.

Instructional Reviews with Action Plans: Collecting data from classrooms in real time and providing immediate and clear feedback for teachers and school leadership teams to work together to ensure effectiveness.

Data-driven Lesson Planning: Effective lesson planning requires teachers to determine three essential components such as the objective, the implementation, and a reflection. <https://www.ascd.org/el/articles/howto-plan-effective-lessons>

Small Group/Differentiated Instruction: Small group instruction is the key to data-driven results and is the gateway to meeting the needs of all learners. <https://www.ascd.org/el/articles/turn-small-reading-groups-intobig-wins>

**Rationale for Evidence-based Strategy:**

Progress Monitoring: Student progress monitoring helps teachers evaluate how effective their instruction is, either for individual students or for the entire class. <https://www.ascd.org/el/articles/how-student-progressmonitoring-improves-instruction>

Instructional Reviews with Action Plans: The implementation review is a plan designed to 1) recognize accomplishments, 2) track actions, 3) measure implementation impact, 4) evaluate the plan, 5) determine next steps. It may be used by the school alone or with the assistance of the support lead. <https://institutionalresearch.syr.edu/what-we-do/student-ratings/creating-an-action-plan/action-plan-teachingstrategies/>

**Action Steps to Implement**

Ensure teachers are equipped and comfortable with all four strategies listed above. Professional Development during Early Release Days and Common Planning will be essential for Leadership to support teachers. Based on observational data and teacher feedback, PD topics will be set before each Early Release and Common Planning.

**Person Responsible** Michelle Walsh (walshm@duvalschools.org)

During Common Planning and individual teacher data chats, specific data pertaining to ELA reading and student success will be discussed and analyzed to ensure we are monitoring progress.

**Person Responsible** Michelle Walsh (walshm@duvalschools.org)

Give immediate feedback on any observations/walkthroughs conducted by state support, school leadership, district content specialists, and district leadership.

**Person Responsible** Michelle Walsh (walshm@duvalschools.org)

**Additional Schoolwide Improvement Priorities**

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

**Through the evaluation of Teacher Schedules, Common Planning Schedules and Agendas, Classroom observations and Student Work Analysis, the School Improvement goals will be monitored and adjusted to target addition school wide improvement priorities.**

#### **Part IV: Positive Culture & Environment**

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

#### **Describe how the school addresses building a positive school culture and environment.**

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.

#### **Identify the stakeholders and their role in promoting a positive culture and environment at the school.**

Administration's role is to provide a common vision for a positive school culture & environment through setting structured committees that positively impact these areas based on the 5Essentials and School Wide Data from previous PFEP Events and State Testing.

Shared Decision Making Team monitors initial, mid-year, and final SIP review, Title I alignment of SIP, School Budget, achieve consensus regarding school improvement issues, and Plans for Teacher of the Year and Employee of the Year.

Culturally Responsive Team provides faculty professional development through book studies on CRT and follows up with weekly classroom walk-throughs to provide feedback on CRT strategies being implemented. In addition, the team plans for Culturally relevant Book of the Months and classroom activities to implement

to build strong, relevant relationships.

PBIS Team plans and monitors Student of the Month, Monthly Behavior and Academic Student Incentives, CHAMPs/ Calm Classroom, Rtl Behavior Strategies, and School Wrap Around Services.

Threat Assessment Team plans and monitors Emergency Management Plans and engages with the community regarding school safety and environment.

Hospitality Team focus on School Business Partnership, school donations, and faculty social events.

School Advisory Council plans and facilitates monthly meetings open to all stakeholders to review updates on the school's progress towards academic and social/emotional goals.

**Part V: Budget**

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

1	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction				\$519,132.82
Function	Object	Budget Focus	Funding Source	FTE	2021-22	
	100-Salaries	0851 - Lake Lucina Elementary School	Title, I Part A		\$79,603.00	
<i>Notes: Reading Coach</i>						
	100-Salaries	0851 - Lake Lucina Elementary School	Title, I Part A		\$33,113.15	
<i>Notes: .50 of Media Specialist</i>						
	100-Salaries	0851 - Lake Lucina Elementary School	Title, I Part A		\$16,089.49	
<i>Notes: Tutor III</i>						
		0851 - Lake Lucina Elementary School			\$11,115.23	
<i>Notes: Tutor III</i>						
	239-Other	0851 - Lake Lucina Elementary School	Title, I Part A		\$2,506.00	
<i>Notes: IXL License</i>						
	239-Other	0851 - Lake Lucina Elementary School	Title, I Part A		\$4,904.95	
<i>Notes: JJ Bootcamp Science Materials 3-5</i>						
	239-Other	0851 - Lake Lucina Elementary School	Title, I Part A		\$3,000.00	
<i>Notes: Student Headphones for blended learning</i>						
	239-Other	0851 - Lake Lucina Elementary School	Title, I Part A		\$368,801.00	
<i>Notes: Teacher and student storeroom supplies for Core Instruction, centers, and interventions</i>						

2	III.A.	Areas of Focus: Culture & Environment: Equity & Diversity	\$0.00
3	III.A.	Areas of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups	\$0.00
4	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00
<b>Total:</b>			<b>\$519,132.82</b>