

Duval County Public Schools

# Lake Lucina Elementary School



2022-23 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: 6/16/2022

<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>2021-22 Title I School</b>	Yes
<b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2021-22 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>	2021-22: C (48%) 2018-19: C (48%) 2017-18: B (58%)
<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>	ATSI
* 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

<p><b>School Type and Grades Served</b> (per MSID File)</p> <p>Elementary School PK-5</p>	<p><b>2021-22 Title I School</b></p> <p>Yes</p>	<p><b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)</p> <p>100%</p>
<p><b>Primary Service Type</b> (per MSID File)</p> <p>K-12 General Education</p>	<p><b>Charter School</b></p> <p>No</p>	<p><b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)</p> <p>83%</p>

## School Grades History

<b>Year</b>	<b>2021-22</b>	<b>2020-21</b>	<b>2019-20</b>	<b>2018-19</b>
<b>Grade</b>	C	C	C	C

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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**

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

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	Reading 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 6/16/2022, Michelle Walsh

**Number of teachers with a 2022 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.*

**Number of teachers with a 2022 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.*

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

14

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

330

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

3

**Identify the number of instructional staff who joined the school during the 2022-23 school year.**

3

**Demographic Data**

**Early Warning Systems**

Using prior year's data, complete the table below with the number of students by current 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	55	52	51	46	61	0	0	0	0	0	0	0	321
Attendance below 90 percent	18	26	23	28	26	20	0	0	0	0	0	0	0	141
One or more suspensions	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	3	0	0	0	0	0	0	0	0	0	3
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	5	14	17	0	0	0	0	0	0	0	36
Level 1 on 2022 statewide FSA Math assessment	0	0	0	4	10	9	0	0	0	0	0	0	0	23
Number of students with a substantial reading deficiency	14	25	30	14	18	15	0	0	0	0	0	0	0	116

Using the table above, complete the table below with the number of students by current grade level who have 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	55	50	46	47	44	56	0	0	0	0	0	0	0	298

Using current year data, complete the table below with the number of students identified as being "retained.":

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

Date this data was collected or last updated

Thursday 6/16/2022

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

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	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

**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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	41%	50%	56%				43%	50%	57%
ELA Learning Gains	48%						57%	56%	58%
ELA Lowest 25th Percentile	48%						43%	50%	53%
Math Achievement	64%	48%	50%				53%	62%	63%
Math Learning Gains	60%						51%	63%	62%
Math Lowest 25th Percentile	50%						50%	52%	51%
Science Achievement	28%	59%	59%				42%	48%	53%

**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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	42%	51%	-9%	58%	-16%
Cohort Comparison		0%				
04	2022					
	2019	47%	52%	-5%	58%	-11%
Cohort Comparison		-42%				
05	2022					
	2019	43%	50%	-7%	56%	-13%
Cohort Comparison		-47%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	56%	61%	-5%	62%	-6%
Cohort Comparison		0%				
04	2022					
	2019	65%	64%	1%	64%	1%
Cohort Comparison		-56%				
05	2022					
	2019	47%	57%	-10%	60%	-13%
Cohort Comparison		-65%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	40%	49%	-9%	53%	-13%
Cohort Comparison						

**Subgroup Data Review**

2022 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 2020-21	C & C Accel 2020-21
SWD	18	38	31	45	52	40					
ELL	23			57	70						
BLK	36	44	43	59	59	44	19				
HSP	36			73							
MUL	40			70							
WHT	50	63		58	53		50				
FRL	39	47	39	60	51	29	30				
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						
WHT	36	60		53	52		64				
FRL	40	55	48	50	46	45	36				

**ESSA Data Review**

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	48
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	
Total Points Earned for the Federal Index	339
Total Components for the Federal Index	7
Percent Tested	100%
Subgroup Data	

<b>Students With Disabilities</b>	
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%	0
<b>English Language Learners</b>	
Federal Index - English Language Learners	50
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
<b>Native American Students</b>	
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%	0
<b>Asian Students</b>	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
<b>Black/African American Students</b>	
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%	0
<b>Hispanic Students</b>	
Federal Index - Hispanic Students	55
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
<b>Multiracial Students</b>	
Federal Index - Multiracial Students	55
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
<b>Pacific Islander Students</b>	
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%	0

White Students	
Federal Index - White Students	55
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	42
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

## Part III: Planning for Improvement

### 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?**

Out of the subgroups Asian, Black, ESE, Hispanic, Multi-Racial, and White, below 50% reading proficiency is a trend; Black 35%, ESE 17%, Hispanic 31%, and Multi-Racial 40%. In addition, 5th grade ESE and Hispanic subgroups had zero success on the FCAT Science 2.0 assessment.

The decline in ELA proficiency was anticipated due to the diverse group of 5th grade learners over the previous cohort. The cohort had the most SWD students with 13, with the majority in the LPQ. And the most students with no previous scores and therefore only counting for proficiency.

**What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?**

The greatest need for improvement is in the area of reading with only 41% of 3-5 student scoring at or above a Level 3, 42% showing a learning grain, and 52% of the lowest performing quartile making a learning gain.

Attendance remains a barrier for students receiving core instruction and interventions with fidelity. 75 out of 157 (48%) 3-5 students missed 15 or more days of schools. 28/50 (56%) 3rd graders, 24/46 (52%) 4th graders, and 20/61 (33%) 5th graders. 15/27 (56%) ESE students had 15 or more absences. 13/21 (65%) ELA LPQ and 13/20 (65%) Math LPQ had 15 or more absences.

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

Contributing factors included an intermediate teacher on maternity leave which was covered by different teachers from Mid-March to June. The inconsistency in the 4th grade teacher resulted in 28 % proficiency, 33% learning gains, and 43% LPQ gains. 5Essentials Student survey data reported as Weak, with specifically 5th graders reporting 20 percentile for safety, 35 percentile for Peer Support for Academic Work, and 38 percentile for Student-Teacher Trust. 5th grade students overall underperformed on FSA in comparison to their progress monitoring data from PMA 1, 2, and 3.

**What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?**

Based on data, math showed the most progress increasing in overall proficiency from 61% to 64% at or above a Level 3 and maintaining over 60% learning gains.

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

Math implemented a new “gains groups” cycle during center rotations that focused on high priority standards. Every student in math had an opportunity to work on FSA Grade Level math problem sets independently and in teacher lead small groups with mini-assessments to show progress towards mastery. IXL was also utilized to provide differentiated instruction that provided feedback to students.

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

- A master schedule that maximizes human capital will need to be developed to pull as many small groups as possible during the day using RMSE, Corrective Reading, and aligned math problem sets.
- Common planning for ESE teachers to plan for rigorous and appropriate work during small group instruction that focuses on the LPQ students.
- Professional development and coaching cycles on engagement strategies that focuses on student discourse, ownership, and culturally responsive teaching practices.
- Book Study on The Power of Retelling will be facilitated with primary teachers to enhance understanding of the teaching and learning of B.E.S.T standards related to retelling.
- Professional Development on the unpacking of B.E.S.T standards and the new curriculum; Benchmark Advance and Reveal Math.

**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.**

Professional Development and common planning will focus on unpacking the B.E.S.T standards and new curriculum; Benchmark Advance and McGraw Hill Reveal Math. Engagement strategies will be embedded within the common planning process utilizing resources from culturally responsive teaching research.

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

- OneNote common planning focus calendar and lesson plans
- Standards walk-through tool weekly data
- Common assessment data in Performance Matters, PMA data, and blended learning weekly success and usage data
- Coaching cycles with coaching documents and evidence
- Mentor Teachers

**Areas of Focus**

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:



**#1. Instructional Practice specifically relating to B.E.S.T. Standards**

**Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.**

The priority area of focus is on Instructional Practices around standards-aligned instruction using the new B.E.S.T standards. By focusing on the standard (pre-conceptions/misconceptions and vertical alignment), it will develop a better conceptual understanding for the teachers and result in more aligned lesson planning utilizing the resources (Benchmark Advance ELA and Reveal Math). This will impact students learning and engagement in the classroom resulting in increased achievement levels in all content areas.

Based on previous data, teachers must identify and continuously assess student performance and strategically plan for all students to make a year's worth of growth. If teachers utilize data to effectively plan for and implement rigorous, differentiated learning opportunities through whole group, small group and individualized instruction for all students, then student achievement will improve and they will make a year's worth of learning growth.

**Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**

- Measurable outcomes will include, but are not limited, to the following:
1. Common Planning Standards-based Focus Calendars, Agendas, and lesson plans housed on OneNote
  2. Standards Based Walk-Through Data (Standards Focus Board, Instructional Delivery, Assessment)
  3. District & School Cumulative & Remediation Cycle Assessment Results
  4. Implement teacher meetings during common planning.
  5. Upload grade level State aligned common assessments into Unify and/or use Benchmark Advance & Reveal Math Assessment Portals so that item analysis is available for teacher use.
  6. Provide training on the use of Unify to monitor student performance.
  7. Implement quarterly data reviews with teachers to determine shifts needed in core and/ or tiered instruction for students.
  8. Administer district quarterly 5th Grade Science PMAs and analyze data to inform instruction.
  9. Schedule common planning meetings devoted to reviewing student work samples from common assignments.
  10. Develop/Use established rubrics for evaluating student samples compared to grade level standard expectations.
  11. Showcase student work samples on classroom display boards and content focus board walks.

**Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.**

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 interventionist position will assist with these tasks and a part-time reading interventionist will help to facilitate reading direct instruction with RMSE & Corrective Reading. A math interventionist will assist with Acaletics implementation and math item spec growth cycles.

Math, Reading, and Science Center/Remediation time will be used to provide small group targeted instruction, while also providing immediate, systematic, standards remediation that can be monitored through technology and/or data tracking sheets. Resources include, but are not limited to, IXL, Acaletics, Study Island, Gizmo, iReady, Achieve 3000, Freckle, RAZ, Accelerated Reader, JJ Bootcamp resources, RMSE, Corrective Reading, and/or LLI.



Benchmark Advance, Reveal Math, and Top Score curriculum will be used to provide B.E.S.T aligned core instruction for ELA and Math.

**Person responsible for monitoring outcome:**

Michelle Walsh (walshm@duvalschools.org)

- Additional teaching positions will be added to reduce class size; full time and/or part-time based on need.

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

-Reading Mastery and Corrective Reading are direct instruction programs specifically designed to accelerate students' reading abilities who are significantly behind grade level.

- Students testing out of Direct Instruction need opportunities to push their level of thinking to score Level 4 and 5 on FAST. Accelerated Reader will provide assessment of comprehension of chapter books from the leveled library and keep count of words read for the school wide Million Word Campaign.

**Evidence-based Strategy:  
Describe the evidence-based strategy being implemented for this Area of Focus.**

-Standards based remediation cycles increase student understanding of standard based 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. iReady Reading will be used for 3-5 Students significantly below grade level in reading needing explicit phonics and phonemic awareness remediation.

-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 and prepare for the new FAST Writing Assessment.

-J & J Bootcamp is aligned FCAT 2.0 Science materials that will expose students to daily practice on the annually assessed benchmarks.

- Title I funds will be used to add supplemental personnel or supplemental materials to provide classroom instruction, specialized instruction and additional support to increase student achievement.

**Rationale for Evidence-based Strategy:  
Explain the rationale for selecting this specific strategy.  
Describe the resources/criteria**

- Additional teaching position reduce class size and/or small group instruction size which gives student more individualized opportunities to receive differentiated supports.

-Instructional support from a Reading Interventionist, 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. Assist with common planning and pulling additional small groups.

- Students testing out of Direct Instruction need opportunities to push their level of thinking to score Level 4 and 5 on FAST. Accelerated Reader will provide assessment of comprehension of chapter books from the leveled library. Accelerated Reader include over 100,000 reading quizzes.

-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 FAST like math problems and ELA Texts and Questioning.

**used for selecting this strategy.**

-Students scoring Level 1 and 2 consistently score the lowest in Numbers and Operations and IXL will provide weekly fluency practice. Students in 3-5 significantly low in reading need explicit instruction in a adaptive program such as iReady. iReady will fill in the gaps in phonemic awareness, phonics, and vocabulary.

-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.

- Title I funds will be used to add supplemental personnel or supplemental materials to provide classroom instruction, specialized instruction and additional support to increase student achievement

**Action Steps to Implement**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

***No action steps were entered for this area of focus***

**#2. Positive Culture and Environment specifically relating to Supportive Environment & Equity**

Schools with strong student supportive environments lead to academic achievement. Based on the UChicago Impact students survey results from 4th and 5th grade students, rating the school Neutral (43). Although Academic Personalism was Strong, student-teacher trust, peer support for academic support, and safety were all rating weak by the students. Specifically, the 5th grade students scored most areas as weak as apposed to 4th graders rating their environment as strong and very strong.

**Area of Focus**  
**Description and Rationale:**  
**Include a rationale that explains how it was identified as a critical need from the data reviewed.**

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

Teacher - Student Trust: Weak

Questions:

My teachers always keep their promises.

My teachers treat me with respect.

I feel safe with my teachers at this school.

I feel comfortable with my teachers at this school.

My teachers always listen to students' ideas.

Peer Support for Academic Support: Weak

Think doing homework is important?

Feel it is important to pay attention in class?

Feel it is important to attend school every day?

Try hard to get good grades?

**Measurable Outcome:**  
**State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**

Teacher - Student Trust will increase to an overall strong rating from weak (39) on the Spring 2023 5Essentials student survey.

Peer Support for Academic Support will increase to an overall strong rating from weak (35) on the Spring 2023 5Essentials student survey.

Absenteeism will decrease to no more the 20% per grade level.

**Monitoring:**  
**Describe how this Area of Focus will be monitored for the desired outcome.**

Teacher - Student Trust:

-Use of strategies from the resource Equitable Classroom Practices 2010 during the instructional block as noted on common planning agendas/plans and during classroom walk-throughs.

- Daily usage of Calm Classroom to build self-regulation and reflection practices that can be observed through monthly

- Personal Journal Entries or Classroom Meetings & Affirmations (Voice & Belonging)

- Daily School Wide Affirmation Statement (BELONG Guidelines for Success)

- Student Home & School Survey (Deep Culture & Educational Interest)

Peer Support for Academic Support:

- Use of collaborative strategies built into the lesson plans and executed during instruction to ensure all voices are heard and students serve as resources to each other with classroom observations/documentation as evidence of implementation.

- Completed Homework & Classwork as evident in HW folders and Focus Gradebook Grades (HW Habits)

- Student Work with opportunity for revisions and student - student evaluation (Peer

Support)

- Student Accountability Tracking Sheets (Self-Tracking & Goal Setting)

Attendance:

- Make it Monday Initiative will focus on rewarding students who attend school Monday - Friday with arriving no later than 9:00 AM.
- AIT will meet monthly with families to collaborate on ways to increase attendance of students missing more than 5 days in a calendar month.

**Person responsible for monitoring outcome:**

Michelle Walsh (walshm@duvalschools.org)

Teacher - Student Trust:

- Equitable Classroom Practices 2010
- Incentives & Awards
- Socialization &Expectation lessons & modeling
- Calm Classroom to build self-regulation and reflection practices
- Personal Journal Entries & Affirmations
- Daily School Wide Affirmation Statement (BELONG)
- Student Home & School Survey (Deep Culture & Educational Interest)

**Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.**

Peer Support for Academic Support:

- Collaborative strategies
- Homework & Classwork
- Student Work with opportunity for revisions and student - student evaluation
- Student Accountability Tracking Sheets (Self-Tracking & Goal Setting)

Attendance:

- Students must be present to form positive relationship with teachers and peers.
- Students must be present to get the full benefits from instruction and interventions.

**Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**

(UChicago 5Essentials Data Report)

In schools with a Supportive Environment, the school is safe, demanding, and supportive. In such schools:

- students feel safe in and around the school,
- they find teachers trust-worthy and responsive to their academic needs,
- all students value hard work, and
- teachers push all students toward high academic performance.

### **Action Steps to Implement**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

***No action steps were entered for this area of focus***

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

**Area of Focus Description and Rationale:**  
**Include a rationale that explains how it was identified as a critical need from the data reviewed.**

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 Reading and Math proficiency expectation. By focusing on the ESE and ELL subgroups, it will impact the Lowest Performing Quartile

ESE Population:  
 7/27 (26%) ELA Proficiency  
 15/27 (56%) Math Proficiency  
 0/13 (1%) 5th Grade Science Proficiency

ELL Population  
 2/11 (18%) ELA Proficiency  
 6/11 (56%) Math Proficiency  
 0/2 (0%) 5th Grade Science Proficiency

**Measurable Outcome:**  
**State the specific measurable outcome the school plans to achieve. This should be a data based, objective 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 FAST 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.
- Common planning will include a focus on planning graphic organizers and math manipulatives to scaffold learning in the classroom.

**Monitoring:**  
**Describe how this Area of Focus will be monitored for the desired outcome.**

- Weekly Blended Learning (iReady, Achieve 3000, Freckle) 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.
- 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:**

Kelli Bailey (baileyk3@duvalschools.org)

**Evidence-based Strategy:**  
**Describe the evidence-based strategy being**

- Reading Mastery and Corrective Reading provide explicit instruction on phonemic awareness, phonics, and comprehension.
- The use of graphic organizer help student decompose text and math problems to construct a better understanding of skills and concepts. Math

manipulatives allow student to tangibly visualize math concepts when composing and decomposing.

- 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.

**implemented for this Area of Focus.**

- 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.

- The use of graphic organizer help student decompose text and math problems to construct a better understanding of skills and concepts. Math manipulatives allow student to tangibly visualize math concepts when composing and decomposing.

**Rationale for Evidence-based Strategy:  
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**

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

- 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**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

*No action steps were entered for this area of focus*

**RAISE**

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

**Area of Focus Description and Rationale**

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

**Grades K-2: Instructional Practice specifically relating to Reading/ELA**

Reading Area of Focus: Delayed start to Reading Mastery, lack of focus on mastery and progress monitoring of Dolch Sight words, and limited access to reading at home for practice.

Affects: Students not completing the full scope and sequence of the RMSE program will not close the gap on reading in a timely manner. Students not mastering all grade appropriate Dolch sight words will continue to persevere through grade level text. Students not reading every day for 15-30 minutes will not build fluency and vocabulary.

Rational: Out come data indicated that either a lesson a day is not being completed or the intervention was started too late to be completed. The Dolch sight words are included in the BEST standards as an expectation for mastery in K-2 and the new reading program Benchmark Advance does not introduce all Dolch words expected for mastery. Student reading logs were expected to be filled out weekly, although books were not being sent home.

KG: 31/56 (55%) below a Mid K Reading Level (102% Typical Growth / 75% Stretch Growth)

KG RMSE: Lesson 55 (7 Students), Lesson 58 (6 Students), Lesson 81 (5 Students), Lesson 82 (1 Student), Lesson 94 (5 students), Lesson 113 (6 Students), Lesson 120 (5 Students), Lesson 130 (12 Students), Lesson 1 66 (4 Students)

1st: 37/55 (67%) below a Mid 1 Reading Level (78% Typical Growth / 56% Stretch Growth)

1st Grade RMSE: Lesson K 52 (6 students), Lesson K 53 (1 Student), Lesson K 93 (6 Students) Lesson K 111 (5 Students), Lesson 1 60 (2 Students), Lesson 1 57 (4 Students), Lesson 1 61 (1 Student), Lesson 1 66 (4 Students) Lesson 1 121 (6 Students), lesson 1 133 (5 Students)

2nd: 36/52 (69%) below a Mid 2 Reading Level ((144% Typical Growth / 85% Stretch Growth)

**Grades 3-5: Instructional Practice specifically relating to Reading/ELA**

Reading Area of Focus:

How it affects student learning in literacy:

Rational how it was identified as critical need:

The greatest need for improvement is in the area of reading with only 41% of 3-5 student scoring at or



above a Level 3, 42% showing a learning grain, and 52% of the lowest performing quartile making a learning gain on the ELA FSA.

3rd Grade: 19/46 (41%) Level 1 & 2

4th Grade: 27/38 (71%) Level 1 & 2

5th Grade: 35/55 (64%) Level 1 & 2

Attendance remains a barrier for students receiving core instruction and interventions with fidelity. 75 out of 157 (48%) 3-5 students missed 15 or more days of schools. 28/50 (56%) 3rd graders, 24/46 (52%) 4th graders, and 20/61 (33%) 5th graders. 15/27 (56%) ESE students had 15 or more absences. 13/21 (65%) ELA LPQ and 13/20 (65%) Math LPQ had 15 or more absences.

**Measurable Outcomes:**

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

**Grades K-2: Measureable Outcome(s)**

K-2 Students starting at the following level based on the August Placement test will complete 165 lessons out of 180 days of school:

KG Lesson 1

KG Lesson 11 (Fast Track)

KG Lesson 108

Grade 1 Lesson 1

Grade 1 Lesson 66

Grade 2 Lesson 1

**Grades 3-5: Measureable Outcome(s)**

3-5 students starting at the following level based on the August Placement test will complete at 65 lesson to move to the next Corrective Reading Level until tested out.

A Lesson 1 (Kindergarten/First Reading Level)

B1 Lesson 1 (2nd Grade Reading Level)

B2 Lesson 1 (3rd Grade Reading Level)

C Lesson 1 (4th Grade Reading Level)

**Monitoring:**

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

Reading Mastery and Corrective Reading will be monitored through walk-throughs on a weekly bases to monitor the teacher record sheet, student check-out and mastery check data, and students worksheets and/ or workbook. A district Direct Instruction coach will facilitate model and coaching sessions for teachers in need to ensure the fidelity of the program.



**Person responsible for monitoring outcome:**

Select the person responsible for monitoring this outcome.

Walsh, Michelle, walshm@duvalschools.org

**Evidence-based Practices/Programs:**

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

Reading Mastery is designed to provide systematic reading instruction to students in grades K–6. Reading Mastery can be used as an intervention program for struggling readers, as a supplement to a school's core reading program, or as a stand-alone reading program, and is available in three versions. During the implementation of Reading Mastery, students are grouped with other students at a similar reading level, based on program placement tests. The program includes a continuous monitoring component.

**Rationale for Evidence-based Practices/Programs:**

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

Reading Mastery Signature Edition (for grades K–5) includes three strands: (a) a Reading strand that addresses phonemic awareness, phonics, word analysis, fluency, vocabulary, comprehension, spelling, decoding, and word recognition skills; (b) an Oral Language/Language Arts strand that addresses oral language, communication, and writing skills; and (c) a Literature strand that is designed to provide students with opportunities to read a variety of texts and to develop their vocabulary.

Direct Instruction is based on over 5 decades of work. The curricular programs are based on extensively formulated and carefully tested theoretical insights and are developed through a painstaking process of research and testing. A great deal of research has shown that they are highly effective in helping all students to increase their levels of achievement. Research also shows that the programs are most effective when they are implemented as designed.

**Action Steps to Implement:**

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
<ol style="list-style-type: none"> <li>1. Teachers who have not previously attended training, will attend August or September.</li> <li>2. The two reading interventionist will placement test all students based on the district decision tree.</li> <li>3. Admin will work with teachers to form groups and move students as needed to other classrooms to balance number of groups needing Direct Instruction at the same time.</li> <li>4. Reading Interventionist will district teacher and student materials.</li> <li>5. Teachers will create a space in the classroom for the STAR Rules and Teacher Point Chart and to facilitate their groups.</li> <li>6. Teachers will facilitate Direct Instruction at the same time every day per the master schedule.</li> </ol>	<p>Walsh, Michelle, walshm@duvalschools.org</p>

**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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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

Climate is the artifact of culture. It is the product of good Culture.

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 school culture and environment.**

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.