

Duval County Public Schools

Lake Lucina Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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Lake Lucina Elementary School

6527 MERRILL RD, Jacksonville, FL 32277

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

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team

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 as it relates to SIP implementation 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.
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.
Granato, Courtney	Assistant Principal	Courtney Granato (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.

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The School Improvement and Education Accountability system, which includes the SAC, sets up priorities and student performance standards that serve as guiding principles for everything the council does.

SAC's job is to examine aspects of its school as suggested by the priorities and generate a School Improvement Plan (SIP) that addresses targeting the identified priorities and meeting the student performance standards.

The council must consider what is known about its school and decide which areas need improvement. An analysis of student achievement and school performance data should occur. Then the SAC must decide which needs are most important and pressing.

The group will then develop strategies—the “how-to” for improving the areas most important to their school—and decide how to measure the results of the strategies they plan to implement.

At the end of this process, the SAC will have created the SIP, which addresses issues relative to budget, training, instructional materials, technology, staffing, student support services, school safety, discipline strategies, student health and fitness, indoor environmental air quality, and matters of resource allocation.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The School Improvement Plan goals and strategies will be embedded into weekly common planning and early dismissal professional development in a continuous cycle of improvement. The SIP will be revised and updated as needed to reflect the needs and progress of the school.

Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	83%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes

ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL) Black/African American Students (BLK) Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: C 2018-19: C 2017-18: B
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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		
Absent 10% or more days	7	32	20	22	20	18	0	0	0	119	
One or more suspensions	2	0	0	0	0	0	0	0	0	2	
Course failure in English Language Arts (ELA)	0	0	0	0	1	0	0	0	0	1	
Course failure in Math	0	0	0	0	1	0	0	0	0	1	
Level 1 on statewide ELA assessment	0	0	0	18	10	7	0	0	0	35	
Level 1 on statewide Math assessment	0	0	0	7	2	7	0	0	0	16	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	5	44	42	38	34	42	0	0	0	205	

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

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

Using the table above, complete the table below with the number of students identified retained:

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

Prior Year (2022-23) As Initially Reported (pre-populated)**The number of students by grade level that exhibited each early warning indicator:**

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	18	26	23	28	26	20	0	0	0	141
One or more suspensions	0	0	0	0	0	1	0	0	0	1
Course failure in ELA	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	3	0	0	0	0	0	3
Level 1 on statewide ELA assessment	0	0	0	5	14	17	0	0	0	36
Level 1 on statewide Math assessment	0	0	0	4	10	9	0	0	0	23
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	14	25	30	14	18	15	0	0	0	116

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	55	50	46	47	44	56	0	0	0	298

The number of students identified retained:

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

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	18	26	23	28	26	20	0	0	0	141	
One or more suspensions	0	0	0	0	0	1	0	0	0	1	
Course failure in ELA	0	0	0	0	0	0	0	0	0		
Course failure in Math	0	0	0	3	0	0	0	0	0	3	
Level 1 on statewide ELA assessment	0	0	0	5	14	17	0	0	0	36	
Level 1 on statewide Math assessment	0	0	0	4	10	9	0	0	0	23	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	14	25	30	14	18	15	0	0	0	116	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	55	50	46	47	44	56	0	0	0	298

The number of students identified retained:

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

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	52	48	53	41	50	56	45		
ELA Learning Gains				48			68		
ELA Lowest 25th Percentile				48					
Math Achievement*	69	58	59	64	48	50	61		
Math Learning Gains				60			68		
Math Lowest 25th Percentile				50			54		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*	48	52	54	28	59	59	38		
Social Studies Achievement*					63	64			
Middle School Acceleration					53	52			
Graduation Rate					46	50			
College and Career Acceleration						80			
ELP Progress	60	54	59				53		

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	57
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	284
Total Components for the Federal Index	5
Percent Tested	99
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	48
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	339
Total Components for the Federal Index	7
Percent Tested	100
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	41			
ELL	64			
AMI				
ASN				
BLK	49			
HSP	75			
MUL				
PAC				
WHT	63			
FRL	55			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	32	Yes	3	
ELL	50			
AMI				
ASN				
BLK	43			
HSP	55			
MUL	55			
PAC				
WHT	55			
FRL	42			

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	52			69			48					60
SWD	29			53							2	
ELL	46			85							3	60
AMI												
ASN												
BLK	47			64			38				4	
HSP	72			78							2	
MUL												
PAC												
WHT	56			67							3	
FRL	49			70			50				4	

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	41	48	48	64	60	50	28					
SWD	18	38	31	45	52	40	0					
ELL	23			57	70							
AMI												
ASN												
BLK	36	44	43	59	59	44	19					
HSP	36			73								
MUL	40			70								
PAC												
WHT	50	63		58	53		50					
FRL	39	47	39	60	51	29	30					

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	45	68		61	68	54	38					53
SWD	19			35								
ELL	36			57								53

2020-21 ACCOUNTABILITY 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	ELP Progress
AMI												
ASN												
BLK	44	71		55	57		42					
HSP	29			59								
MUL												
PAC												
WHT	41			67								
FRL	42	70		60	70	45	48					

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	50%	47%	3%	54%	-4%
04	2023 - Spring	57%	50%	7%	58%	-1%
03	2023 - Spring	46%	46%	0%	50%	-4%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	75%	59%	16%	59%	16%
04	2023 - Spring	76%	58%	18%	61%	15%
05	2023 - Spring	48%	52%	-4%	55%	-7%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	41%	48%	-7%	51%	-10%

III. Planning for Improvement

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

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

The greatest need for improvement is in the area of science with proficiency consistently underperforming reading proficiency with reading at 56% and Science at 46%. For the past 4 years, science has scored under 50% proficiency in 5th grade. Lake Lucina is 5 points below the State Average.

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

Out of the subgroups Asian, Black, ESE, Hispanic, and White, the trend is math has made significant gains over the past 3 years going from 53% to 74% (21+ Increase), although RAW data show stagnant growth. The RAW data includes 18 students that do not count due to FTE or ELL statuses.

Black and Hispanic sub-groups made significant increase in ELA; Black 35% to 51% (16% increase) and Hispanic 31% to 46% (15% increase).

Contributing factors included 5th grade students reporting in the 5Essentials data neutral or very weak. Academic Personalism on their feelings toward the teacher was neutral, Peer Support for Academic work with Very Weak, Safety was very Weak, and Student-Teacher Trust was Weak. 5th Grade students' attitude toward learning reflected in a decrease in Math Proficiency from 4th to 5th grade going from 63% to 54% (9% decrease) and Science scores did increase from 28% to 46% (18% increase), although proficiency is still under 50% and underperforming reading proficiency

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

The greatest need for improvement is in the area of science with proficiency consistently underperforming reading proficiency with reading at 56% and Science at 46%. For the past 4 years, science has scored under 50% proficiency in 5th grade. Lake Lucina is 5 points below the State Average.

Continued focus on reading is a area of focus due to only earning over 50% proficiency the first time in over a decade. Reading Proficiency increased from 41% to 56% (15% increase), although next year Learning Gains, LPQ, and 3rd Grade only accountability cells will be added to the school grade.

Attendance remains a barrier for students receiving core instruction and interventions with fidelity. 58 out 142 (41%) 3-5 students missed 15 or more days of schools. 21/55 (38%) 3rd graders, 18/43 (42%) 4th graders, and 19/44 (43%) 5th graders.

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

Continued focus on reading is a area of focus due to only earning over 50% proficiency the first time in over a decade. Reading Proficiency increased from 41% to 56% (15% increase), although next year Learning Gains, LPQ, and 3rd Grade only accountability cells will be added to the school grade.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Attendance remains a barrier for students receiving core instruction and interventions with fidelity. 58 out of 142 (41%) 3-5 students missed 15 or more days of school. 21/55 (38%) 3rd graders, 18/43 (42%) 4th graders, and 19/44 (43%) 5th graders.

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

1. 3rd Grade ELA due to counting in a new separate cell.
2. 5th Grade Science due to underperforming reading and the state science average.
3. 5th Grade ELA & Math due to underperforming other grade levels and scoring under the state averages by 1 point.
4. 4th & 5th Writing due to writing returning to school accountability.
5. 3-5 Math due to needing to maintain and increase scores with many students with previous Level 4 & 5s.

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Instructional Practice specifically relating to Benchmark-aligned Instruction**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed.

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

The priority area of focus is on Instructional Practices around standards-aligned instruction using the B.E.S.T standards. By focusing on the standard (pre-conceptions/misconceptions and vertical alignment), it will develop a better conceptional 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.

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 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 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:

[no one identified]

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

- Additional teaching positions will be added to reduce class size; full time and/or par-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 using novel studies and other reading resources.
- 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 K-2 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 Intervention:

Explain the rationale for selecting this specific strategy.

- 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.
- 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.

-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

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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 Early Warning System**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed.

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

The primary rationale for high-quality attendance data is the relationship between student attendance and student achievement. Teacher effectiveness is the strongest school-related determinant of student success,¹ but chronic student absence reduces even the best teacher's ability to provide learning opportunities. Students who attend school regularly have been shown to achieve at higher levels than students who do not have regular attendance.

Attendance remains a barrier for students receiving core instruction and interventions with fidelity. 58 out of 142 (41%) 3-5 students missed 15 or more days of school. 21/55 (38%) 3rd graders, 18/43 (42%) 4th graders, and 19/44 (43%) 5th graders.

(47%) 9/19 SWD students missed 15 or more days of school. 8 of the SWD students missed 24-33 days and 1 missed 125 days.

Measurable Outcome:

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

At least 90% of students will miss less than 15 days of instruction by May 2024.

At least 75% of will make their bucket gain from PM2 to PM3 by May 2024.

Monitoring:

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

- Student & School Wide Attendance Trackers
- Academic Student & School Wide Proficiency Trackers
- Teacher & School Electronic Communication Logs
- 5Essentials Pre and Post Survey for 4th & 5th

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

- Leadership team will monitor and review the percentage of Regular Attenders, At-Risk, Chronic & Severe Chronic Absent students once a month as a collaborative team. Data will help the team determine communication needs to students and parents.

- The administrative team will monitor attendance input from teachers and data entry clerk to ensure that all

students have an attendance code recorded by their teachers for every period of each school day.

Monitoring the number of attendance codes per student helps to improve attendance recordkeeping practices within the school.

- Appropriate staff will call or email parents to verify excused absences as needed.

- Recognize classes that have the highest percentage of students in regular attendance. Announcements may be made during morning announcements/show, lunch periods, afternoon announcements, a common bulletin board, and special student assemblies.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The primary rationale for high-quality attendance data is the relationship between student attendance and student achievement. Teacher effectiveness is the strongest school-related determinant of student success,¹ but chronic student absence reduces even the best teacher's ability to provide learning opportunities. Students who attend school regularly have been shown to achieve at higher levels than students who do not have regular attendance.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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 Students with Disabilities**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed.

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Rationale: Students who have difficulty achieving grade-level standards, such as SWD students, often need more time for instruction in order to catch up and keep up with their peers. At both the elementary and secondary levels, this additional time can be used to pre-teach materials, reteach the day's lesson, address missing foundational skills, and correct misunderstandings.

Area of Concern: (47%) 9/19 3-5 SWD students missed 15 or more days of school. 8 of the SWD students missed 24-33 days and 1 missed 125 days. A minimum of 25 lost days of instruction due to State and/or District required testing. 12 lost days of instruction due to MRT. Teacher sick and personal leave also impacted instruction.

Measurable Outcome:

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

At least 75% of SWD students will miss less than 15 days of instruction by May 2024.

At least 75% of SWD students will make their Math & Reading bucket gain from PM3 May 2023 to PM3 May 2024.

Monitoring:

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

- 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.
- 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:

[no one identified]

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

- 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.
- Achieve 3000, RAZ A-Z, Common Core Lit 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.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

- 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.
- 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.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

Duval County Public Schools has a tiered system of support to align interventions for CSI, TSI and ATSI schools. The first tier of support begins with the Superintendent's cabinet of executive leaders who represent all district departments (Human Resources, Academic Services, Division of Schools, Operations, Finance, Technology, etc.). At a minimum, this team meets on a weekly basis to develop, monitor, and implement the district's strategic plan initiatives. The next level of the tier branches out with the Chief of Schools who oversees the district's Division of Schools. Schools are divided by region (Elementary, Middle, High, and Turnaround/Fragile (ISI Region). Each region has a Regional Superintendent, Executive Directors, and Content Area Specialists who work to ensure that the support is aligned and implemented.

Ensuring adequate funding, resources, and support is available to CSI, TSI and ATSI schools is a driver for district-wide collaboration. To accomplish this, the Division of Schools works with multiple district departments

to further tier support for CSI, TSI and ATSI schools.

This support includes but is not limited to the following:

1. Academic Services provides curriculum support and additional content specialists for schools. Academic Services also oversees our district professional development department and coordinates professional development for instructional and non-instructional personnel.
2. Title I – Coordinates the use of funds to best support the barriers that research has shown negatively impacts disadvantaged students. In addition, Title I provides professional development to teachers to improve their pedagogy.
3. The Division of Schools conducts school visits that include instructional reviews and instructional walks. These visits occur on a weekly basis and serve as an opportunity to observe instructional delivery, student learning, and provide feedback to school staff.
4. Finance – Finance provides the funds to provide resources and the personnel needed to address individual school needs.
5. Human Resources – Human Resources works to recruit quality personnel for our most needy schools. This includes a dedicated staffing team to our Turnaround School Region (ISI), priority hiring, and monitoring teacher VAM rating percentage by school. They also work with unions to collective bargain memorandums of understanding that provide for incentives, professional development, and additional strategies to address school needs.

Though the above examples are not comprehensive of all support provided to School Improvement schools, they do provide a snapshot of the layers of support that are available and used to improve student outcomes. Through this layered approach, the district's team along with each school's academic leadership team, teachers, staff, parents, and other stakeholders collaborate on methods of improvement and monitor implementation on a continuous basis.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

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

STAR Reading Spring Proficient: Blue/Green

KG 48% 29/60

1st 50% 24/48

2nd 58% 31/53

- Direct Instruction Reading Mastery 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.

- UFLI Phonics and Phonemic Awareness whole group instruction
- Common planning will include a focus on planning graphic organizers and math manipulatives to scaffold learning in the classroom.
- 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.

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

- ELA will continue to refine & implemented a wholistic approach to teaching standards where teachers introduced multiple standards at a time. Students are provided B.E.S.T aligned graphic organizers to complete in Teacher Led, Collaborative, and Independent planned opportunities over the course of a 5 day cycle. An "item spec" day will be built in every 4th day with reflection time for areas of strength and growth on the multiple standards prior to test day.
- Corrective Reading provide explicit instruction on phonemic awareness, phonics, and comprehension.
- The use of graphic organizer help student decompose text to construct a better understanding of skills and concepts.
- Freckle Reading & Common Core Lit are adaptive programs 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.

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 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 Measurable Outcomes

STAR Reading Spring Proficient: Reading Proficiency will increase to 60% for KG, 1st, and 2nd by Spring 2024 STAR Assessment.

KG 48% 29/60

1st 50% 24/48

2nd 58% 31/53

Grades 3-5 Measurable Outcomes

Measurable Outcome: Reading Proficiency will increase from 56% to 60% (4+), with 3rd grade increasing from 53% to 55% (2+). Reading Learning gains from the 5 year average of 54% to 60% (6+) and LPQ from 45% to 55% (10+).

Monitoring

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 impact student achievement outcomes.

- Teachers will continue to meet with Admin & Reading Coach weekly in 45 minute common planning focused on unpacking standards, developing aligned anchor charts, student graphic organizers, reading passages, and assessments for a Benchmark Advance 3 week Unit of study.
- Teachers will continue to receive TDE planning days, as needed, to plan for 3 week Units of Study.
- Teachers will continue to use Performance Matters to upload weekly assessment data to monitor mastery and gains.
- Professional development and coaching cycles will continue on engagement strategies that focuses on student discourse, ownership, and culturally responsive teaching practices.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Walsh, Michelle, walshm@duvalschools.org

Evidence-based Practices/Programs

Description:

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. §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 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.

Rationale:

Explain the rationale for selecting 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 evidence-based practices/programs show proven record of effectiveness for the target population?

-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.

-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 ELA Texts and Questioning.

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
<ul style="list-style-type: none"> - A master schedule will be developed to maximize human capital to pull as many small groups as possible during the day using RMSE, Corrective Reading, and other guided reading materials. - ELA will continue to refine & implemented a wholistic approach to teaching standards where teachers introduced multiple standards at a time. Students are provided B.E.S.T aligned graphic organizers to complete in Teacher Led, Collaborative, and Independent planned opportunities over the course of a 5 day cycle. An "item spec" day will be built in every 4th day with reflection time for areas of strength and growth on the multiple standards prior to test day. - Teachers will continue to meet with Admin & Reading Coach weekly in 45 minute common planning focused on unpacking standards, developing aligned anchor charts, student graphic organizers, reading passages, and assessments for a Benchmark Advance 3 week Unit of study. - Teachers will continue to receive TDE planning days, as needed, to plan for 3 week Units of Study. - Teachers will continue to use Performance Matters to upload weekly assessment data to monitor mastery and gains. - Professional development and coaching cycles will continue on engagement strategies that focuses on student discourse, ownership, and culturally responsive teaching practices. - A Direct Instruction consultant will provide coaching and PD during multiple sessions scheduled throughout the year. 	Walsh, Michelle, walshm@duvalschools.org

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))

List the school's webpage* where the SIP is made publicly available.

The SIP is available through state, district, and school website. The SIP goals are attached to the School Advisory Counsel (SAC) agenda monthly where all stakeholders are welcome. SIP goals and school progress towards the goals set are discussed during monthly SAC meetings and an extensive data is shared to all stakeholders during the Winter School School-wide Stakeholder meeting. All meetings are announced on the school marquee, website, post on the front door, and in the Weekly Electronic S'more digital newsletter.

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

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

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.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)(ii))

The priority area of focus is on Instructional Practices around standards-aligned instruction using the 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.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

NA

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

The School Counselor works as a partner for student achievement to address the social/emotional, academic, college and career readiness needs of each student. The school counselor develops a comprehensive program based on the school counseling standards from the Florida Framework and the ASCA National Model with input from the school and community. The counseling program is data based and designed to meet the unique needs of the schools population.

The school counseling program includes:

- classroom instruction

- targeted small group counseling
- individual student planning
- responsive services
- school-wide efforts
- collaboration and consultation with students, staff and the school community

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

Lake Lucina provides awareness and opportunity for middle school choice through field trips to neighboring magnet schools and communicating school choice through numerous communication outlets. Lake Lucina is a school choice school for elementary students offering opportunities to attend a local high performing school.

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

Tier 1: CHAMPS will be used by all teachers for classroom management. Prior to starting any movement or activity teachers will review the elements of CHAMPS for the activity/movement. CHAMPS is an acronym designed with student movement.

Tier 2: Behavior Plans will be developed to address specific student problem behavior the requires more support. The district behavior support will be used to observe and provide evidence based feedback to address the specific behaviors.

Tier 3: Students needing more supports and possible setting changes are referred through the MTSS process and provided multiple individual interventions and evaluations.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

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.

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 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 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.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

The school will host a Transition to Kindergarten meeting each year to educate families on the process of enrolling their child in a school of choice.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Instructional Practice: Benchmark-aligned Instruction	\$0.00
2	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System	\$0.00
3	III.B.	Area of Focus: ESSA Subgroup: Students with Disabilities	\$0.00
Total:			\$0.00

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

Yes