

# Lake Lucina Elementary School



2014-15 School Improvement Plan

## Lake Lucina Elementary School

6527 MERRILL RD, Jacksonville, FL 32277

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

### School Demographics

**School Type**

Elementary

**Title I**

Yes

**Free/Reduced Price Lunch**

59%

**Alternative/ESE Center**

No

**Charter School**

No

**Minority**

70%

### School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	C	C	C	C

### School Board Approval

This plan was approved by the Duval County School Board on 11/4/2014.

### SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

### Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

### Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

### Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

### Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

## Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

### DA Regions

Florida’s DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

### DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

### 2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	<a href="#">Wayne Green</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### **Provide the school's mission statement**

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

##### **Provide the school's vision statement**

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

#### School Environment

##### **Describe the process by which the school learns about students' cultures and builds relationships between teachers and students**

The school conducts annual ELL meetings where parents are invited out to discuss academic concerns as it relates to their language, progress, test scores, and any assistance parents may need to better serve their child. During the month of February, Lake Lucina celebrates Black History. Each morning, a famous African American is presented during the morning announcements and their contribution to history are spotlight. As a culminating event, we have a school-wide Black History Program. In addition, our school will also host a school-wide multi-cultural fair to embrace and celebrate the many cultures within our school.

##### **Describe how the school creates an environment where students feel safe and respected before, during and after school**

The school's foundations committee is in place to make sure students are in a safe learning environment. The team has a representative from each grade level. Student safety concerns are addressed here and systems are put in place. Students are also surveyed each year about safety at school. We currently have school-wide CHAMPs and each classroom implements the second step program. Our guidance counselor also does sessions on anti-bullying with each grade level. A school-wide discipline assembly is held at the beginning of each year to discuss the district's code of conduct and school expectations.

##### **Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced**

Our school begins by implementing school-wide CHAMPs. This is consistent throughout the building. We also have a progressive discipline plan in place. Students receive three incident reports before it progresses to a discipline referral. We also have a school-wide discipline card system in place. Students can go up or down on the chart. As a positive incentive, we have a student of the month incentive program in place. Students can be chosen based on behavior, attitude, leadership or academics. Students will be recognized for this achievement during the nine weeks awards ceremony. Their picture and narrative will be displayed on a bulletin board in the main hallway. A "pawsitive" - paws program will also be implemented as a school-wide positive behavior incentive. Lake Lucina also has a Positive Behavior Interventions and Support Plan (PBIS) in place to address promote positive behavior school-wide.



**Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services**

We currently have a school counselor on site who sees students on an as needed basis. This can be one on one or group sessions. We have also teamed up with Terry Parker high school for the "Big sister, Big brother" mentoring program. A series of Title 1 parent nights are also scheduled throughout the year to focus on academic needs of our students. Our school has also teamed up with First Presbyterian Church. They will provide mentors to assist our students monthly. Full Service Schools are also available for students and families to receive more extensive counseling. Full Service provides free tax preparations, homework assistance and community services such as mobile health care and document shredding. In conjunction with this, our school receives on-site visits from the dental van for our students to receive free cleanings.

**Early Warning Systems**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

**Describe the school's early warning system and provide a list of the early warning indicators used in the system**

Attendance: We have regularly scheduled attendance meetings with the teacher, counselor, truancy social worker, and parents to discuss absences and tardies. An attendance contract is developed and signed by parents and is monitored by truancy social worker, counselor, and teacher. The School Messenger System will be used to notify parents when students are absent from school. The guidance counselor and CRT Operator will collaborate with the District Attendance Officer and review monthly attendance reports and identify students who exhibit chronic absences. Parents will be contacted in order to schedule an Attendance meeting. We have progressive discipline in place. Students get three incident reports before a referral is received. We have after school tutoring in place. Big Brothers Big Sisters Program where high school students will come in and mentor our at risk students. Our Reading Interventionist will work with students who scored a level 1 on the statewide assessment.

**Provide the following data related to the school's early warning system**

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	0	0	0	0	0	0	
One or more suspensions	6	0	11	3	4	5	29
Course failure in ELA or Math	7	6	3	3	2	0	21
Level 1 on statewide assessment	0	0	0	18	19	37	74

*The number of students identified by the system as exhibiting two or more early warning indicators:*

Indicator	Grade Level			Total
	3	4	5	
Students exhibiting two or more indicators	1	1	2	4

**Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system**

Conferences are set up with the parents, teachers, school counselor and administration. A plan is put in place as a safety net to improve academic performance as well as a school wide positive behavior

plan.

Students who are not responding to the Core instruction will be referred to the Response to Intervention Team (RTI). The RTI Team will support teachers and provide assistance with the implementation of Tier II and III instructional strategies and remediation, and analysis of data.

## Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

**Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress**

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

### Will the school use its PIP to satisfy this question?

Yes

#### **PIP Link**

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/50195>.

#### **Description**

A PIP has been uploaded for this school or district - see the link above.

**Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement**

Our school currently has a partnership with First Presbyterian Church. Tutors from the church are assigned to each of our 2nd -5th grade classrooms. They will come weekly to assist our students with reading, homework and to provide mentoring opportunities to our students. Winn Dixie is also a partner in education for Lake Lucina. Each year, Winn Dixie hosts our Math Night at their store. They provide math opportunities for the students to locate and record the prices of items in their store during a fun-filled scavenger hunt. Winn Dixie also provides gift cards and snacks for the students.

## Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

### School Leadership Team

#### **Membership**

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

Name	Title
Winfrey, Shirley	Principal
Meadows, Kechiera	Assistant Principal
Davis-Waters, Kimberly	Guidance Counselor
Thompson, Donna	Teacher, ESE
Trusty, Gretchen	Instructional Coach

#### **Duties**

**Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making**

Shirley Winfrey, Principal, provides a common vision, oversees data based decisions, ensures the school based team is implementing RtI, conducts assessment of RtI skills of school staff, ensures implementation of intervention support and documentation requirements, ensures adequate professional development to support RtI implementation, communicates with parents regarding school-based RtI plans and activities, and evaluates the progress of the RtI process at Lake Lucina Elementary.

Kechiera Meadows, Assistant Principal, assists with overseeing data based decisions and ensuring the school based team implements RTI.

Gretchen Trusty, Reading Coach, guides the integrity of core reading instruction, participates in student data collection models and guides reading instruction through modeling, co-teaching, and coaching teachers.

Kimberly Davis-Waters, School Counselor, provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. She links community agencies to families to support the child's academic, behavioral, and social needs, monitors and evaluates the integrity of core guidance instruction, integrates core guidance instructional activities/materials into Tier 2 and Tier 3 guidance instruction, and provides intensive individual guidance instruction.

Donna Thompson, ESE Lead, provides the team and teachers with instructional supplemental and intensive research based programs that supports core instructional activities/materials in the Response to Intervention process. She also provides input to the teachers and team of differentiated strategies and accommodations that will assist the students in the learning environment.

Florida Dix, Reading Interventionist, participates in student data collection, assists in determining the need for further assessment, supports core instructional activities/materials into Tier 2 and/or Tier 3 instruction, and collaborates with general education teachers.

**Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact**

The RtI leadership team will focus meetings around the following academic and behavioral questions based on the Florida Continuous Improvement Model (FCIM): Plan- Disaggregate the data and develop a calendar. Do- Direct the Instructional Focus.

The RtI Team will meet once a month to engage in the following activities: Review universal screening data to assess students' academic progress and evaluate the effectiveness of instruction in the school; review current data at grade and classroom level to identify students who are meeting/exceeding benchmarks, and identify those students at moderate risk or at high risk for not meeting benchmarks. The team will also collaborate regularly with the Leadership team and the Literacy Team to problem solve, share effective practices, evaluate implementation, and make decisions.

In addition to their oversight work, the RtI Team collaborates with other PLC groups to answer these questions:

- What do we want to accomplish?
- What evidence will demonstrate that we met the goal?
- What experience and activities will we use to achieve the goal?

The team will meet one Monday a month to address individual student concerns with the classroom teacher

Services are provided through Title 1 to ensure students requiring additional remediation are assisted through before and after-school tutoring programs. Several title 1 nights are planned monthly to provide make and take activities for parents. These activities are provided in order for parents to

assist with instruction at home.

The district coordinates with Title I to ensuring staff development needs are provided. The district also receives funds to support homeless families and assigns students to schools based on need.

**School Advisory Council (SAC)**

**Membership**

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Shirley Winfrey	Principal
Misty Biruk	Education Support Employee
Lisa Martin	Teacher
Thomasina Blackshear	Parent
Rickelle Love	Parent
Minnie Griffin	Parent
Rey Guterrez	Business/Community
Christin Branch	Teacher
Latanea Baxter	Education Support Employee
Paulette Guierrez	Business/Community
Mary Calcagni	Business/Community

**Duties**

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

*Evaluation of last year's school improvement plan*

Our SAC committee convened monthly to consistently review the School Improvement plan and to make sure we were on the right track. Each meeting, we would review a different portion of the plan and suggestions were made at that time for improvement as needed.

*Development of this school improvement plan*

SAC committee reviewed the previous year's plan and made suggestions for improvement. The faculty Vertical Learning Communities for Reading, Math, Writing, and Science also review each area of the plan and give input for the new year. Each year, the School Advisory Council is provided the opportunity to work collaboratively with the principal and staff members to develop goals and objectives and identify strategies for school improvement. Throughout the school-year, SAC members participate in a variety of activities that are designed to monitor and adjust SIP objectives and goals as needed.

*Preparation of the school's annual budget and plan*

Each year, the principal works with our Shared Decision Making Team and SAC Members to discuss and review our annual school budget allocation and plan. SAC Members are provided an opportunity to share their input in the budget process and make suggested on the use of School Improvement Funds, This year, the SAC committee met in September to review this year's annual budget and to make suggestions as needed for this year's School Improvement Plan.

***Describe the use of school improvement funds allocated last year, including the amount budgeted for each project***

SAC funds will be used to support our end of the year reading celebration for all students and to provide after school tutoring in the area of Science. (\$2,370.00)

**Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC**

Yes

*If the school is not in compliance, describe the measures being implemented to meet SAC requirements*

**Literacy Leadership Team (LLT)**

**Membership**

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Winfrey, Shirley	Principal
Davis-Waters, Kimberly	Guidance Counselor
Meadows, Kechiera	Assistant Principal
Trusty, Gretchen	Instructional Coach
Thompson, Donna	Teacher, ESE

**Duties**

**Describe how the LLT promotes literacy within the school**

The Literacy team comes up with strategies to increase our gains in reading. The team also assists with the planning of parent nights for literacy. The Literacy Leadership Team will provide in-depth professional development for K-5 teachers on the Florida State Standards (FSS), Four Pillars of Excellent Instruction and implementation of small group and differentiated literacy instruction. Professional development will be implemented on Early Release Days and during weekly VLC meetings.

**Public and Collaborative Teaching**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

**Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction**

When planning the master schedule for the year, we work to ensure that teachers have common times within their schedules in order to plan as they see fit. Also, once a month during early release, we attempt to implement a team building activity to boost morale. The second early release each month is also extended in order for grade levels to collaborate and discuss data.

**Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school**

An interview team is constructed to ask detailed questions in order to recruit highly qualified candidates. Resumes are reviewed in depth prior to scheduled interview. Once hired, regular meetings of new teachers with the Principal and Professional Development Facilitator (PDF) are scheduled. Once hired, novice teachers are then partnered with CET trained mentors. As a way to retain highly qualified teachers and staff; in-service training is provided through Professional Learning Community meetings and during Early Release Day professional development sessions. District Specialist and school based coaches assist teachers with collaborative planning, accessing resources and support with instructional

delivery. Professional development goals and objectives are directly correlated with our School Improvement Plan and is reviewed during weekly Leadership Team Meetings. Leadership conducts formal and informal observations, reviews lesson plans regularly, and also conducts periodic focus walks. In addition, teachers are provided feedback and support through the Collaborative Assessment System for Teachers (CAST).

### **Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities**

All first year/novice teachers are required to participate in and complete all components of the DCPS MINT (Mentoring and Introduction for Novice Teachers) Program. Novice teachers and their Mentors will meet weekly to discuss evidence-based strategies for each domain of the teacher evaluation. The mentor is given time to observe the new teachers. Time is also provided for the new teacher to receive feedback and coaching from their mentor teacher. The mentor and new teacher will establish time to plan lessons based upon feedback from collegial observations. Instructional Coaches will also model lessons using reading and writing strategies to teach Language Arts concepts, as well as, Math and Science strategies.

Novice Teachers are paired with CET trained mentors. This pairing is normally done with a mentor on the same grade level if available. They meet weekly to debrief and answer any questions the novice teacher might have. There are also monthly meetings with the Principal, Professional Development Facilitator (PDF) and the novice teacher to check in and discuss any questions or concerns

## **Ambitious Instruction and Learning**

### **Instructional Programs and Strategies**

#### **Instructional Programs**

##### ***Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards***

Each year, the district identifies administrators and teachers to participate in a review of instructional materials that are aligned with Florida State Standards. All curriculum and instructional materials are then approved and a list of resources are provided to schools to use as a guide for the core instruction. Classroom and course schedules are directly aligned to the State of Florida Course Code Directory, Florida State Standards, and Duval County Public Schools Instructional Framework for Learning. Teachers then use these curriculum guides and the curriculum guide assessments to ensure that the core instructional programs are aligned with the Florida Standards.

#### **Instructional Strategies**

##### ***Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments***

Teachers utilize data from the District Curriculum Guide Assessments, Achieve 3000, DAR, and I Ready to design, implement, and evaluate focus lessons as well as whole group instruction. Data is further used to differentiate and provide small group instruction in addition to Tier II and Tier III interventions based on the needs of individual students. Teachers review the data and uses it to drive instruction . After the data is reviewed, teachers divide students into small groups to provide differentiated, small group instruction based on the needs of the students. These skills are targeted during guided reading, guided math and center time. Each group contains a skill which has been differentiated to meet the needs of all students. As a school, the second early release includes extended time which we use to analyze student data and plan additional safety nets for our students.



**Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:**

**Strategy:** After School Program

**Minutes added to school year:** 2,340

Before and after school tutoring.

**Strategy Rationale**

Bottom quartile and bubble students are targeted to receive additional instruction before and after school to assist them in their areas of need.

**Strategy Purpose(s)**

- Enrichment

**Person(s) responsible for monitoring implementation of the strategy**

Winfrey, Shirley, winfreys@duvalschools.org

**Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

Students before school will be working on I-Ready reading and math in the computer lab. Reports will be pulled throughout the year to analyze the effectiveness of this strategy. After school, teachers will target the weaker skills that are an area of need for these students. Achieve 3000 will be used as a support in reading for after school tutoring. Teachers will also perform weekly assessments and classroom observations to determine the effectiveness of this strategy. We will use classroom performance, progress reports, and Performance Matters data to analyze the effectiveness.

**Student Transition and Readiness**

**PreK-12 Transition**

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

Dates are setup for local preschools to come over and tour our school to visit the Kindergarten classrooms and get a glimpse of what a day in elementary would look like. VPK classes are offered this school year within our school. These students will also have several opportunities to visit Kindergarten classrooms throughout the year. Fifth grade students transitioning from Lake Lucina Elementary to middle school tour their projected neighborhood schools. Students are exposed to clubs, activities, academic and behavioral expectations, building layout and climate.

**College and Career Readiness**

**Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations**

Lake Lucina faculty, staff, and students participate in Jacksonville Goes to College Week. Students are exposed to various college and universities through faculty and staff sharing their own educational experiences. Faculty and staff wear attire from their alma mater or favorite college or fly your favorite college pennant. Students are also exposed to college awareness through DCPS approved guidance curriculum where they link careers to college majors and college choices.

Students learn how education is linked to monetary earnings. Students also have received information about essay writing contest (state, city, private) that may lead to college scholarships.

***Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs***

Through DCPS guidance curriculum, students are exposed to vocational education to earn certification for numerous occupations. Students link their interest to subject areas and career clusters.

***Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement***

Through DCPS guidance curriculum students are exposed to how subject areas are linked to career or occupations. Student learn about career clusters and how they are connected to subject area and interest. Students are also exposed to vocational education to learn a trade or skill. Students are exposed to careers in their local community.

***Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes***

Students are prepared for post secondary education through the DCPS guidance curriculum. Students learn that career clusters are linked to subject area. Based upon those subject area post secondary education may be required. Students are also exposed to information on scholarship programs, post secondary local, and state intuitions, and vocational institutions.



## School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

**1** = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** Increase teacher effectiveness in the use of the gradual release model in all classrooms.
- G2.** Increase teacher effectiveness of implementing close reading throughout to curriculum in order to increase student proficiency.
- G3.** Ensure the implementation of scaffolding strategies in all classrooms to increase student proficiency.
- G4.** Increase the incorporation of word wall usage and conferencing within the writing lessons throughout the classrooms.
- G5.** Decrease the number of behavioral referrals by by increasing the effectiveness of school-wide rituals and routines and positive behavioral strategies.

## Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

**G1. Increase teacher effectiveness in the use of the gradual release model in all classrooms.** 1a

G044065

**Targets Supported** 1b

Indicator	Annual Target
AMO Math - All Students	59.0
AMO Reading - All Students	62.0

**Resources Available to Support the Goal** 2

- Principal and Assistant Principal District Specialist Math Leads Explore Learning: Gizmos District Curriculum Guide/Lesson Guide Xtramath.org fact practice Curriculum test item specifications EnVision Math i-Ready Math C-Palms

**Targeted Barriers to Achieving the Goal** 3

- Percentage of students below proficiency

**Plan to Monitor Progress Toward G1.** 8

Communicate baseline data and grade level expectations to parents.

**Person Responsible**

Kechiera Meadows

**Schedule**

On 10/31/2014

**Evidence of Completion**

Parent logs, signed report cards, progress reports, daily agendas/progress folders and 2014 FCAT scores.

**G2. Increase teacher effectiveness of implementing close reading throughout to curriculum in order to increase student proficiency.** 1a

G044067

**Targets Supported** 1b

Indicator	Annual Target
AMO Reading - All Students	62.0
AMO Reading - African American	56.0

**Resources Available to Support the Goal** 2

- District Reading Specialist School Based Literacy Coach Teacher selected literature Novels Anchor Charts Houghton Mifflin Series Professional Development Principal and Assistant Principal Achieve 3000 I-Ready Reading

**Targeted Barriers to Achieving the Goal** 3

- Lack of proficiency in reading on grade level

**Plan to Monitor Progress Toward G2.** 8

Proficient scores on the district CGA Reading Assessments.

**Person Responsible**

Gretchen Trusty

**Schedule**

Quarterly, from 9/18/2014 to 6/5/2015

**Evidence of Completion**

Performance Matters data reports.

**G3. Ensure the implementation of scaffolding strategies in all classrooms to increase student proficiency.**

1a

G044068

**Targets Supported** 1b

Indicator	Annual Target
AMO Reading - All Students	62.0
AMO Math - All Students	59.0

**Resources Available to Support the Goal** 2

- District Specialist
- School Based Literacy Coach
- Interactive word walls
- Interactive journals
- ESE teacher and reading interventionist
- Professional Development

**Targeted Barriers to Achieving the Goal** 3

- Changes in the Curriculum
- Students reading below grade level.

**Plan to Monitor Progress Toward G3.** 8

Consistently monitor classroom

**Person Responsible**

Shirley Winfrey

**Schedule**

Quarterly, from 10/24/2014 to 6/5/2015

**Evidence of Completion**

Data and assessment review

**G4.** Increase the incorporation of word wall usage and conferencing within the writing lessons throughout the classrooms. 1a

G044069

**Targets Supported** 1b

Indicator	Annual Target
FAA Writing Proficiency	50.0

**Resources Available to Support the Goal** 2

- District Specialist
- School Based Literacy Coach
- Professional Development
- Principal and Assistant Principal
- Interactive word walls
- Writing Parent Night
- Teacher and peer conferencing
- Vertical Planning

**Targeted Barriers to Achieving the Goal** 3

- All teachers are not using the interactive word walls in their writing.
- Teacher and peer conferences in writing is not happening regularly.

**Plan to Monitor Progress Toward G4.** 8

Data notebook, teachers anecdotal notes taken during student conferences

**Person Responsible**

Gretchen Trusty

**Schedule**

Quarterly, from 9/18/2014 to 6/5/2015

**Evidence of Completion**

Data chats

**G5.** Decrease the number of behavioral referrals by by increasing the effectiveness of school-wide rituals and routines and positive behavioral strategies. 1a

G044072

**Targets Supported** 1b

Indicator	Annual Target
Discipline incidents	10.0

**Resources Available to Support the Goal** 2

- Classroom Teachers Principal Assistant Principal

**Targeted Barriers to Achieving the Goal** 3

- Lack of consistent implementation of CHAMPs.

**Plan to Monitor Progress Toward G5.** 8

Improvement in student behavior.

**Person Responsible**

Kechiera Meadows

**Schedule**

Monthly, from 9/23/2014 to 6/5/2015

**Evidence of Completion**

Number of behavioral incidents and referrals written.

## Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

### Problem Solving Key


**G** = Goal                      **B** =  
Barrier                      **S** = Strategy

**1** = Problem Solving Step       S123456 = Quick Key


**G1.** Increase teacher effectiveness in the use of the gradual release model in all classrooms. **1**

 G044065

**G1.B3** Percentage of students below proficiency **2**

 B108161

**G1.B3.S1** Adjustment of the gradual release model **4**

 S124685

### Strategy Rationale

#### Action Step 1 **5**

Professional Development on the gradual release model adjustment for teachers.

#### Person Responsible

Donna Thompson

#### Schedule

On 6/5/2015

#### Evidence of Completion

Sign-in sheets and agendas.

**Plan to Monitor Fidelity of Implementation of G1.B3.S1** 6

Classroom walk throughs and administration attendance during common meeting times.

**Person Responsible**

Shirley Winfrey

**Schedule**

Weekly, from 9/23/2014 to 6/5/2015

**Evidence of Completion**

Agendas and sign-in sheets.

**Plan to Monitor Effectiveness of Implementation of G1.B3.S1** 7

Classroom walk throughs and administration attendance during common meeting times.

**Person Responsible**

Shirley Winfrey


**Schedule**

Weekly, from 9/23/2014 to 6/5/2015

**Evidence of Completion**

Agendas and sign-in sheets.

**G1.B3.S2 Navigating the curriculum guide** 4

 S124689

**Strategy Rationale**

**Action Step 1** 5

Schedule grade level and VLC meetings with teachers to explore what is available and ensure they are aware of the items specifications for the Math (FSA) Florida Standard Assessment.

**Person Responsible**

Gretchen Trusty

**Schedule**

On 6/5/2015

**Evidence of Completion**

Agenda and evidence of standards within lesson plans.



**Plan to Monitor Fidelity of Implementation of G1.B3.S2** 6

Weekly lesson plan checks.

**Person Responsible**

Shirley Winfrey

**Schedule**

On 6/5/2015

***Evidence of Completion***

Complete lesson plans.

**Plan to Monitor Effectiveness of Implementation of G1.B3.S2** 7

Weekly lesson plan checks.

**Person Responsible**

Shirley Winfrey

**Schedule**

Weekly, from 9/23/2014 to 6/5/2015

***Evidence of Completion***

Classroom walkthroughs.

**G2.** Increase teacher effectiveness of implementing close reading throughout to curriculum in order to increase student proficiency. 1

G044067

**G2.B1** Lack of proficiency in reading on grade level 2

B108166

**G2.B1.S1** Implement Close Reading strategies to increase comprehension. 4

S125434

### **Strategy Rationale**

Close reading will increase student comprehension which leads to students achieving proficiency.

### **Action Step 1** 5

Professional Development for strategies of close reading.

#### **Person Responsible**

Gretchen Trusty

#### **Schedule**

On 10/29/2014

#### **Evidence of Completion**

Agendas, feedback forms, and walkthroughs

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

Classroom walk throughs and lesson plans.

#### **Person Responsible**

Kechiera Meadows

#### **Schedule**

Weekly, from 9/18/2014 to 6/5/2015

#### **Evidence of Completion**

Lesson plans and walk-through feedback forms.

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

Increase in student reading CGA scores.

**Person Responsible**

Shirley Winfrey

**Schedule**

Quarterly, from 9/18/2014 to 6/5/2015

**Evidence of Completion**

Teacher data notebooks and Performance Matters data.

**G2.B1.S2 Tutoring for bottom quartile students.** 4

 S126549

**Strategy Rationale**

Additional assistance in the subject matter will increase student achievement.

**Action Step 1** 5

After school tutoring for bottom quartile students in grades 3rd - 5th.

**Person Responsible**

Shirley Winfrey

**Schedule**

Weekly, from 10/21/2014 to 1/19/2015

**Evidence of Completion**

Teacher created assessments and CGA data.

**Plan to Monitor Fidelity of Implementation of G2.B1.S2** 6

Classroom walk throughs and observations.

**Person Responsible**

Kechiera Meadows

**Schedule**

Biweekly, from 10/21/2014 to 1/19/2015

**Evidence of Completion**

Student CGA data, progress reports and report card grades.

**Plan to Monitor Effectiveness of Implementation of G2.B1.S2** 7

Classroom walk throughs and observations.

**Person Responsible**

Kechiera Meadows

**Schedule**

Biweekly, from 10/21/2014 to 1/19/2015


**Evidence of Completion**

Student CGA data, progress reports and report card grades.


**G3. Ensure the implementation of scaffolding strategies in all classrooms to increase student proficiency.** 1

 G044068

**G3.B1 Changes in the Curriculum** 2

 B108173

**G3.B1.S1 Professional Development for teachers on scaffolding strategies for students for close reading of complex text** 4

 S125602

**Strategy Rationale**

In order for teachers working with students with disabilities to meet the needs of those students.

**Action Step 1** 5

Professional development sessions during early release Wednesday on scaffolding.

**Person Responsible**

Gretchen Trusty

**Schedule**

Semiannually, from 9/18/2014 to 6/5/2015

**Evidence of Completion**

Attendance roster and feedback form collected from professional development session participants

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

Classroom walk-throughs and CAST observations by administration.

**Person Responsible**

Shirley Winfrey

**Schedule**

Biweekly, from 9/18/2014 to 4/24/2015

***Evidence of Completion***

Feedback from classroom walk-throughs and CAST observation notes.

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

Classroom walk-throughs and CAST observations by administration.

**Person Responsible**

Shirley Winfrey

**Schedule**

Biweekly, from 9/18/2014 to 4/24/2015

***Evidence of Completion***

Feedback from classroom walk-throughs and CAST observation notes.

**G4.** Increase the incorporation of word wall usage and conferencing within the writing lessons throughout the classrooms. 1

G044069

**G4.B2** All teachers are not using the interactive word walls in their writing. 2

B108180

**G4.B2.S1** Interactive word wall activities and word wall connected to literacy center 4

S125438

### Strategy Rationale

We want students referring to the word wall on a daily basis as a resource.

### Action Step 1 5

Provide professional development to teachers on Interactive Word Walls and how to integrate them with writing.

#### Person Responsible

Gretchen Trusty

#### Schedule

Quarterly, from 9/18/2014 to 5/27/2015

#### Evidence of Completion

Agendas and feedback forms

### Plan to Monitor Fidelity of Implementation of G4.B2.S1 6

The use of Interactive Word Wall

#### Person Responsible

Gretchen Trusty

#### Schedule

Biweekly, from 9/18/2014 to 6/5/2015

#### Evidence of Completion

Developing/growing word wall, center work, use of words in their writing. Walk through checklist and conference notes from meeting with teachers.

**Plan to Monitor Effectiveness of Implementation of G4.B2.S1** 7

The consistent use of Interactive word wall. Coach and administration observations and feedback on the effectiveness of the interactive word walls to individual teachers.

**Person Responsible**

Gretchen Trusty


**Schedule**

Biweekly, from 9/18/2014 to 6/5/2015


**Evidence of Completion**

walk through notes/ checklist.

**G4.B4** Teacher and peer conferences in writing is not happening regularly. 2

 B108182

**G4.B4.S1** Writing conferences with students and data based goal setting with students. 4

 S125514

**Strategy Rationale**

Students will be familiar with the goals and expectations in order to be successful based on the Florida State Standards expectations as well as be prepared for state and local test.

**Action Step 1** 5

Conferences will be held with each student weekly.

**Person Responsible**

Gretchen Trusty

**Schedule**

Weekly, from 9/18/2014 to 6/5/2015

**Evidence of Completion**

Through conference logs, data notebooks, and data chats.

**Plan to Monitor Fidelity of Implementation of G4.B4.S1** 6

Data chats

**Person Responsible**

Shirley Winfrey

**Schedule**

Biweekly, from 9/18/2014 to 6/5/2015

***Evidence of Completion***

Data notebooks, anecdotal notes, and journals.

**Plan to Monitor Effectiveness of Implementation of G4.B4.S1** 7

Walk throughs with feedback, data notebooks and portfolios.

**Person Responsible**

Shirley Winfrey

**Schedule**

Biweekly, from 9/18/2014 to 6/5/2015

***Evidence of Completion***

Notes from data chats, data notebook and student portfolios.



**G5.** Decrease the number of behavioral referrals by by increasing the effectiveness of school-wide rituals and routines and positive behavioral strategies. 1

G044072

**G5.B1** Lack of consistent implementation of CHAMPs. 2

B108189

**G5.B1.S1** Provide several professional development opportunities on CHAMPs 4

S119660

### Strategy Rationale

To decrease the number of incident reports and behavior referrals written.

### Action Step 1 5

CHAMPs professional development for teachers.

#### Person Responsible

Kechiera Meadows

#### Schedule

On 10/29/2014

#### Evidence of Completion

CHAMPs posters visible in classrooms and improvement in student behavior.

### Action Step 2 5

Positive School Wide Behavior Plan

#### Person Responsible

Kechiera Meadows

#### Schedule

Biweekly, from 9/26/2014 to 6/5/2015

#### Evidence of Completion

Completed Positive Behavior Plan, Discipline Referral Data, Postive Rewards

**Plan to Monitor Fidelity of Implementation of G5.B1.S1 6**

Consistent implementation of CHAMPs procedures

**Person Responsible**

Kechiera Meadows

**Schedule**

Biweekly, from 9/23/2014 to 6/5/2015

**Evidence of Completion**

Walkthroughs and observations

**Plan to Monitor Effectiveness of Implementation of G5.B1.S1 7**

Improvement in student behavior.

**Person Responsible**

Kechiera Meadows

**Schedule**

Daily, from 9/23/2014 to 6/5/2015

**Evidence of Completion**

Number of behavior incidents and referrals written; conduct grades.

**Appendix 1: Implementation Timeline**

*Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G5.B1.S1.A1	CHAMPs professional development for teachers.	Meadows, Kechiera	9/23/2014	CHAMPs posters visible in classrooms and improvement in student behavior.	10/29/2014 one-time
G1.B3.S1.A1	Professional Development on the gradual release model adjustment for teachers.	Thompson, Donna	9/22/2014	Sign-in sheets and agendas.	6/5/2015 one-time
G1.B3.S2.A1	Schedule grade level and VLC meetings with teachers to explore what is available and ensure they are aware of the items specifications for the Math (FSA) Florida Standard Assessment.	Trusty, Gretchen	9/24/2014	Agenda and evidence of standards within lesson plans.	6/5/2015 one-time
G4.B2.S1.A1	Provide professional development to teachers on Interactive Word Walls and how to integrate them with writing.	Trusty, Gretchen	9/18/2014	Agendas and feedback forms	5/27/2015 quarterly
G2.B1.S1.A1	Professional Development for strategies of close reading.	Trusty, Gretchen	10/29/2014	Agendas, feedback forms, and walkthroughs	10/29/2014 one-time

**Duval - 0851 - Lake Lucina Elementary School - 2014-15 SIP**  
*Lake Lucina Elementary School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G4.B4.S1.A1	Conferences will be held with each student weekly.	Trusty, Gretchen	9/18/2014	Through conference logs, data notebooks, and data chats.	6/5/2015 weekly
G3.B1.S1.A1	Professional development sessions during early release Wednesday on scaffolding.	Trusty, Gretchen	9/18/2014	Attendance roster and feedback form collected from professional development session participants	6/5/2015 semiannually
G2.B1.S2.A1	After school tutoring for bottom quartile students in grades 3rd - 5th.	Winfrey, Shirley	10/21/2014	Teacher created assessments and CGA data.	1/19/2015 weekly
G5.B1.S1.A2	Positive School Wide Behavior Plan	Meadows, Kechiera	9/26/2014	Completed Positive Behavior Plan, Discipline Referral Data, Postive Rewards	6/5/2015 biweekly
G1.MA1	Communicate baseline data and grade level expectations to parents.	Meadows, Kechiera	9/23/2014	Parent logs, signed report cards, progress reports, daily agendas/ progress folders and 2014 FCAT scores.	10/31/2014 one-time
G1.B3.S1.MA1	Classroom walk throughs and administration attendance during common meeting times.	Winfrey, Shirley	9/23/2014	Agendas and sign-in sheets.	6/5/2015 weekly
G1.B3.S1.MA1	Classroom walk throughs and administration attendance during common meeting times.	Winfrey, Shirley	9/23/2014	Agendas and sign-in sheets.	6/5/2015 weekly
G1.B3.S2.MA1	Weekly lesson plan checks.	Winfrey, Shirley	9/23/2014	Classroom walkthroughs.	6/5/2015 weekly
G1.B3.S2.MA1	Weekly lesson plan checks.	Winfrey, Shirley	9/23/2014	Complete lesson plans.	6/5/2015 one-time
G2.MA1	Proficient scores on the district CGA Reading Assessments.	Trusty, Gretchen	9/18/2014	Performance Matters data reports.	6/5/2015 quarterly
G2.B1.S1.MA1	Increase in student reading CGA scores.	Winfrey, Shirley	9/18/2014	Teacher data notebooks and Performance Matters data.	6/5/2015 quarterly
G2.B1.S1.MA1	Classroom walk throughs and lesson plans.	Meadows, Kechiera	9/18/2014	Lesson plans and walk-through feedback forms.	6/5/2015 weekly
G2.B1.S2.MA1	Classroom walk throughs and observations.	Meadows, Kechiera	10/21/2014	Student CGA data, progress reports and report card grades.	1/19/2015 biweekly
G2.B1.S2.MA1	Classroom walk throughs and observations.	Meadows, Kechiera	10/21/2014	Student CGA data, progress reports and report card grades.	1/19/2015 biweekly
G3.MA1	Consistently monitor classroom	Winfrey, Shirley	10/24/2014	Data and assessment review	6/5/2015 quarterly
G3.B1.S1.MA1	Classroom walk-throughs and CAST observations by administration.	Winfrey, Shirley	9/18/2014	Feedback from classroom walk-throughs and CAST observation notes.	4/24/2015 biweekly
G3.B1.S1.MA1	Classroom walk-throughs and CAST observations by administration.	Winfrey, Shirley	9/18/2014	Feedback from classroom walk-throughs and CAST observation notes.	4/24/2015 biweekly
G4.MA1	Data notebook, teachers anecdotal notes taken during student conferences	Trusty, Gretchen	9/18/2014	Data chats	6/5/2015 quarterly
G4.B2.S1.MA1	The consistent use of Interactive word wall. Coach and administration observations and feedback on the effectiveness of the interactive word walls to individual teachers.	Trusty, Gretchen	9/18/2014	walk through notes/ checklist.	6/5/2015 biweekly
G4.B2.S1.MA1	The use of Interactive Word Wall	Trusty, Gretchen	9/18/2014	Developing/growing word wall, center work, use of words in their writing. Walk through checklist and conference notes from meeting with teachers.	6/5/2015 biweekly
G4.B4.S1.MA1	Walk throughs with feedback, data notebooks and portfolios.	Winfrey, Shirley	9/18/2014	Notes from data chats, data notebook and student portfolios.	6/5/2015 biweekly
G4.B4.S1.MA1	Data chats	Winfrey, Shirley	9/18/2014	Data notebooks, anecdotal notes, and journals.	6/5/2015 biweekly
G5.MA1	Improvement in student behavior.	Meadows, Kechiera	9/23/2014	Number of behavioral incidents and referrals written.	6/5/2015 monthly
G5.B1.S1.MA1	Improvement in student behavior.	Meadows, Kechiera	9/23/2014	Number of behavior incidents and referrals written; conduct grades.	6/5/2015 daily

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G5.B1.S1.MA1	Consistent implementation of CHAMPs procedures	Meadows, Kechiera	9/23/2014	Walkthroughs and observations	6/5/2015 biweekly

## Appendix 2: Professional Development and Technical Assistance Outlines

*Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.*

## Professional Development Opportunities

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

**G2.** Increase teacher effectiveness of implementing close reading throughout to curriculum in order to increase student proficiency.

**G2.B1** Lack of proficiency in reading on grade level

**G2.B1.S1** Implement Close Reading strategies to increase comprehension.

### **PD Opportunity 1**

Professional Development for strategies of close reading.

#### **Facilitator**

Gretchen Trusty

#### **Participants**

ELA teachers

#### **Schedule**

On 10/29/2014

**G3.** Ensure the implementation of scaffolding strategies in all classrooms to increase student proficiency.

**G3.B1** Changes in the Curriculum

**G3.B1.S1** Professional Development for teachers on scaffolding strategies for students for close reading of complex text

### **PD Opportunity 1**

Professional development sessions during early release Wednesday on scaffolding.

#### **Facilitator**

Reading Coach

#### **Participants**

ELA Teachers

#### **Schedule**

Semiannually, from 9/18/2014 to 6/5/2015

**G4.** Increase the incorporation of word wall usage and conferencing within the writing lessons throughout the classrooms.

**G4.B2** All teachers are not using the interactive word walls in their writing.

**G4.B2.S1** Interactive word wall activities and word wall connected to literacy center

**PD Opportunity 1**

Provide professional development to teachers on Interactive Word Walls and how to integrate them with writing.

**Facilitator**

Gretchen Trusty

**Participants**

Staff (K-5)

**Schedule**

Quarterly, from 9/18/2014 to 5/27/2015

**G4.B4** Teacher and peer conferences in writing is not happening regularly.

**G4.B4.S1** Writing conferences with students and data based goal setting with students.

**PD Opportunity 1**

Conferences will be held with each student weekly.

**Facilitator**

Gretchen Trusty

**Participants**

Teachers (K-5)

**Schedule**

Weekly, from 9/18/2014 to 6/5/2015

**G5.** Decrease the number of behavioral referrals by by increasing the effectiveness of school-wide rituals and routines and positive behavioral strategies.

**G5.B1** Lack of consistent implementation of CHAMPs.

**G5.B1.S1** Provide several professional development opportunities on CHAMPs

**PD Opportunity 1**

CHAMPs professional development for teachers.

**Facilitator**

Principal Assistant Principal Foundations Team District Personal

**Participants**

All staff members

**Schedule**

On 10/29/2014

## Technical Assistance Items

*Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.*



**Budget Rollup**

<b>Summary</b>	
<b>Description</b>	<b>Total</b>
<b>Goal 2:</b> Increase teacher effectiveness of implementing close reading throughout to curriculum in order to increase student proficiency.	3,648
<b>Grand Total</b>	<b>3,648</b>

<b>Goal 2: Increase teacher effectiveness of implementing close reading throughout to curriculum in order to increase student proficiency.</b>		
<b>Description</b>	<b>Source</b>	<b>Total</b>
<b>B1.S2.A1</b> - SAI tutoring	Other Federal	3,648
<b>Total Goal 2</b>		<b>3,648</b>