

# Lancaster Elementary



# 2015-16 School Improvement Plan



## Lancaster Elementary

6700 SHERYL ANN DR, Orlando, FL 32809

[www.ocps.net/lc/southeast/eln](http://www.ocps.net/lc/southeast/eln)

### School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	100%
Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	94%

### School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	D*	D	D	C

*\*Preliminary Informational Baseline School Grade*

**Note:** The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

### School Board Approval

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

### 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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## Table of Contents

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<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>Differentiated Accountability</b>	<b>5</b>
<b>Current School Status</b>	<b>8</b>
<b>8-Step Planning and Problem Solving Implementation</b>	<b>16</b>
Goals Summary	16
Goals Detail	16
Action Plan for Improvement	19
<b>Appendix 1: Implementation Timeline</b>	<b>28</b>
<b>Appendix 2: Professional Development and Technical Assistance Outlines</b>	<b>29</b>
Professional Development Opportunities	30
Technical Assistance Items	31
<b>Appendix 3: Budget to Support Goals</b>	<b>0</b>



## 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, B or C with at least one F in the prior three years
- 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-C 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)

### 2015-16 DA Category and Statuses

DA Category	Region	RED
Focus	3	<a href="#">Ella Thompson</a>
Former F	Turnaround Status	
No		











## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

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

To lead our students to success with the support and involvement of families and the community

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

To be the top producer of successful students in the nation

#### School Environment

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

At the time of registration parents are asked to fill out a Home Language Survey. We have staff members that speak a variety of languages to assist with the registration process as well as provide translation when needed.

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

Students and parents are greeted daily by staff members as they arrive for breakfast and start their day. Children are supervised at all times. The leadership staff with the assistance of various grade levels supervise dismissal. The office is fully staffed both at arrival and dismissal to answer any questions a parent may have.

##### **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**

We have a unified set of school rules (Rules for Tigers) that are posted in classrooms, cafeteria, media center and learning environments. All teachers on each grade level team use the same behavior system in their classrooms to ensure consistency across the grade level. We have a dean on staff that works with grade level teams, or individual teachers who may have concerns about specific students. The dean also ensures that the protocols established in the Student Code of Conduct are followed. For serious behavior concerns we follow the MTSS (Multi Tiered Systems of Support) protocols.

##### **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**

At Lancaster we have two character education programs. The HOPE (Health Opportunities through Physical Education) program and the Alpha program through the NCF (Neighborhood Center for Families). HOPE is on the special area schedule and all K-2 and 4-5 students attend this class on an eight day cycle. The Alpha counselor sees our third grade students. Both teachers collaborate and deliver the same lesson content. We also have a guidance counselor on staff. Referrals are made to an outside counseling agency, SEDNET (Severly Emotionally Disturbed Network) as needed.

#### 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

Lancaster utilizes SMS (Student Management System) to pull attendance data regularly. Teachers keep an attendance log and report excessive absence/tardy issues to the administration, guidance counselor and social worker as needed. The dean collects data on all suspensions, and administration is consulted on suspension decisions. During regularly scheduled data meetings teachers bring current data and student performance is discussed with administration. Student data is tracked including previous FCAT and or FSA scores and students are placed in their tier groups, based on previous and current data to provide the best instructional match for students.

Lancaster's early warning indicators used to identify students for the early warning system include:

- (1) Number of students with attendance rates below 90%,
- (2) Number of students with 1 or more suspensions (In or Out of School)
- (3) Number of students earning an 'F' in ELA or Math Courses
- (4) Number of students earning Level 1 on ELA or Math Assessment (FSA, FCAT, FAA, EOC)

### 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	40	38	34	24	17	23	176
One or more suspensions	3	0	8	4	1	8	24
Course failure in ELA or Math	37	73	64	106	84	61	425
Level 1 on statewide assessment	0	0	0	0	0	0	

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Students exhibiting two or more indicators	12	23	16	17	10	16	94

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

- Increased learning time (Extended Learning Opportunities) on a daily basis
- Ongoing progress monitoring within the classroom and at weekly data discussions with Leadership Team
- MTSS process used for academic and/or behavior concerns
- District approved research based intervention programs used
- Increase communication and available resources between parents, agency and community outreach

### 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 available at the school site.

#### **Description**

**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 PIE (Partners in Education) coordinator reaches out to our community partners for the purpose of securing resources to support the school and student achievement. Many backpacks and school supplies were donated to help support our economically disadvantaged and homeless students with a smooth beginning of the year. We have ongoing collaborations and discussions with the NCF (Neighborhood Center for Families), which is located on our campus. We also have a .50 teaching position that the NCF funds.

### 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:**

<b>Name</b>	<b>Title</b>
Suggs, Lisa	Principal
Suarez, Rosario	Dean
Genco, Audrey	Instructional Coach
De La Torre, Lymari	Instructional Coach
Moore, Sigrid	Instructional Coach
Kearney, Jenene	Instructional Coach
Alchin, Danielle	Assistant Principal
Scarlata, Wendelle	Instructional Coach
Wubben, Amanda	Instructional Coach
Bannatyne, Angela	Instructional Coach
May, Samuel	Instructional Coach

##### **Duties**

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

Lancaster's MTSS Team includes the principal, assistant principal, staffing coordinator, a guidance counselor, the curriculum resource teacher, the reading coach, and the math and science coach as well as grade level coaches. The team meets regularly to discuss and analyze the percentage of students who are meeting the tier expectations, by grade level and individual teacher. Using that data the team will plan out strategies to adjust and share with the grade level or teacher. The team will continuously plan, implement, revise and monitor utilizing data and team meetings to share and brainstorm ideas to reach the maximum potential of learning.



**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**

Lancaster utilizes previous FAIR (2013/2014) data, benchmark assessments, mini-benchmark assessments, Journey's and Performance Matters to monitor student progress and assist with the formation of tier groups. Groups are fluid depending upon student growth and performance in an area of identified weakness. Based upon the large number of students needing Tier 3 intervention the leadership team will pull groups during tier time so classroom teachers can focus their efforts on Tier 2 and enrichment students.

### **School Advisory Council (SAC)**

#### **Membership:**

<b>Name</b>	<b>Stakeholder Group</b>
Claribel Gerena	Parent
Lisa Suggs	Principal
Ariezel Maldonado	Parent
Julio E. Suarez	Business/Community
Wiseguy Joseph	Education Support Employee
Sirenaika Tirado	Teacher
Phillip Carreras	Parent

#### **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*

During the final meeting of the 2014-2015 school year SAC members were presented the 2014-2015 SIP for review. The SIP goals were analyzed and discussed.

##### *Development of this school improvement plan*

SAC members were surveyed for their input on the development of the 2015-2016 SIP. Goals were created for the new school year. Lancaster's SAC committee will meet with Mrs. Suggs quarterly. The SAC committee will review the existing SIP and make recommendations for suggested changes that would positively impact academic performance of students. The proposed school budget, as well as technology, curricular and staffing needs will be discussed. This is an ongoing process that will continue in the 2015-2016 school year.

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

The preparation of the annual budget will also be addressed with SAC, during the quarterly meetings.

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

Supplemental reading materials to support interventions. Amount allocated: \$3500.00



**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:**

Name	Title
Suggs, Lisa	Principal
Alchin, Danielle	Assistant Principal
Genco, Audrey	Instructional Coach
Kearney, Jenene	Instructional Coach
Wubben, Amanda	
Scarlata, Wendelle	Instructional Coach

**Duties**

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

The LLT will meet monthly to discuss literacy at Lancaster. The purpose is to promote literacy school-wide, research and discuss best practices for reading instruction and plan and execute literacy activities for parents and students during Family Nights.

**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**

All grade levels are assigned at least one Leadership Team contact person who assists with meetings, planning and answers any questions they may have. Additionally, each grade level team meets to develop lesson plans, (the what of instruction) and then meets every Wednesday afternoon to discuss the HOW of instruction. At this time, the leadership members are in attendance and the teams discuss things like which Marzano elements will be best utilized in various lessons, along with how teachers will differentiate instruction.

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

OCPS Employment Services is used to identify highly qualified applicants that will be a great asset to the school. Once hired they are supported with professional development, mentors, and the Beginning Teacher Program, if needed.

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

New teachers are paired with an effective rated teacher, preferably on their grade level who will provide assistance, coaching and mentoring as needed. Administration also conducts monthly meetings to discuss teacher needs and provide professional development. Planned activities: Classroom



Management/Physical Layout, Gradual Release, Marzano, and Rigor/Webbs's DOK (Depths of Knowledge).

## 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***

Teachers utilize the MTPs (Measurement Topic Plans) provided by Curriculum Services Department. Teachers are also deconstructing and using Florida Standards item specifications to guide their lesson planning process. Core instructional materials are provided to the school by the District Office. All materials are aligned to the Florida State Standards, and are utilized as a resource rather than a complete instructional program.

#### 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***

Lancaster differentiates instruction to meet the diverse needs of our students through the use of MTSS. The school is using classroom data to plan differentiated instruction and remediation during core instructional blocks. Data sources will include benchmark assessments, mini assessments, intervention progress monitoring, and classroom assessments for students having difficulty attaining the proficient or advanced level on state assessments.

***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: Extended School Day**

**Minutes added to school year: 10,800**

Lancaster was awarded an extra hour that will address the needs of our students in reading. We will target all students in grades K-5. Students will be grouped according to the identified reading deficiencies.

**Strategy Rationale**

The 2014 Reading FCAT results indicate that only 30% of students in grades 3-5 scored at a level three or above. At this time, the State has not made any changes to this requirement.

**Strategy Purpose(s)**

- Core Academic Instruction

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

Suggs, Lisa, lisa.suggs@ocps.net

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

The benchmark assessments will be used as well as the prior year FSA scores data (when released) to determine student need. We will also use classroom and intervention data to further analyze skills to be targeted. In third grade the enrichment groups focus on incorporating science and technology into lessons and use IReady as well. The Tier 2 groups are using Journey's Interventions. In Tier 3, Voyager is used as well as Read 180. In fourth grade the enrichment groups use D.B.Q (Document Based Questioning). The Tier 2 groups are using Journey's Interventions. Tier 3 groups use the Read 180 program. Our fifth grade enrichment groups use D.B.Q., as well as incorporating science and math into the lessons. Tier 2 groups are using Journey's Interventions. Tier 3 groups use the Read 180 program.

**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**

Lancaster's Pre-K teacher is part of the kindergarten team to assist in a smooth transition for our students. Throughout the year our Pre-K class will join kindergarten classrooms in activities to become familiar with the expectations. Our Pre-K class follows the Orange County Pre-K adopted curriculum to ensure kindergarten readiness and to foresee any problematic areas a student might have when entering kindergarten. When our students first enter kindergarten we assess the students' knowledge using the initial Journey's assessment. Within the first month of school, our kindergartners are assessed using FLKRS (Florida Kindergarten Readiness Screener). We also use the Home Language Survey to ensure proper placement after immediate assessments. Our exiting fifth grade students tour Walker Middle School. Information about magnet programs and schools of choice is also made available to all interested.

**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**



Lancaster is an AVID (Advancement Via Independent Determination) school, and all of our third through fifth grade students use AVID strategies. In addition, AVID students visit Lancaster to present AVID lessons to our students. We also participate in the Junior Achievement Program.

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

To help prepare Lancaster students for 21st century careers, Lancaster uses digital curriculum such as i-Ready for both reading and math, Fastt Math and the IXL website, as well as HMH Think Central for interactive lessons and digital experiments to provide real world experiences. Students have experiences with Smart Boards, desk top computers, lap tops, iPads and Smart Response clickers.

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

Lancaster has science resources available for teacher use to provide hands on experiences with science and technology integration and problem solving in real world situations. Virtual manipulatives and science labs are used to expose students to technical alternatives for problem solving. In addition, we are utilizing computer based intervention and motivations programs such as i-Ready and Read 180 to build academic achievement and increase motivation.

***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***

## Needs Assessment

### Problem Identification

#### Data to Support Problem Identification

##### Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

##### Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

#### Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

### Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.



## 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.** Through the implementation of rigorous standards-based instruction, there will be an increase in student achievement. (Accelerate Student Performance)
- G2.** Through the implementation of quality of Tier 1 instruction across content areas and grade levels student achievement will be increased. (Accelerate Student Performance)

## 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.** Through the implementation of rigorous standards-based instruction, there will be an increase in student achievement. (Accelerate Student Performance) 1a

 G073189

**Targets Supported** 1b

Indicator	Annual Target
ELA/Reading Gains	64.0
Math Gains	67.0

**Resources Available to Support the Goal** 2

- Marzano Art & Science Framework, FSA Item Specifications, IMS, CPalms, HM Journeys, Voyager Passport, Core Connections Writing, I-Ready, Read 180, Imagine Learning, Document Based Questioning.

**Targeted Barriers to Achieving the Goal** 3

- The lack of structure following framework for core instruction using Florida Standards.

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

Monthly Data Meetings will be held to disaggregate data and modify instruction where needed. Monthly MTSS meetings to provide discussions on specific student needs.

**Person Responsible**

Lisa Suggs

**Schedule**

Monthly, from 8/24/2015 to 6/1/2016

**Evidence of Completion**

An increase in student achievement will be evident. Bi-weekly data meetings and monthly MTSS meetings will be held to monitor assessment data that shows standards based instruction and growth on benchmark and common assessments. Monitoring of TIER 1, TIER 2 and TIER 3 students will occur to ensure progress toward learning goal.



**G2.** Through the implementation of quality of Tier 1 instruction across content areas and grade levels student achievement will be increased. (Accelerate Student Performance) 1a

G073190

**Targets Supported** 1b

Indicator	Annual Target
AMO Reading - All Students	69.0
AMO Math - All Students	67.0
FCAT 2.0 Science Proficiency	45.0

**Resources Available to Support the Goal** 2

- Marzano Art & Science Framework, FSA Item Specifications, IMS, CPalms, HM Journeys, Go Math, Science Fusion, Voyager Passport, Core Connections Writing, I-Ready, Read 180, Imagine Learning, Document Based Questioning

**Targeted Barriers to Achieving the Goal** 3

- Teachers need continued guidance in the quality of Tier 1 instruction.

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

IObservation data will be collected and review/analyzed by Administration and Leadership Team.

**Person Responsible**

Lisa Suggs

**Schedule**

Weekly, from 9/14/2015 to 6/1/2016

**Evidence of Completion**

Informal and Formal Observation data, along with student benchmark data will be collected and analyzed for trends.



## 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.** Through the implementation of rigorous standards-based instruction, there will be an increase in student achievement. (Accelerate Student Performance) **1**

 **G073189**

**G1.B3** The lack of structure following framework for core instruction using Florida Standards. **2**

 **B191208**

**G1.B3.S1** To increase teachers understanding of the planning process. **4**

 **S202673**

### Strategy Rationale

Teachers lack knowledge and understanding of new standards and how to create and implement rigorous lesson plans.

### Action Step 1 **5**

Administration and Leadership Team will meet to determine the best way to train teachers in lesson planning that includes rigorous standards based instruction.

### Person Responsible

Lisa Suggs

### Schedule

On 7/16/2015

### Evidence of Completion

Sign in sheet and planning packet.



### Action Step 2 5

Meet with grade level/subject area teams over the summer to deconstruct standards and lesson plan.

**Person Responsible**

Jenene Kearney

**Schedule**

On 7/30/2015

***Evidence of Completion***

Sign in sheets, meeting notes

### Action Step 3 5

Weekly Grade level/subject area common planning meetings.

**Person Responsible**

Jenene Kearney

**Schedule**

Weekly, from 8/17/2015 to 5/30/2016

***Evidence of Completion***

Meeting notes and lesson plans

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

Grade level/Instructional coaches will attend common planning meetings and review lesson plans for content and rigor.

**Person Responsible**

Jenene Kearney

**Schedule**

Weekly, from 8/17/2015 to 5/30/2016

***Evidence of Completion***

Lesson plans and progressions will be reviewed.



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

Teachers will be monitored for completed standards based lesson plans, classroom instruction and common planning.

**Person Responsible**

Lisa Suggs

**Schedule**

Every 3 Weeks, from 8/17/2015 to 5/30/2016

***Evidence of Completion***

Lesson plans/progressions will be uploaded to SharePoint and reviewed by Administration and Coaches. Instructional implementation will be monitored through classroom observations.

**G1.B3.S2** Departmentalize grades three through five. 4

 S202674

**Strategy Rationale**

Teachers will gain focus in two content areas and become more proficient with the standards.

**Action Step 1** 5

Teachers prior year observations will be used to determine which teachers are assigned to specific grade levels and departmentalized content areas.

**Person Responsible**

Lisa Suggs

**Schedule**

On 5/30/2016

***Evidence of Completion***

Data from prior year evaluation and staffing reports.



### Action Step 2 5

Observations will be conducted to monitor for effective teaching strategies.

**Person Responsible**

Lisa Suggs

**Schedule**

Every 3 Weeks, from 8/31/2015 to 5/30/2016

***Evidence of Completion***

IObservation reports will be used.

### Action Step 3 5

Instructional Coaches will monitor common planning to ensure plans align to standards.

**Person Responsible**

Jenene Kearney

**Schedule**

Every 3 Weeks, from 8/31/2015 to 5/30/2016

***Evidence of Completion***

Lesson plans and progressions will be reviewed and uploaded to SharePoint.

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

Lesson plans and progressions will be uploaded to SharePoint and classroom observations will be conducted

**Person Responsible**

Lisa Suggs

**Schedule**

Biweekly, from 9/7/2015 to 5/30/2016

***Evidence of Completion***

Lesson plans and progressions will be reviewed along with observation data.



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

Observation data will be monitored along with lesson plans

### Person Responsible

Lisa Suggs

### Schedule

Biweekly, from 9/7/2015 to 5/30/2016

### Evidence of Completion

Observation data along with student performance data will be monitored for trends and effectiveness.

**G2.** Through the implementation of quality of Tier 1 instruction across content areas and grade levels student achievement will be increased. (Accelerate Student Performance) 1

 G073190

**G2.B1** Teachers need continued guidance in the quality of Tier 1 instruction. 2

 B191209

**G2.B1.S1** Observe with the delivery of Tier 1 instruction. 4

 S202675

### Strategy Rationale

Students achievement will increase as instruction becomes more effective.

## Action Step 1 5

Administrators will develop an observation schedule

### Person Responsible

Lisa Suggs

### Schedule

Every 3 Weeks, from 9/14/2015 to 5/30/2016

### Evidence of Completion

Observations will be conducted



## Action Step 2 5

Initial observation will be conducted of teachers in all content areas.

### **Person Responsible**

Lisa Suggs

### **Schedule**

Every 3 Weeks, from 9/14/2015 to 5/30/2016

### ***Evidence of Completion***

Informal observations will be entered in IObservation.

## Action Step 3 5

Administrators and Leadership Team will meet and determine trends in the IObservation data.

### **Person Responsible**

Lisa Suggs

### **Schedule**

Weekly, from 9/14/2015 to 5/30/2016

### ***Evidence of Completion***

Data from the IObservation tool will be used along with Administration Team input.

## Action Step 4 5

Teachers will be observed on a 3 week rotating cycle using the Marzano Observation Tool.

### **Person Responsible**

Lisa Suggs

### **Schedule**

Every 3 Weeks, from 9/14/2015 to 5/30/2016

### ***Evidence of Completion***

Informal observations will be entered in IObservation.



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

Observation schedule data will be collected, analyzed and used to determine effectiveness

**Person Responsible**

Danielle Alchin

**Schedule**

Weekly, from 9/14/2015 to 5/30/2016

***Evidence of Completion***

Coaches and Administrators will debrief weekly to review observation schedule and trends that have been observed.

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

Administrators will review observation data

**Person Responsible**

Lisa Suggs

**Schedule**

Weekly, from 9/14/2015 to 5/30/2016

***Evidence of Completion***

Informal observation data collected



**G2.B1.S2** Coaching Cycle will be used to support teachers in need 4

 S202676

**Strategy Rationale**

Instructional delivery will improve as teachers move through the coaching cycle.

**Action Step 1** 5

Based on Action Step Three as outlined in Strategy 1 teachers needing support are identified.

**Person Responsible**

Lisa Suggs

**Schedule**

Every 3 Weeks, from 10/5/2015 to 6/3/2016

**Evidence of Completion**

Leadership Team meeting notes.

**Action Step 2** 5

Begin Coaching Cycle with teachers identified as needing support and differentiated based on needs determined through observation data.

**Person Responsible**

Danielle Alchin

**Schedule**

Every 3 Weeks, from 10/5/2015 to 6/3/2016

**Evidence of Completion**

Coaching cycle notes and observation data.

**Action Step 3** 5

Administration and Leadership meet and debrief on teachers that received coaching

**Person Responsible**

Danielle Alchin

**Schedule**

Weekly, from 10/5/2015 to 6/3/2016

**Evidence of Completion**

Notes from Leadership meetings.



#### Action Step 4 5

Based on data coaching cycle will be repeated or closed out.

**Person Responsible**

Danielle Alchin

**Schedule**

Weekly, from 10/5/2015 to 6/3/2016

***Evidence of Completion***

IObservation data.

#### Action Step 5 5

Teachers not improving as a result of the coaching cycle will meet with Administration for possible implementation of formal improvement plan.

**Person Responsible**

Lisa Suggs

**Schedule**

Monthly, from 10/26/2015 to 5/30/2016

***Evidence of Completion***

Observation data will be collected and monitored for teachers who are not improving.

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

Coaches will share information at weekly Leadership Meetings.

**Person Responsible**

Lisa Suggs

**Schedule**

Weekly, from 10/5/2015 to 6/3/2016

***Evidence of Completion***

IObservation data, completed coaching cycles, increased student achievement.



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

Teachers will be monitored for quality Tier 1 instruction.

**Person Responsible**

Lisa Suggs

**Schedule**

On 6/3/2016

**Evidence of Completion**

Completed coaching cycles, IObservation data and increased student achievement.

**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
G1.B3.S1.A1	Administration and Leadership Team will meet to determine the best way to train teachers in lesson planning that includes rigorous standards based instruction.	Suggs, Lisa	7/15/2015	Sign in sheet and planning packet.	7/16/2015 one-time
G1.B3.S2.A1	Teachers prior year observations will be used to determine which teachers are assigned to specific grade levels and departmentalized content areas.	Suggs, Lisa	8/31/2015	Data from prior year evaluation and staffing reports.	5/30/2016 one-time
G2.B1.S1.A1	Administrators will develop an observation schedule	Suggs, Lisa	9/14/2015	Observations will be conducted	5/30/2016 every-3-weeks
G2.B1.S2.A1	Based on Action Step Three as outlined in Strategy 1 teachers needing support are identified.	Suggs, Lisa	10/5/2015	Leadership Team meeting notes.	6/3/2016 every-3-weeks
G1.B3.S1.A2	Meet with grade level/subject area teams over the summer to deconstruct standards and lesson plan.	Kearney, Jenene	7/20/2015	Sign in sheets, meeting notes	7/30/2015 one-time
G1.B3.S2.A2	Observations will be conducted to monitor for effective teaching strategies.	Suggs, Lisa	8/31/2015	IObservation reports will be used.	5/30/2016 every-3-weeks
G2.B1.S1.A2	Initial observation will be conducted of teachers in all content areas.	Suggs, Lisa	9/14/2015	Informal observations will be entered in IObservation.	5/30/2016 every-3-weeks
G2.B1.S2.A2	Begin Coaching Cycle with teachers identified as needing support and differentiated based on needs determined through observation data.	Alchin, Danielle	10/5/2015	Coaching cycle notes and observation data.	6/3/2016 every-3-weeks
G1.B3.S1.A3	Weekly Grade level/subject area common planning meetings.	Kearney, Jenene	8/17/2015	Meeting notes and lesson plans	5/30/2016 weekly
G1.B3.S2.A3	Instructional Coaches will monitor common planning to ensure plans align to standards.	Kearney, Jenene	8/31/2015	Lesson plans and progressions will be reviewed and uploaded to SharePoint.	5/30/2016 every-3-weeks
G2.B1.S1.A3	Administrators and Leadership Team will meet and determine trends in the IObservation data.	Suggs, Lisa	9/14/2015	Data from the IObservation tool will be used along with Administration Team input.	5/30/2016 weekly



Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B1.S2.A3	Administration and Leadership meet and debrief on teachers that received coaching	Alchin, Danielle	10/5/2015	Notes from Leadership meetings.	6/3/2016 weekly
G2.B1.S1.A4	Teachers will be observed on a 3 week rotating cycle using the Marzano Observation Tool.	Suggs, Lisa	9/14/2015	Informal observations will be entered in IObservation.	5/30/2016 every-3-weeks
G2.B1.S2.A4	Based on data coaching cycle will be repeated or closed out.	Alchin, Danielle	10/5/2015	IObservation data.	6/3/2016 weekly
G2.B1.S2.A5	Teachers not improving as a result of the coaching cycle will meet with Administration for possible implementation of formal improvement plan.	Suggs, Lisa	10/26/2015	Observation data will be collected and monitored for teachers who are not improving.	5/30/2016 monthly
G1.MA1	Monthly Data Meetings will be held to disaggregate data and modify instruction where needed. Monthly MTSS meetings to provide discussions on specific student needs.	Suggs, Lisa	8/24/2015	An increase in student achievement will be evident. Bi-weekly data meetings and monthly MTSS meetings will be held to monitor assessment data that shows standards based instruction and growth on benchmark and common assessments. Monitoring of TIER 1, TIER 2 and TIER 3 students will occur to ensure progress toward learning goal.	6/1/2016 monthly
G1.B3.S1.MA1	Teachers will be monitored for completed standards based lesson plans, classroom instruction and common planning.	Suggs, Lisa	8/17/2015	Lesson plans/progressions will be uploaded to SharePoint and reviewed by Administration and Coaches. Instructional implementation will be monitored through classroom observations.	5/30/2016 every-3-weeks
G1.B3.S1.MA1	Grade level/Instructional coaches will attend common planning meetings and review lesson plans for content and rigor.	Kearney, Jenene	8/17/2015	Lesson plans and progressions will be reviewed.	5/30/2016 weekly
G1.B3.S2.MA1	Observation data will be monitored along with lesson plans	Suggs, Lisa	9/7/2015	Observation data along with student performance data will be monitored for trends and effectiveness.	5/30/2016 biweekly
G1.B3.S2.MA1	Lesson plans and progressions will be uploaded to SharePoint and classroom observations will be conducted	Suggs, Lisa	9/7/2015	Lesson plans and progressions will be reviewed along with observation data.	5/30/2016 biweekly
G2.MA1	IObservation data will be collected and review/analyzed by Administration and Leadership Team.	Suggs, Lisa	9/14/2015	Informal and Formal Observation data, along with student benchmark data will be collected and analyzed for trends.	6/1/2016 weekly
G2.B1.S1.MA1	Administrators will review observation data	Suggs, Lisa	9/14/2015	Informal observation data collected	5/30/2016 weekly
G2.B1.S1.MA1	Observation schedule data will be collected, analyzed and used to determine effectiveness	Alchin, Danielle	9/14/2015	Coaches and Administrators will debrief weekly to review observation schedule and trends that have been observed.	5/30/2016 weekly
G2.B1.S2.MA1	Teachers will be monitored for quality Tier 1 instruction.	Suggs, Lisa	10/5/2015	Completed coaching cycles, IObservation data and increased student achievement.	6/3/2016 one-time
G2.B1.S2.MA1	Coaches will share information at weekly Leadership Meetings.	Suggs, Lisa	10/5/2015	IObservation data, completed coaching cycles, increased student achievement.	6/3/2016 weekly

## 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.*

**G1.** Through the implementation of rigorous standards-based instruction, there will be an increase in student achievement. (Accelerate Student Performance)

**G1.B3** The lack of structure following framework for core instruction using Florida Standards.

**G1.B3.S1** To increase teachers understanding of the planning process.

### PD Opportunity 1

Administration and Leadership Team will meet to determine the best way to train teachers in lesson planning that includes rigorous standards based instruction.

#### Facilitator

Administration

#### Participants

Administrators and Leadership Team

#### Schedule

On 7/16/2015



## Technical Assistance Items

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

**G1.** Through the implementation of rigorous standards-based instruction, there will be an increase in student achievement. (Accelerate Student Performance)

**G1.B3** The lack of structure following framework for core instruction using Florida Standards.

**G1.B3.S1** To increase teachers understanding of the planning process.

### PD Opportunity 1

Meet with grade level/subject area teams over the summer to deconstruct standards and lesson plan.

#### Facilitator

Grade level/subject area coaches

#### Participants

Grade level teams

#### Schedule

On 7/30/2015

### PD Opportunity 2

Weekly Grade level/subject area common planning meetings.

#### Facilitator

Grade level/subject area coaches

#### Participants

Grade level/subject area teachers

#### Schedule

Weekly, from 8/17/2015 to 5/30/2016

## Budget

### Budget Data

1	G1.B3.S1.A1	Administration and Leadership Team will meet to determine the best way to train teachers in lesson planning that includes rigorous standards based instruction.				\$1,800.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16



Budget Data						
			0851 - Lancaster Elementary			\$1,800.00
2	G1.B3.S1.A2	Meet with grade level/subject area teams over the summer to deconstruct standards and lesson plan.				\$15,600.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0851 - Lancaster Elementary			\$15,600.00
3	G1.B3.S1.A3	Weekly Grade level/subject area common planning meetings.				\$0.00
4	G1.B3.S2.A1	Teachers prior year observations will be used to determine which teachers are assigned to specific grade levels and departmentalized content areas.				\$0.00
5	G1.B3.S2.A2	Observations will be conducted to monitor for effective teaching strategies.				\$0.00
6	G1.B3.S2.A3	Instructional Coaches will monitor common planning to ensure plans align to standards.				\$0.00
7	G2.B1.S1.A1	Administrators will develop an observation schedule				\$0.00
8	G2.B1.S1.A2	Initial observation will be conducted of teachers in all content areas.				\$0.00
9	G2.B1.S1.A3	Administrators and Leadership Team will meet and determine trends in the IObservation data.				\$0.00
10	G2.B1.S1.A4	Teachers will be observed on a 3 week rotating cycle using the Marzano Observation Tool.				\$0.00
11	G2.B1.S2.A1	Based on Action Step Three as outlined in Strategy 1 teachers needing support are identified.				\$0.00
12	G2.B1.S2.A2	Begin Coaching Cycle with teachers identified as needing support and differentiated based on needs determined through observation data.				\$0.00
13	G2.B1.S2.A3	Administration and Leadership meet and debrief on teachers that received coaching				\$0.00
14	G2.B1.S2.A4	Based on data coaching cycle will be repeated or closed out.				\$0.00
15	G2.B1.S2.A5	Teachers not improving as a result of the coaching cycle will meet with Administration for possible implementation of formal improvement plan.				\$0.00
Total:						\$17,400.00