

Orange County Public Schools

Lancaster Elementary



2016-17 Schoolwide Improvement Plan

Lancaster Elementary

6700 SHERYL ANN DR, Orlando, FL 32809

<https://lancasteres.ocps.net/>

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	93%

School Grades History

Year	2017-18	2014-15	2013-14	2012-13
Grade	B	D*	D	D

**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 a monitoring status of "Former F" (see page 4). 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Lancaster Elementary

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

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

b. Provide the school's vision statement.

To be the top producer of successful students in the nation

2. School Environment

a. 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.

b. 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.

c. 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.

d. 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-5 students attend. The Alpha counselor works primarily with fifth grade students. We also have a guidance counselor on staff who will make referrals as needed. Referrals are made to an outside counseling agency, SEDNET (Severely Emotionally Disturbed Network) as needed.

3. Early Warning Systems

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

a. 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, FSA and/or MAP 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)

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	32	25	30	27	37	27	0	0	0	0	0	0	0	178
One or more suspensions	2	3	7	4	24	21	0	0	0	0	0	0	0	61
Course failure in ELA or Math	16	20	25	39	63	52	0	0	0	0	0	0	0	215
Level 1 on statewide assessment	0	0	0	69	108	75	0	0	0	0	0	0	0	252

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	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	9	7	11	40	72	57	0	0	0	0	0	0	0	196

c. 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

B. Family and Community Engagement

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

1. 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. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

2. Description

2. 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.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

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

Name	Title
Suggs, Lisa	Principal
Suarez, Rosario	Dean
Genco, Audrey	Instructional Coach
De La Torre, Lymari	Instructional Coach
Moore, Sigrid	Instructional Coach
Alchin, Danielle	Assistant Principal
Wubben, Amanda	Instructional Coach
Klena, Sarah	Instructional Coach
Trejos, Itza	Administrative Support

b. Duties

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

Lancaster's Leadership Team includes the principal, assistant principal, staffing coordinator, MTSS coach, guidance counselor, the curriculum resource teacher, the reading coach, and the math and science coach, grade level coaches as well as a testing coordinator. 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.

2. 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 MAP (Measures of Academic Performance) data, Journey's and Common Assessments, as well as 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.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Claribel Gerena	Parent
Lisa Suggs	Principal
Ariezel Maldonado	Parent
Julio E. Suarez	Business/Community
Wiseguy Joseph	Education Support Employee
Sirenaika Tirado	Teacher
Felix Ruiz	Parent

b. Duties

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

a. Evaluation of last year's school improvement plan

During the final meeting of the 2015-2016 school year SAC members were presented the 2015-2016 SIP for review. The SIP goals were analyzed and discussed.

b. Development of this school improvement plan

SAC members were surveyed for their input on the development of the 2016-2017 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 2016-2017 school year.

c. 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.

2. 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: \$18624.00

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Suggs, Lisa	Principal
Alchin, Danielle	Assistant Principal
Genco, Audrey	Instructional Coach
Moore, Sigrid	Instructional Coach
Wubben, Amanda	Instructional Coach

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

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.

D. Public and Collaborative Teaching

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

1. 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 at scheduled intervals 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 deliver and differentiate instruction.

2. 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.

3. 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/Webb's DOK (Depths of Knowledge).

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. 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.

b. Instructional Strategies

1. 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 classroom and intervention progress monitoring, and classroom assessments for students having difficulty attaining the proficient or advanced level on state assessments.

2. 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 2015 ELA FSA results indicate that only 29% 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

Prior year FSA score and MAP data will be used at appropriate grade levels to determine student need. We will also use classroom and intervention data to further analyze skills to be targeted. In kindergarten through second grade will be using a combination of EIR (Early Interventions in Reading) and Imagine Learning computer program for selected students. In third through fifth grades the Tier 2 groups will be using the SRA Flex Literacy program that has both a direct instruction component as well as a computer component. In Tier 3, the Read 180 program will be used, as well as a combination of EIR and Imagine Learning for students identified as having significant phonics and language deficits.

2. Student Transition and Readiness

a. PreK-12 Transition

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

1. 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.

b. College and Career Readiness

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

Lancaster has a partnership with Oakridge High School's Elevate Orlando program. This partnership affords each fifth grade student a mentor for the year. The Oakridge students visit Lancaster's campus weekly to meet with our students. We also participate in the Junior Achievement Program.

2. 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, Imagine Learning and Read 180, and the HMH Think Central is also used 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.

3. 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.

4. 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.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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.

C. Strategic Goals

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Through the implementation of rigorous standards based instruction and the appropriate use of instructional strategies, student learning gains will increase. (Accelerate Student Performance)
- G2.** Through use of multiple data sources teachers will ascertain patterns and trends in instructional practices to more effectively differentiate instruction to meet the needs of all students. (Invest in Human Capital)

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., “SMART goals”), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. Through the implementation of rigorous standards based instruction and the appropriate use of instructional strategies, student learning gains will increase. (Accelerate Student Performance) 1a

G084396

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	70.0
Math Gains	70.0

Targeted Barriers to Achieving the Goal 3

- There is a need to increase the use of effectively selecting strategies to support language acquisition.

Resources Available to Help Reduce or Eliminate the Barriers 2

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

Plan to Monitor Progress Toward G1. 8

Monthly Data Meetings will be held to monitor student progress and plan for specific student needs.

Person Responsible

Lisa Suggs

Schedule

Monthly, from 8/31/2016 to 5/24/2017

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 common assessments. Monitoring of TIER 1, TIER 2 and TIER 3 students will occur to ensure progress toward learning goal.

G2. Through use of multiple data sources teachers will ascertain patterns and trends in instructional practices to more effectively differentiate instruction to meet the needs of all students. (Invest in Human Capital) 1a

G084397

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	70.0
FSA Mathematics Achievement	70.0
FCAT 2.0 Science Proficiency	70.0

Targeted Barriers to Achieving the Goal 3

- Instructional tasks/activities are not aligned to standards.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Common assessments
- Instructional coaches
- CPalms
- MTP's and district resources

Plan to Monitor Progress Toward G2. 8

Common assessments, iReady, MAP, and iObservation data will be reviewed as it becomes available.

Person Responsible

Lisa Suggs

Schedule

Monthly, from 8/26/2016 to 5/31/2017

Evidence of Completion

Progress monitoring reports and item analysis charts.

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

 = Problem Solving Step  S123456 = Quick Key

G1. Through the implementation of rigorous standards based instruction and the appropriate use of instructional strategies, student learning gains will increase. (Accelerate Student Performance) 1

 G084396

G1.B1 There is a need to increase the use of effectively selecting strategies to support language acquisition. 2

 B224219

G1.B1.S1 Increase teachers' understanding and implementation of appropriate ELL strategies. 4

 S236627

Strategy Rationale

Teachers lack knowledge and understanding of ELL strategies and how to implement these strategies.

Action Step 1 5

Administration and Leadership Team will meet to determine the best way to train teachers in ELL instructional strategy usage and implementation.

Person Responsible

Lisa Suggs

Schedule

Evidence of Completion

Sign in sheet

Action Step 2 5

The CT will provide professional development on analyzing language data to determine the English proficiency levels of students in order to select appropriate instructional strategies.

Person Responsible

Sigrid Moore

Schedule

Evidence of Completion

Sign in sheet, professional development log

Action Step 3 5

ELA Coaches will attend WIDA training and facilitate the embedding of strategies within the common planning structure to support teachers.

Person Responsible

Amanda Wubben

Schedule

Biweekly, from 9/20/2016 to 5/24/2017

Evidence of Completion

Training records, common planning notes, lesson plans

Action Step 4 5

District coaches will provide direct support to teachers focusing on instructional strategies to support English Language Learners.

Person Responsible

Lisa Suggs

Schedule

Monthly, from 10/3/2016 to 5/24/2017

Evidence of Completion

Support schedules, anecdotal notes

Action Step 5 5

The CT will conduct professional development to address the use and implementation of WIDA standards and ELL strategies.

Person Responsible

Sigrid Moore

Schedule

Quarterly, from 9/14/2016 to 4/28/2017

Evidence of Completion

Sign in sheets, agendas, exit slips

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

The principal and leadership team will observe the planning and use of strategies within the classroom.

Person Responsible

Lisa Suggs

Schedule

Weekly, from 9/19/2016 to 5/26/2017

Evidence of Completion

Observation feedback, lesson plan feedback

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

The leadership team will identify patterns and trends in instructional practices using multiple data sources to include student achievement data.

Person Responsible

Lisa Suggs

Schedule

Monthly, from 9/23/2016 to 5/26/2017

Evidence of Completion

i-Ready data, observation feedback, lesson plan feedback

G2. Through use of multiple data sources teachers will ascertain patterns and trends in instructional practices to more effectively differentiate instruction to meet the needs of all students. (Invest in Human Capital) 1

 G084397

G2.B1 Instructional tasks/activities are not aligned to standards. 2

 B224221

G2.B1.S1 Coaches will facilitate deconstructing standards and facilitate common planning using Florida Standards and Framework. 4

 S236630

Strategy Rationale

Through this process teachers will have a deeper understanding of the standards and will be able to identify student evidence to show proficiency and will therefore improve core instruction.

Action Step 1 5

Coaches will facilitate standard deconstruction.

Person Responsible

Amanda Wubbena

Schedule

Weekly, from 8/1/2016 to 5/31/2017

Evidence of Completion

sign in sheets and meeting notes

Action Step 2 5

Coaches will facilitate the lesson planning process through the Florida Standards and Framework.

Person Responsible

Amanda Wubbena

Schedule

Weekly, from 8/1/2016 to 5/31/2017

Evidence of Completion

sign in sheets and completed lesson plans

Action Step 3 5

The principal and leadership team will monitor the lesson planning process.

Person Responsible

Lisa Suggs

Schedule

Monthly, from 8/1/2016 to 5/31/2017

Evidence of Completion

Lesson plan feedback

Action Step 4 5

The school based leadership team will use data to identify teacher needs and provide coaching support to identified teachers

Person Responsible

Lisa Suggs

Schedule

Every 3 Weeks, from 10/3/2016 to 5/26/2017

Evidence of Completion

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

The leadership team will meet weekly to review and discuss data from observations, common planning sessions, and coaching support to monitor and establish ongoing priorities.

Person Responsible

Lisa Suggs

Schedule

Monthly, from 8/1/2016 to 5/31/2017

Evidence of Completion

lesson plans, coaching schedules, coaching notes, observation feedback, meeting notes

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

Student data will be analyzed and observations will be conducted to determine if common planning efforts result in an increase in the effective use of instructional strategies that support standards based instruction.

Person Responsible

Lisa Suggs

Schedule

Every 3 Weeks, from 9/14/2016 to 5/31/2017

Evidence of Completion

student data, observation feedback

G2.B1.S2 Professional development on how to ascertain, interpret and apply data sources to differentiate standards-based instruction. 4

 S236631

Strategy Rationale

By growing teachers' pedagogy they will be able to identify and meet the individual needs of their students.

Action Step 1 5

Meet with all teachers to familiarize them with the available data sources.

Person Responsible

Sarah Klena

Schedule

On 5/31/2017

Evidence of Completion

Sign in sheets

Action Step 2 5

Meet with all teachers to familiarize them with how to pull appropriate progress monitoring reports.

Person Responsible

Sarah Klena

Schedule

Monthly, from 9/14/2016 to 5/31/2017

Evidence of Completion

Sign in sheets

Action Step 3 5

Meet with all teachers to interpret the data from the available progress monitoring reports.

Person Responsible

Sarah Klena

Schedule

Monthly, from 9/14/2016 to 5/31/2017

Evidence of Completion

Sign in sheets, progress monitoring reports, action plans developed based on data analysis

Action Step 4 5

Meet with all teachers to assist with creating differentiated groups for small group and MTSS instruction.

Person Responsible

Amanda Wubben

Schedule

Monthly, from 9/14/2016 to 5/31/2017

Evidence of Completion

Class lists of tier groups

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

During monthly data meetings teachers will bring appropriate reports and data.

Person Responsible

Lisa Suggs

Schedule

Monthly, from 9/14/2016 to 5/31/2017

Evidence of Completion

Students will be placed in appropriate MTSS groups based on data outcomes.

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

There will be ongoing progress monitoring of students to determine if progress is being made and placement in MTSS groups will be adjusted as needed.

Person Responsible

Lisa Suggs

Schedule

Monthly, from 9/14/2016 to 5/31/2017






Evidence of Completion

There will be ongoing progress monitoring, data analysis and item analysis to ensure that adequate growth is being made.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2017					
G1.B1.S1.A1 A305326	Administration and Leadership Team will meet to determine the best way to train teachers in ELL...	Suggs, Lisa	7/12/2016	Sign in sheet	No End Date one-time
G1.B1.S1.A2 A305327	The CT will provide professional development on analyzing language data to determine the English...	Moore, Sigrid	9/22/2016	Sign in sheet, professional development log	No End Date one-time
G1.B1.S1.A5 A305330	The CT will conduct professional development to address the use and implementation of WIDA...	Moore, Sigrid	9/14/2016	Sign in sheets, agendas, exit slips	4/28/2017 quarterly
G1.MA1 M311357	Monthly Data Meetings will be held to monitor student progress and plan for specific student...	Suggs, Lisa	8/31/2016	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 common assessments. Monitoring of TIER 1, TIER 2 and TIER 3 students will occur to ensure progress toward learning goal.	5/24/2017 monthly
G1.B1.S1.A3 A305328	ELA Coaches will attend WIDA training and facilitate the embedding of strategies within the common...	Wubben, Amanda	9/20/2016	Training records, common planning notes, lesson plans	5/24/2017 biweekly
G1.B1.S1.A4 A305329	District coaches will provide direct support to teachers focusing on instructional strategies to...	Suggs, Lisa	10/3/2016	Support schedules, anecdotal notes	5/24/2017 monthly
G1.B1.S1.MA1 M311351	The leadership team will identify patterns and trends in instructional practices using multiple...	Suggs, Lisa	9/23/2016	i-Ready data, observation feedback, lesson plan feedback	5/26/2017 monthly
G1.B1.S1.MA1 M311352	The principal and leadership team will observe the planning and use of strategies within the...	Suggs, Lisa	9/19/2016	Observation feedback, lesson plan feedback	5/26/2017 weekly
G2.B1.S1.A4 A305340	The school based leadership team will use data to identify teacher needs and provide coaching...	Suggs, Lisa	10/3/2016		5/26/2017 every-3-weeks
G2.MA1 M311362	Common assessments, iReady, MAP, and iObservation data will be reviewed as it becomes available.	Suggs, Lisa	8/26/2016	Progress monitoring reports and item analysis charts.	5/31/2017 monthly
G2.B1.S1.MA1 M311358	Student data will be analyzed and observations will be conducted to determine if common planning...	Suggs, Lisa	9/14/2016	student data, observation feedback	5/31/2017 every-3-weeks
G2.B1.S1.MA1 M311359	The leadership team will meet weekly to review and discuss data from observations, common planning...	Suggs, Lisa	8/1/2016	lesson plans, coaching schedules, coaching notes, observation feedback, meeting notes	5/31/2017 monthly
G2.B1.S1.A1 A305337	Coaches will facilitate standard deconstruction.	Wubben, Amanda	8/1/2016	sign in sheets and meeting notes	5/31/2017 weekly
G2.B1.S1.A2 A305338	Coaches will facilitate the lesson planning process through the Florida Standards and Framework.	Wubben, Amanda	8/1/2016	sign in sheets and completed lesson plans	5/31/2017 weekly
G2.B1.S1.A3 A305339	The principal and leadership team will monitor the lesson planning process.	Suggs, Lisa	8/1/2016	Lesson plan feedback	5/31/2017 monthly
G2.B1.S2.MA1 M311360	There will be ongoing progress monitoring of students to determine if progress is being made and...	Suggs, Lisa	9/14/2016	There will be ongoing progress monitoring, data analysis and item analysis to ensure that adequate growth is being made.	5/31/2017 monthly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B1.S2.MA1  M311361	During monthly data meetings teachers will bring appropriate reports and data.	Suggs, Lisa	9/14/2016	Students will be placed in appropriate MTSS groups based on data outcomes.	5/31/2017 monthly
G2.B1.S2.A1  A305341	Meet with all teachers to familiarize them with the available data sources.	Klena, Sarah	9/14/2016	Sign in sheets	5/31/2017 one-time
G2.B1.S2.A2  A305342	Meet with all teachers to familiarize them with how to pull appropriate progress monitoring reports.	Klena, Sarah	9/14/2016	Sign in sheets	5/31/2017 monthly
G2.B1.S2.A3  A305343	Meet with all teachers to interpret the data from the available progress monitoring reports.	Klena, Sarah	9/14/2016	Sign in sheets, progress monitoring reports, action plans developed based on data analysis	5/31/2017 monthly
G2.B1.S2.A4  A305344	Meet with all teachers to assist with creating differentiated groups for small group and MTSS...	Wubbena, Amanda	9/14/2016	Class lists of tier groups	5/31/2017 monthly

V. 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 and the appropriate use of instructional strategies, student learning gains will increase. (Accelerate Student Performance)

G1.B1 There is a need to increase the use of effectively selecting strategies to support language acquisition.

G1.B1.S1 Increase teachers' understanding and implementation of appropriate ELL strategies.

PD Opportunity 1

The CT will provide professional development on analyzing language data to determine the English proficiency levels of students in order to select appropriate instructional strategies.

Facilitator

Moore, Sigrid

Participants

Teachers, Paraprofessionals

Schedule

PD Opportunity 2

The CT will conduct professional development to address the use and implementation of WIDA standards and ELL strategies.

Facilitator

Moore, Sigrid

Participants

Teachers and Paraprofessionals

Schedule

Quarterly, from 9/14/2016 to 4/28/2017

G2. Through use of multiple data sources teachers will ascertain patterns and trends in instructional practices to more effectively differentiate instruction to meet the needs of all students. (Invest in Human Capital)

G2.B1 Instructional tasks/activities are not aligned to standards.

G2.B1.S1 Coaches will facilitate deconstructing standards and facilitate common planning using Florida Standards and Framework.

PD Opportunity 1

Coaches will facilitate standard deconstruction.

Facilitator

Grade level and subject area coaches

Participants

Instructional staff

Schedule

Weekly, from 8/1/2016 to 5/31/2017

PD Opportunity 2

Coaches will facilitate the lesson planning process through the Florida Standards and Framework.

Facilitator

Grade level and subject area coaches

Participants

Instructional staff

Schedule

Weekly, from 8/1/2016 to 5/31/2017

G2.B1.S2 Professional development on how to ascertain, interpret and apply data sources to differentiate standards-based instruction.

PD Opportunity 1

Meet with all teachers to familiarize them with the available data sources.

Facilitator

Grade level and subject area coaches.

Participants

Instructional staff

Schedule

On 5/31/2017

PD Opportunity 2

Meet with all teachers to familiarize them with how to pull appropriate progress monitoring reports.

Facilitator

Grade level and subject area coaches.

Participants

Instructional staff

Schedule

Monthly, from 9/14/2016 to 5/31/2017

PD Opportunity 3

Meet with all teachers to interpret the data from the available progress monitoring reports.

Facilitator

Grade level and subject area coaches.

Participants

Instructional staff in the induction program.

Schedule

Monthly, from 9/14/2016 to 5/31/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Administration and Leadership Team will meet to determine the best way to train teachers in ELL instructional strategy usage and implementation.				\$1,800.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	7300	100-Salaries	0851 - Lancaster Elementary	School Improvement Funds		\$1,800.00
2	G1.B1.S1.A2	The CT will provide professional development on analyzing language data to determine the English proficiency levels of students in order to select appropriate instructional strategies.				\$200.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	7000	341000-SUPPLIES - GENERAL	0851 - Lancaster Elementary	School Improvement Funds		\$200.00
3	G1.B1.S1.A3	ELA Coaches will attend WIDA training and facilitate the embedding of strategies within the common planning structure to support teachers.				\$0.00
4	G1.B1.S1.A4	District coaches will provide direct support to teachers focusing on instructional strategies to support English Language Learners.				\$0.00
5	G1.B1.S1.A5	The CT will conduct professional development to address the use and implementation of WIDA standards and ELL strategies.				\$0.00
6	G2.B1.S1.A1	Coaches will facilitate standard deconstruction.				\$0.00
7	G2.B1.S1.A2	Coaches will facilitate the lesson planning process through the Florida Standards and Framework.				\$4,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6400	140-Substitute Teachers	0851 - Lancaster Elementary			\$4,000.00
8	G2.B1.S1.A3	The principal and leadership team will monitor the lesson planning process.				\$0.00
9	G2.B1.S1.A4	The school based leadership team will use data to identify teacher needs and provide coaching support to identified teachers				\$0.00
10	G2.B1.S2.A1	Meet with all teachers to familiarize them with the available data sources.				\$0.00
11	G2.B1.S2.A2	Meet with all teachers to familiarize them with how to pull appropriate progress monitoring reports.				\$4,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	3376	310-Professional and Technical Services	0851 - Lancaster Elementary			\$4,500.00

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12	G2.B1.S2.A3	Meet with all teachers to interpret the data from the available progress monitoring reports.				\$150.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	7300	510-Supplies	0851 - Lancaster Elementary			\$150.00
13	G2.B1.S2.A4	Meet with all teachers to assist with creating differentiated groups for small group and MTSS instruction.				\$30,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	3373	520-Textbooks	0851 - Lancaster Elementary			\$30,000.00
Total:						\$40,650.00