

Orange County Public Schools

Lancaster Elementary



2017-18 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) | 2016-17 Title I School | 2016-17 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 | 94% |

School Grades History

| Year | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|-------|---------|---------|---------|---------|
| Grade | C | 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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE'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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for Lancaster Elementary

| DA Region and RED | DA Category and Turnaround Status |
|--|-----------------------------------|
| Southeast - LaShawn Russ-Porterfield | - 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. Teachers implement multi-cultural activities in the classroom to build relationships with their students.

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 classified personnel 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 use a school-wide system (CHAMPS) to set expectations for behavior. 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. The MTSS (Multi Tiered Systems of Support) process is followed to address serious behavior concerns.

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 fourth 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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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 FSA and/or i-Ready 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, 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 | 28 | 28 | 23 | 19 | 36 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 166 |
| One or more suspensions | 1 | 1 | 3 | 2 | 2 | 7 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 16 |
| Course failure in ELA or Math | 49 | 50 | 38 | 112 | 46 | 127 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 422 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 87 | 47 | 137 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 271 |

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 | 17 | 17 | 13 | 73 | 32 | 91 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 243 |

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

- 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 between parents, agency, and community outreach
- Parent liaison to increase parent involvement for academic achievement

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/428198>.

2. Description

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

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 half time teaching position that the NCF funds.

C. Effective Leadership

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 |
| Moore, Sigrid | Instructional Coach |
| Wubben, Amanda | Instructional Coach |
| Klena, Sarah | Instructional Coach |
| Fabian, Yaritza | Instructional Coach |
| Rosario, Sarah | Instructional Coach |
| Rumph, Barbara | Assistant Principal |

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 reading coaches, the math and science coach, 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 the data during team meetings to share and brainstorm ideas to reach the maximum potential of each teacher and student.

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 iReady data, Journey's and Common Assessments, as well as Performance Matters to monitor student progress and assist with the formation of tier groups. Teachers and the leadership team will meet once a week to review and discuss student data and make instructional changes based on student needs. 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 the Tier 3 groups.

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

During the final meeting of the 2016-2017 school year SAC members were presented the 2016-2017 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 2017-2018 School Improvement Plan. Goals were created for the new school year based on their input, data, and school's needs. 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 2017-2018 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: \$16,557.27

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 |
| Moore, Sigrid | Instructional Coach |
| Wubben, Amanda | Instructional Coach |
| Rosario, Sarah | Instructional Coach |
| Rumph, Barbara | Assistant Principal |

b. Duties

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

The LLT will meet monthly to present the districts' expectations for literacy as discussed at the District Professional Learning Community. The purpose is to promote literacy school-wide through text complexity and close reads. The team will also research and discuss best practices for reading instruction and plan and execute literacy activities for parents and students during school hours and family events.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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 building collegiality. Additionally, each grade level team meets to develop standard-based lesson plans that match the DPLC expectations. During planning the teachers and leadership members reference the instructional framework to determine the best utilization of strategies in all lessons.

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. At Lancaster we strive to keep a positive school culture where all teachers work together for the well-being of students and the community.

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, who will provide assistance, coaching, and mentoring in different areas like planning, data analysis, compliance, instructional framework, and evaluation. The lead mentor also conducts monthly meetings to discuss teacher needs and provide professional development in area of needs.

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 Curriculum Resource Materials (CRM) 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. Coaches participate in all planning sessions to ensure core instructional programs and materials are aligned to Florida's standards.

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: After School Program

Minutes added to school year: 3,000

We will target all students in grades 3-5. Students will be grouped according to the identified reading and math deficiencies.

Strategy Rationale

The 2017 FSA ELA results indicate that only 42% of students in grades 3-5 scored at a level three or above and 56% on the FSA Math.

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 ELA and Math will be used at appropriate grade levels to determine student needs. We will use and analyzed standard-based classroom assessments, intervention progress monitoring, and iReady data to determine effectiveness of the strategy.

Strategy: Weekend Program

Minutes added to school year: 1,260

Fifth graders will be able to participate in our Saturday School to enrich their science skills through hands-on activities.

Strategy Rationale

Our last year science data, 26% overall proficiency, reflects a need of hands-on experiences exposure which will help students to make connections with the theory.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

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

We will use the standard-based classroom assessments to monitor progress, and a pre and post assessment to determine effectiveness of the strategy.

Strategy: Weekend Program

Minutes added to school year: 1,440

Saturday School will be offer to all students in grade 3rd through 5th to target reading and math standards.

Strategy Rationale

According to the FSA ELA and Math data our students need extended learning opportunities in a different learning environment.

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

We will use the beginning of the Year iReady Diagnostic data as our baseline and the iReady Growth data to determine student's progress and effectiveness of the strategy.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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, Reflex Math, Imagine Learning, and 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 Reflex Math 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 part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

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 the guidance from our District Professional Learning Community representatives, teachers will learn strategies to select content specific and grade level appropriate complex text. (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

G095081

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 and effectiveness on the selection of ELL instructional support and strategies to increase 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, Imagine Learning, and 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 8/18/2017 to 5/30/2018

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 the guidance from our District Professional Learning Community representatives, teachers will learn strategies to select content specific and grade level appropriate complex text. (Invest in Human Capital) 1a

G095082

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

- Teachers lack knowledge and practice on selecting complex text.

Resources Available to Help Reduce or Eliminate the Barriers 2

- DPLC members
- Instructional coaches
- CRMs

Plan to Monitor Progress Toward G2. 8

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

Person Responsible

Lisa Suggs

Schedule

Monthly, from 8/18/2017 to 5/30/2018

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

G095081

G1.B1 There is a need to increase the use and effectiveness on the selection of ELL instructional support and strategies to increase language acquisition. 2

B255907

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

S270471

Strategy Rationale

Teachers lack knowledge and understanding of differentiated ELL instructional support and strategies and how to implement these strategies during a lesson.

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

On 8/25/2017

Evidence of Completion

Sign in sheet and meeting notes

Action Step 2 5

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

Person Responsible

Sigrid Moore

Schedule

On 8/31/2017

Evidence of Completion

Sign in sheet, professional development notes

Action Step 3 5

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

Person Responsible

Sigrid Moore

Schedule

Quarterly, from 8/14/2017 to 5/30/2018

Evidence of Completion

Sign in sheets, agendas, exit slips, professional development notes

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 8/18/2017 to 5/30/2018

Evidence of Completion

Observations 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 8/18/2017 to 5/30/2018

Evidence of Completion

i-Ready data, observation feedback, lesson plan feedback

G2. Through the guidance from our District Professional Learning Community representatives, teachers will learn strategies to select content specific and grade level appropriate complex text. (Invest in Human Capital)

1

 G095082

G2.B1 Teachers lack knowledge and practice on selecting complex text. 2

 B255909

G2.B1.S1 District Professional Learning Community members will facilitate monthly professional developments on selecting appropriate complex texts. 4

 S270474

Strategy Rationale

Through this process teachers will have a deeper understanding on how to select grade level appropriate text.

Action Step 1 5

Lancaster's DPLC members will attend the monthly meetings at the district level.

Person Responsible

Sarah Rosario

Schedule

Monthly, from 9/15/2017 to 5/30/2018

Evidence of Completion

Meeting notes

Action Step 2 5

Lancaster's DPLC members will create a professional development to share information learned.

Person Responsible

Sarah Rosario

Schedule

Monthly, from 9/15/2017 to 5/30/2018

Evidence of Completion

sign in sheets and professional development notes

Action Step 3 5

Grade level DPLC members and coaches are going to ensure teachers are implementing the strategies in the planning process.

Person Responsible

Sarah Rosario

Schedule

Weekly, from 9/15/2017 to 5/30/2018

Evidence of Completion

Lesson plan

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 fidelity of implementation.

Person Responsible

Lisa Suggs

Schedule

Weekly, from 8/18/2017 to 5/30/2018

Evidence of Completion

lesson plans, coaching notes, observations 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 complex text.

Person Responsible

Lisa Suggs

Schedule

Every 3 Weeks, from 8/18/2017 to 5/30/2018

Evidence of Completion

student data, observation feedback

IV. Implementation Timeline

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/End Date |
|-------------------------|---|----------------|-------------------------------|---|-------------------------|
| 2018 | | | | | |
| G1.B1.S1.A1 A362160 | Administration and Leadership Team will meet to determine the best way to train teachers in ELL... | Suggs, Lisa | 8/25/2017 | Sign in sheet and meeting notes | 8/25/2017 one-time |
| G1.B1.S1.A2 A362161 | The ESOL Compliance Specialist will provide professional development on analyzing language data to... | Moore, Sigrid | 8/31/2017 | Sign in sheet, professional development notes | 8/31/2017 one-time |
| G1.MA1 M387001 | Monthly Data Meetings will be held to monitor student progress and plan for specific student... | Suggs, Lisa | 8/18/2017 | 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. | 5/30/2018 monthly |
| G2.MA1 M387006 | Common assessments, iReady, and iObservation data will be reviewed as it becomes available. | Suggs, Lisa | 8/18/2017 | Progress monitoring reports and item analysis charts. | 5/30/2018 monthly |
| G1.B1.S1.MA1 M386995 | The leadership team will identify patterns and trends in instructional practices using multiple... | Suggs, Lisa | 8/18/2017 | i-Ready data, observation feedback, lesson plan feedback | 5/30/2018 monthly |
| G1.B1.S1.MA1 M386996 | The principal and leadership team will observe the planning and use of strategies within the... | Suggs, Lisa | 8/18/2017 | Observations feedback, lesson plan feedback | 5/30/2018 weekly |
| G1.B1.S1.A3 A362162 | The ESOL Compliance Specialist will conduct professional development to address the use and... | Moore, Sigrid | 8/14/2017 | Sign in sheets, agendas, exit slips, professional development notes | 5/30/2018 quarterly |
| G2.B1.S1.MA1 M387002 | Student data will be analyzed and observations will be conducted to determine if common planning... | Suggs, Lisa | 8/18/2017 | student data, observation feedback | 5/30/2018 every-3-weeks |
| G2.B1.S1.MA1 M387003 | The leadership team will meet weekly to review and discuss data from observations, common planning... | Suggs, Lisa | 8/18/2017 | lesson plans, coaching notes, observations feedback, meeting notes | 5/30/2018 weekly |
| G2.B1.S1.A1 A362169 | Lancaster's DPLC members will attend the monthly meetings at the district level. | Rosario, Sarah | 9/15/2017 | Meeting notes | 5/30/2018 monthly |
| G2.B1.S1.A2 A362170 | Lancaster's DPLC members will create a professional development to share information learned. | Rosario, Sarah | 9/15/2017 | sign in sheets and professional development notes | 5/30/2018 monthly |
| G2.B1.S1.A3 A362171 | Grade level DPLC members and coaches are going to ensure teachers are implementing the strategies... | Rosario, Sarah | 9/15/2017 | Lesson plan | 5/30/2018 weekly |

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 and effectiveness on the selection of ELL instructional support and strategies to increase language acquisition.

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

PD Opportunity 1

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

Facilitator

Moore, Sigrid

Participants

Teachers, Paraprofessionals

Schedule

On 8/31/2017

PD Opportunity 2

The ESOL Compliance Specialist 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 8/14/2017 to 5/30/2018

G2. Through the guidance from our District Professional Learning Community representatives, teachers will learn strategies to select content specific and grade level appropriate complex text. (Invest in Human Capital)

G2.B1 Teachers lack knowledge and practice on selecting complex text.

G2.B1.S1 District Professional Learning Community members will facilitate monthly professional developments on selecting appropriate complex texts.

PD Opportunity 1

Lancaster's DPLC members will attend the monthly meetings at the district level.

Facilitator

District Professional Learning Community

Participants

Instructional staff

Schedule

Monthly, from 9/15/2017 to 5/30/2018

PD Opportunity 2

Lancaster's DPLC members will create a professional development to share information learned.

Facilitator

DPLC members

Participants

Instructional staff

Schedule

Monthly, from 9/15/2017 to 5/30/2018

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 | 2017-18 |
| | 7300 | 100-Salaries | 0851 - Lancaster Elementary | School Improvement Funds | | \$1,800.00 |
| 2 | G1.B1.S1.A2 | The ESOL Compliance Specialist will provide professional development on analyzing language data to determine the English proficiency levels of students in order to select appropriate instructional support and strategies. | | | | \$200.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2017-18 |
| | 7000 | 341000-SUPPLIES - GENERAL | 0851 - Lancaster Elementary | School Improvement Funds | | \$200.00 |
| 3 | G1.B1.S1.A3 | The ESOL Compliance Specialist will conduct professional development to address the use and implementation of WIDA standards and ELL strategies. | | | | \$0.00 |
| 4 | G2.B1.S1.A1 | Lancaster's DPLC members will attend the monthly meetings at the district level. | | | | \$0.00 |
| 5 | G2.B1.S1.A2 | Lancaster's DPLC members will create a professional development to share information learned. | | | | \$14,432.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2017-18 |
| | 6400 | 140-Substitute Teachers | 0851 - Lancaster Elementary | Title, I Part A | | \$14,432.00 |
| | | | Notes: We will utilize subs for instructional rounds. | | | |
| 6 | G2.B1.S1.A3 | Grade level DPLC members and coaches are going to ensure teachers are implementing the strategies in the planning process. | | | | \$0.00 |
| Total: | | | | | | \$16,432.00 |