

2013-2014 SCHOOL IMPROVEMENT PLAN

Lancaster Elementary
6700 SHERYL ANN DR
Orlando, FL 32809
407-858-3131

School Demographics

School Type Elementary School	Title I Yes	Free and Reduced Lunch Rate 100%
Alternative/ESE Center No	Charter School No	Minority Rate 93%

School Grades History

2013-14 D	2012-13 D	2011-12 C	2010-11 B
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SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

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

DA Regions

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

DA Categories

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

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

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

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Focus Year 1	3	Ella Thompson

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Lancaster Elementary

Principal

Bibiana Gavillan

School Advisory Council chair

Kelly Straub

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Mitzi Sheppard	Assistant Principal
Faye Salazar-Roman	Dean
Judith Barnaskey	Parent Liaison
Christy Deacon	Reading Coach
LaJuana Harpe	Math Coach
Carla Thompson	CRT
Adasha Elmore	Academic Coach
Miriam Ramirez	CT/Staffing
Kelly Straub	Academic Coach

District-Level Information

District

Orange

Superintendent

Dr. Barbara M Jenkins

Date of school board approval of SIP

1/28/2014

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

The membership of our SAC is representative of school demographics.

Involvement of the SAC in the development of the SIP

SAC members were surveyed for their input on the development of the 2013-2014 SIP. The previous year's plan was reviewed and school needs assessed. Goals were created for the new school year.

Activities of the SAC for the upcoming school year

SAC works with the principal to support the goals for Lancaster. SAC is kept up to date regarding the SIP as well as day to day instruction and initiatives at Lancaster Elementary.

Projected use of school improvement funds, including the amount allocated to each project

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

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators

2

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Bibiana Gavillan

Principal

Years as Administrator: 9

Years at Current School: 2

Credentials

Certified in Elementary Ed (grades 1-6), School Principal(all levels)

Bachelors Degree in Elementary Education; M.S. Educational Leadership and, Ed.S. Curriculum and Instruction

Performance Record

Current Principal of Lancaster Elementary for 2013-2014. Principal of Lancaster Elementary 2012-2013, the school grade for 2012-2013 was a D. Principal of Lancaster Elementary 2011-2012, the school grade for 2011-2012 was a C. For 2010-2011, the school grade at Lancaster Elementary was a B, 74% of the AYP criteria was met. From 2008-2010, Ms. Gavillan was at Mollie Ray Elementary as an Assistant Principal. During 2009-2010, the school grade was a B, 92% of the AYP criteria was met. During 2008-2009, the school grade was an A, 100% of the AYP criteria was met.

Mitzi Sheppard

Asst Principal

Years as Administrator: 2

Years at Current School: 1

Credentials

B.S. in Elementary Education
 M.S. in Educational Leadership
 Certification: Elementary Ed, ESOL, Educational Leadership

Performance Record

2013-2014 Assistant Principal Lancaster Elementary
 2011-2013 Assistant Principal Lake George Elementary
 School grade 2011-12 A, School grade 2012-2013 B,
 Admin. Dean- Sunrise Elementary- 1.5 years
 2010-2011: Grade A, 100% AYP

Instructional Coaches**# of instructional coaches**

5

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:**Kelly Straub**

Full-time / School-based

Years as Coach: 4

Years at Current School: 1

Areas

Other

Credentials

MSED Curriculum, Instruction, and Assessment; BS Elementary Education, K-6; ESE certified, Reading endorsed, ESOL endorsed.

Performance Record

2010-2013 Rimes Early Learning & Literacy Center-Lake County- did not receive a grade, Reading Mastery 66%, Learning Gains -1%, Lowest 25% 61%;
 2007-2010 Cypress Ridge Elementary School, Lake County, Reading Remediation/Intervention Teacher K-5
 2005-2007 Groveland Elementary School, 3rd Grade Teacher, Team Leader
 2003-2005 Four Corners Elementary School, 3rd Grade Teacher

LaJuana Harpe		
Full-time / School-based	Years as Coach: 2	Years at Current School: 2
Areas	Mathematics	
Credentials	Elementary Ed. ESOL Endorsement BS/MS	
Performance Record	<p>2012-2013 Lancaster School grade is D 44% High Standards in Reading 49% High Standards in Math 41% High Standards in Writing 47% High Standards in Science 2011-2012 Lancaster School grade C. Mrs. Harpe was at Mollie Ray Elementary from 2008-2011. 2010-2011 Grade C 85% AYP</p>	

Adasha Elmore		
Full-time / School-based	Years as Coach: 1	Years at Current School: 1
Areas	Other	
Credentials	B.S. Elementary Education, K-6 M.S. Educational Leadership, K-12 ESOL Endorsed	
Performance Record	<p>2011-2012: The students scored 498 points to obtain a school grade of "B". Satisfactory or higher achievement Reading 37%, 48% in Math, 84% in Writing and 41% in Science. Reading points for gains 68% and Math points for gains is 77%. Reading gains for the lowest 25% is 77%. Math gains for the lowest 76%.</p> <p>2010-2011: The students scored 526 points but the "A" grade was dropped to a "B" because only 46% of the lowest 25% of students made adequate yearly learning gains.</p> <p>Meeting High Standards in Reading 63% Meeting High Standards in Math 68% Meeting High Standards in Writing 93% Meeting High Standards in Science 43% Making Learning Gains in Reading 62% Making Learning Gains in Math 73% of Lowest 25% Making Learning Gains in Reading 46% of Lowest 25% Making Learning Gains in Math 78 Points Earned 526 AYP 79% 2009-2010: C/NO/82% 2008-2009: C/NO/97%</p>	

Carla Thompson		
Full-time / School-based	Years as Coach: 11	Years at Current School: 19
Areas	Science	
Credentials	BS/MS Elementary Ed. ESOL Endorsement Ed.S Ed. Leadership	
Performance Record	2012-2013 Lancaster School grade is D 44% High Standards in Reading 49% High Standards in Math 41% High Standards in Writing 47% High Standards in Science 2011-2012 Lancaster School grade is a C. 2010-2011 Grade B with 74% AYP 70% Meeting High Standard Reading 65% Meeting High Standard Math 2009-2010 Grade A 85% AYP 69% Meeting High Standard Reading 69% Meeting High Standard Math 2008-2009 Grade A 95% AYP 65% Meeting High Standard Reading 68% Meeting High Standard Math 2007-2008 Grade C 79% AYP 53% Meeting High Standard Reading 56% Meeting High Standard Math 2006-2007 Grade A 97% AYP 65% Meeting High Standard in Reading 61% Meeting High Standard Math	

Christy Deacon		
Full-time / School-based	Years as Coach: 2	Years at Current School: 2
Areas	Reading/Literacy	
Credentials	BS Elementary Ed. ESOL Endorsed	
Performance Record	2012-2013 Lancaster School grade is D 44% High Standards in Reading 49% High Standards in Math 41% High Standards in Writing 47% High Standards in Science 2011-2012 Lancaster School grade C.	

Classroom Teachers**# of classroom teachers**

56

receiving effective rating or higher

56, 100%

Highly Qualified Teachers

100%

certified in-field

51, 91%

ESOL endorsed

38, 68%

reading endorsed

11, 20%

with advanced degrees

17, 30%

National Board Certified

, 0%

first-year teachers

13, 23%

with 1-5 years of experience

33, 59%

with 6-14 years of experience

9, 16%

with 15 or more years of experience

2, 4%

Education Paraprofessionals

of paraprofessionals

11

Highly Qualified

11, 100%

Other Instructional Personnel**# of instructional personnel not captured in the sections above**

1

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

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 new teacher program, if needed.

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the 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, Rigor/Webbs's DOK.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

Lancaster's Response to Intervention Team includes the Principal, Assistant Principal, Dean/ MTSS Coach, CT, Staffing Coordinator, Curriculum Resource, Reading Coach, Math Coach, Academic Coach, and School Psychologist. The process provides the baseline outlook for the development of RTI. The team oversees the implementation of the process and ensures support and documentation to support academic / behavior instruction at various tiers. MTSS / RTI team will also plan activities with parents and stakeholders to better help the students at Lancaster.

Teacher identifies a student that is not successful in Tier I (Whole Group). The teacher uses ICEL (Instruction, Curriculum, Environment, Learner) to identify the problem (no more than 20% of the class). If more than 20% of the students are not successful in Tier 1, then the teacher will reteach the material. The RtI Team may decide to place students on previous year's data, and/or assessment data collected at the beginning of the year.

Once the problem is identified, data is collected using RIOT (Review, Interview, Observe, Test). The

student's information is brought to the RtI Team to review, and see if a Tier II Intervention should be added to the student's educational plan. If so, the appropriate intervention plan is designed, and put in place.

The plan is put in place, and 5 data points are collected and graphed. If the student shows a positive response, then the intervention continues. If there is a questionable or poor response, then the student is brought back to the RtI Team for further review. At this time, the team will determine if another Tier 2 Intervention would be better, or if a Tier 3 Intervention is needed. If the Tier 2 is positive, then the intervention can be phased out or continued with a different goal.

Tier III is put in place, and 5 data points are collected. If the rate of progress is questionable or poor, then the student is brought back to the RtI Team to review the data. If the RtI Team decides that this needs to be referred to the IEP Team, then the recommendation is made at this meeting. If the response is positive, then the intervention can be phased out or continued with a different goal.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

Grade Level teams will meet weekly to discuss and analyze students who are not meeting the Tier I expectations by grade level and teacher. If measurable interventions at Tier I and Tier II decrease, do not improve, or remain stagnant student will continue to Tier III.

Administrators will monitor school wide data to ensure all students are receiving appropriate core instruction and interventions. Lancaster teachers will analyze classroom data and initiate MTSS/ RTI process at Tier 1 through monthly meetings. The school Dean and the school Psychologist will attend all related MTSS / RTI meetings, conduct evaluations when needed and obtain consent for evaluations. As part of the responsibility of the school coaches, they will attend all MTSS related meetings and provide assistance with core curriculum and interventions.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

- * Professional Development will be offered to understand the MTSS / RTI process.
- * Professional Development will be offered on various intervention programs and their applications when reviewing and analyzing the data.
- * Weekly team meetings with teachers with on going communication and feedback.
- * Increased parent involvement.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Data Sources

- * Benchmark Assessments,
- * FCAT
- * Intervention Assessments
- * Classroom Assessments
- * Write Score
- * iReady
- * Imagine Learning.

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

- * MTSS Coach will provide an overview of the MTSS process to faculty and staff.
- * Monitor, review, and provide feedback and assistance as needed throughout the year.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program

Minutes added to school year:

Lancaster will provide a before/after school tutoring program that will address the needs of our students in reading and math. We will target all of our Level 1 and Level 2 FCAT students in grades 3 through 5. We will also target our retained 3rd graders. Students will be grouped according to the deficiencies identified on the FCAT.

Strategy Purpose(s)

- Instruction in core academic subjects

How is data collected and analyzed to determine the effectiveness of this strategy?

The benchmark assessments will be used as well as the current FCAT data to determine student need. We will also use FAIR data to further analyze skills to be targeted and what curriculum or supplemental materials will be used for every individual student.

Who is responsible for monitoring implementation of this strategy?

The principal and the assistant principal will be responsible for monitoring the implementation of this program.

Strategy: Weekend Program

Minutes added to school year:

Lancaster will provide a Saturday academy program, for five weekends, that will address the needs of our students in reading and math, in a strategic way. We will target all of our Level 1 and Level 2 FCAT students in grades 3 through 5. We will also target our retained 3rd graders. Students will be grouped according to the deficiencies identified on the FCAT.

Strategy Purpose(s)

- Instruction in core academic subjects

How is data collected and analyzed to determine the effectiveness of this strategy?

The benchmark assessments will be used as well as the current FCAT data to determine student need. We will also use FAIR data to further analyze skills to be targeted and what curriculum or supplemental materials will be used for every individual student.

Who is responsible for monitoring implementation of this strategy?

The principal and the assistant principal will be responsible for monitoring the implementation of this program.

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Bibiana Gavillan	Principal
Mitizi Sheppard	Assistant Principal
Kelly Straub	Academic Coach
Carla Thompson	Writing Coach
Lisa Hecht	Media Specialist
Christy Deacon	Reading Coach
Charri Barnes	2nd Grade Teacher
Marti Whitehead	Kindergarten Teacher
Janet Betancourt	1st Grade Teacher
Kristy Fay	3rd Grade Teacher
Michele Flacco	4th Grade Teacher
Kristi Shorr	5th Grade Teacher

How the school-based LLT functions

Team meets once a month, as a PLC, to discuss literacy at Lancaster. The purpose is to promote literacy school-wide, plan and execute literacy activities for parents and students during Family Nights, and research and discuss best practices for reading instruction. Mrs. Deacon, our reading coach, leads the meetings and presents data to teachers. She coaches them on how they can improve their instruction in reading. She will work closely with the media specialist to kick off the Accelerated Reader program that will help increase the love of reading in our students.

Major initiatives of the LLT

Increase participation in Accelerated Reader and provide PD on research based strategies that complement the Common Core Standards.

Increase parent participation in Family Reading Nights. Books are given to parents/children at this event.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

Each teacher is responsible in the instruction of students in the area of reading during the 90 minute uninterrupted reading block and during interventions or enrichment.

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

Pre-K students are instructed using best practices for younger learners. DLM curriculum is used in our unit. Pre-K students participate in songs and learning games that provide rigor and engagement. Parents

are included in school activities. Pre-K and Kindergarten teachers work together to ensure a smooth transition for students into Kindergarten.

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

Strategies for improving student readiness for the public postsecondary level

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	55%	37%	No	60%
American Indian				
Asian	75%	70%	Yes	78%
Black/African American	59%	39%	No	63%
Hispanic	50%	35%	No	55%
White	75%	48%	No	78%
English language learners	47%	28%	No	52%
Students with disabilities	35%	10%	No	42%
Economically disadvantaged	54%	37%	No	59%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	157	44%	60%
Students scoring at or above Achievement Level 4	55	15%	20%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	98	54%	60%
Students in lowest 25% making learning gains (FCAT 2.0)	27	59%	70%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	212	44%	50%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	111	23%	29%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	102	21%	26%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.			

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	41	35%	90%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

Area 3: Mathematics**Elementary and Middle School Mathematics****Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	53%	42%	No	57%
American Indian				
Asian	83%	70%	No	85%
Black/African American	53%	45%	No	57%
Hispanic	47%	38%	No	52%
White	75%	52%	No	78%
English language learners	44%	34%	No	50%
Students with disabilities	28%	28%	Yes	36%
Economically disadvantaged	51%	42%	No	56%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	154	42%	60%
Students scoring at or above Achievement Level 4	65	18%	25%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	83	46%	60%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	26	55%	70%

Area 4: Science**Elementary School Science****Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	48	47%	55%
Students scoring at or above Achievement Level 4	10	10%	15%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Area 5: Science, Technology, Engineering, and Mathematics (STEM)**All Levels**

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	2		5
Participation in STEM-related experiences provided for students	110	100%	100%

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	152	16%	10%
Students retained, pursuant to s. 1008.25, F.S.	30	4%	2%
Students who are not proficient in reading by third grade	74	57%	30%
Students who receive two or more behavior referrals	15	2%	1%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	21	2%	1%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

For the school year 2013-2014 we will increase our parent involvement by 3% by providing events such as Family Nights, Multicultural Night, FCAT Nights, Meet the Teacher, and Open House.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Meet the Teacher Night	525	73%	76%
Open House	294	43%	46%
Literacy Night	150	20%	50%

Goals Summary

- G1.** Student achievement will increase with the implementation of rigorous standard based instruction in all content areas.
- G2.** Student achievement will increase when we implement the MTSS process, which will include dis-aggregating and analyzing data for all sub-groups in all areas.

Goals Detail

G1. Student achievement will increase with the implementation of rigorous standard based instruction in all content areas.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains)
- Science
- Science - Elementary School
- STEM
- STEM - All Levels

Resources Available to Support the Goal

- Marzano Art & Science Framework Item Specifications IMS CPalms Thinking Maps HM Journeys Voyager Passport Go Math Fusion Science Scrams STEM Lessons Core Connections iReady FASST Math DreamBox Imagine Learning

Targeted Barriers to Achieving the Goal

- Limited knowledge of rigor and expectations of standards.
- Teachers limited knowledge in the use of Higher Order Thinking Questions that match Webb's DOK levels of rigor.

Plan to Monitor Progress Toward the Goal

Standards Based Instruction will be evident in every classroom. This will be monitored via common planning, classroom walkthroughs and feedback to teachers. Rigorous tasks and Assessments will be evident in every classroom.

Person or Persons Responsible

Administrators School Based Coaches STO Coaches

Target Dates or Schedule:

Daily/Weekly/Monthly

Evidence of Completion:

Weekly data meetings will be held to monitor assessment data that shows standards based instruction and upward growth on common assessments.

G2. Student achievement will increase when we implement the MTSS process, which will include disaggregating and analyzing data for all sub-groups in all areas.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, High School AMO's)
- Science
- Science - Elementary School
- STEM
- STEM - All Levels
- Parental Involvement

Resources Available to Support the Goal

- MTSS Team Research-based Core and Intervention Materials Progress Monitoring and Assessment Data

Targeted Barriers to Achieving the Goal

- Limited knowledge on differentiated instruction.
- Limited knowledge of Florida Continuous Improvement Model.

Plan to Monitor Progress Toward the Goal

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

Person or Persons Responsible

Administrators School Based Coaches STO Coaches

Target Dates or Schedule:

Weekly/Monthly

Evidence of Completion:

Weekly data meetings and monthly MTSS meetings will be held to monitor assessment data that shows standards based instruction and upward growth on common assessments. Monitoring of TIER 1, TIER 2 and TIER 3 graphs to ensure progress toward learning goal.

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Student achievement will increase with the implementation of rigorous standard based instruction in all content areas.

G1.B1 Limited knowledge of rigor and expectations of standards.

G1.B1.S1 Target for mastery and rigor can be achieved during weekly common planning.

Action Step 1

Deconstructing standards to determine rigor during common planning and PLC's.

Person or Persons Responsible

School Based Coaches STO Coaches

Target Dates or Schedule

August 27, 2013 Weekly Common Planning

Evidence of Completion

Lesson Plans Agendas Sign in Sheets

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

Monitor and support by attending common planning, observations, classroom walkthroughs to look for rigor and standards based instruction including performance tasks and assessments.

Person or Persons Responsible

Administrators School Based Coaches STO Coaches

Target Dates or Schedule

August 27, 2013 Weekly

Evidence of Completion

Lesson Plan Checks will be conducted to monitor strategies/instruction that includes rigor and mastery of standards. Classroom Walkthroughs will allow team to monitor the implementation of rigor in instruction. Feedback will be provided to teachers via iObservations.

Plan to Monitor Effectiveness of G1.B1.S1

Monitor standard based instruction for mastery and rigor via classroom walkthroughs, lesson plan checks and common planning.

Person or Persons Responsible

Administrators School Based Coaches STO Coaches

Target Dates or Schedule

September 3, 2013 Daily CWT's

Evidence of Completion

Weekly data meetings will be held to monitor assessment data that shows standards based instruction and upward growth on common assessments.

G1.B2 Teachers limited knowledge in the use of Higher Order Thinking Questions that match Webb's DOK levels of rigor.

G1.B2.S1 Teachers will participate in Professional Development Academy on Rigor and Higher Order Thinking Questions.

Action Step 1

Professional Development on Webb's DOK levels of rigor and HOT questions.

Person or Persons Responsible

Carla Thompson, CRT

Target Dates or Schedule

October 2013 Quarterly

Evidence of Completion

Agendas Sign in Sheets

Plan to Monitor Fidelity of Implementation of G1.B2.S1

We will provide Professional Development Academy on Rigor and Higher Order Thinking Questions. Classroom walkthroughs will be conducted to monitor planning and instruction of rigor and HOT questions.

Person or Persons Responsible

Administrators

Target Dates or Schedule

October 2013 Quarterly CWT's: Daily

Evidence of Completion

Attendance at Professional Development Academy, Classroom Walkthroughs, lesson plan checks will be used to monitor all teachers for implementation of strategies in the classroom on a daily basis.

Plan to Monitor Effectiveness of G1.B2.S1

All teachers will attend professional development. We will collect sign in sheets and agendas that reflect teacher participation.

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Teacher implementation of strategies learned in professional development academy of rigor and HOT questions will be monitored via classroom walkthroughs, lesson plan checks and providing feedback to teachers.

G2. Student achievement will increase when we implement the MTSS process, which will include disaggregating and analyzing data for all sub-groups in all areas.

G2.B1 Limited knowledge on differentiated instruction.

G2.B1.S1 Build teacher capacity through professional development academy on differentiated instruction.

Action Step 1

Provide professional development on differentiated instruction.

Person or Persons Responsible

Christy Deacon/Adasha Elmore Reading Coach/TIF II Coach

Target Dates or Schedule

November 27, 2013 Weekly Common Planning and Data Meetings

Evidence of Completion

Sign in Sheets Agenda

Facilitator:

Reading Coach/TIF II Coach Mrs. Deacon/Ms. Elmore

Participants:

K-5 Teachers

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

CWT's, iObservation, Lesson Plans: Through these monitoring strategies we will be looking for evidence of differentiated instruction in every classroom.

Person or Persons Responsible

Administrators School Based Coaches STO Coaches

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson Plan Check and classroom walkthroughs will show that differentiated instruction is evident in every classroom.

Plan to Monitor Effectiveness of G2.B1.S1

After professional development is offered, implementation of differentiated instruction will be monitored via classroom walkthroughs. Teachers who are not effectively implementing differentiated instruction will be assigned a coach to work through coaching cycle.

Person or Persons Responsible

Administrators School Based Coaches STO Coaches

Target Dates or Schedule

Daily/Weekly

Evidence of Completion

Lesson Plan Check and CWT's will be used to monitor implementation and offer assistance to teachers. Monitoring of TIER 1, TIER 2 and TIER 3 graphs to ensure progress toward learning goal.

G2.B2 Limited knowledge of Florida Continuous Improvement Model.**G2.B2.S1 Weekly meetings to analyze and disaggregate data.****Action Step 1**

Analyze and use data to make instructional decisions

Person or Persons Responsible

Administrators School Based Coaches Teachers MTSS Team

Target Dates or Schedule

Weekly

Evidence of Completion

Assessment Data

Plan to Monitor Fidelity of Implementation of G2.B2.S1

Data/MTSS Meetings

Person or Persons Responsible

Administrators School Based Coaches STO Coaches MTSS Team

Target Dates or Schedule

Weekly

Evidence of Completion

Assessment data

Plan to Monitor Effectiveness of G2.B2.S1

Data/MTSS Meetings

Person or Persons Responsible

Administrators School Based Coaches STO Coaches MTSS

Target Dates or Schedule

Weekly

Evidence of Completion

Assessment Data

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Lancaster is a Bilingual Center and Title III money is provided through the district for English Language Learners. Funds will be used to provide additional tutoring for our ELL students in grades 3 through 5 in reading and math. SAI funds will be used to provide additional curriculum materials to target our Level 1 and 2 students and retained 3rd graders.

The school offers a non-violence and anti-drug program to students that incorporates field trips, service learning, counseling and school-wide events promoting character education. Students at Lancaster are given frequent exposure to many exciting programs designed to enhance the curriculum. These programs include the MAGIC drug education program and the OCPS Character Trait Education program. Lancaster also utilizes the Safe Schools Healthy Student program to promote non-violence and anti-bullying at our school. Teachers were also introduced to class meetings. These meetings enable students to communicate appropriately and effectively with their classmates.

Lancaster is a Provision II school and all of our students receive free breakfast and lunch. We also have a Love Pantry that provides snacks and food to our families in need.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G2. Student achievement will increase when we implement the MTSS process, which will include disaggregating and analyzing data for all sub-groups in all areas.

G2.B1 Limited knowledge on differentiated instruction.

G2.B1.S1 Build teacher capacity through professional development academy on differentiated instruction.

PD Opportunity 1

Provide professional development on differentiated instruction.

Facilitator

Reading Coach/TIF II Coach Mrs. Deacon/Ms. Elmore

Participants

K-5 Teachers

Target Dates or Schedule

November 27, 2013 Weekly Common Planning and Data Meetings

Evidence of Completion

Sign in Sheets Agenda

Appendix 2: Budget to Support School Improvement Goals