

Orange County Public Schools

Lancaster Elementary



2021-22 Schoolwide Improvement Plan

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Lancaster Elementary

6700 SHERYL ANN DR, Orlando, FL 32809

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

Demographics

Principal: Carmen Dottavio

Start Date for this Principal: 7/25/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students Hispanic Students White Students* Economically Disadvantaged Students
School Grades History	2018-19: B (54%) 2017-18: B (57%) 2016-17: C (53%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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 graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

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. 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.

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

School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 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	95%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		B	B	B

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SIP Authority

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<https://www.floridacims.org>.

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. 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: School Information

School Mission and Vision

Provide the school's mission statement.

With the support of families and the community, we create enriching and diverse pathways that lead our students to success.

Provide the school's vision statement.

To ensure every student has a promising and successful future

School Leadership Team

Membership

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

Name	Position Title	Job Duties and Responsibilities
Pender, Natasha	Principal	<ul style="list-style-type: none"> -Supports the vision and mission of Orange County Public Schools (OCPS) -Provides a strategic vision for the school through the use of data based decision-making -Ensures school resources are maximized to achieve school improvement goals -Monitors student achievement trends, goals, and targets - Conducts classroom walkthroughs and observations to monitor instructional trends and practices and provides feedback to teachers -Coaches and develops teachers and teacher leaders -Serves as instructional leader, overseeing the development and implementation of curriculum and instruction -Administers the school budget and manages fiscal resources -Manage human and material resources to achieve district priorities and support student learning
Rumph, Barbara	Assistant Principal	<ul style="list-style-type: none"> -Supports the vision and mission of OCPS -Supports the school's common vision for the use of data based decision-making -Supports and implements practices to address the goals and targets within the School Improvement Plan - Conducts classroom walkthroughs and observations to monitor instructional trends and practices and provides feedback to teachers - Collaborates with instructional coaches and grade level teams to ensure instruction is aligned to the standards - Collaborates with instructional coaches and grade level teams to ensure best practices are used -Supports daily operations of the school
Rosenberger, Nicole	Instructional Coach	
Casamento, Joan	Curriculum Resource Teacher	<ul style="list-style-type: none"> -Supports the vision and mission of OCPS -Provides instructional resources and support to teachers -Promotes the growth and development of teachers within their first two years of teaching through facilitation of the school-based beginning teacher program -Provides professional development and assists with curriculum implementation -Facilitates district and state assessments -Supports students through intervention groups
Bell, Saidah	Curriculum Resource Teacher	<ul style="list-style-type: none"> -Collaborates with staff to ensure lessons are created and aligned to grade-level standards -Collaborates with staff to ensure school improvement goals are being addressed -Provides professional development to teachers and staff

Name	Position Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> -Supports and build capacity in teachers through the coaching cycle -Facilitates and supports data collection and data analysis -Provides remediation and enrichment activities -Supports students through intervention groups
Harpe, LaJuana	Math Coach	<ul style="list-style-type: none"> -Collaborates with staff to ensure lessons are created and aligned to grade-level standards -Collaborates with staff to ensure school improvement goals are being addressed -Provides professional development to teachers and staff -Supports and build capacity in teachers through the coaching cycle -Facilitates and supports data collection and data analysis -Provides remediation and enrichment activities -Supports students through intervention groups
Tirado, Sirenaika	Staffing Specialist	<ul style="list-style-type: none"> -Supports teachers and staff in ensuring ESE students receive services they are based on their IEP -Facilitate meetings with teachers and families to monitor and align student services based on students needs -Collaborates with staff to ensure school improvement goals are being addressed -Provides professional development to teachers and staff -Facilitates and supports data collection and data analysis -Supports students through intervention groups
Rivera, Juan	ELL Compliance Specialist	<ul style="list-style-type: none"> -Provides support and monitors the progress of ELL students -Provides support to teachers and staff in implementation of best practices for ELL students - Monitors ESOL compliance -Collaborates with staff to ensure students' needs are being met and school improvement goals are addressed -Facilitates meetings with parents and supports parents in understanding the unique needs of ELL students -Collaborates with staff to ensure school improvement goals are being addressed -Provides professional development to teachers and staff -Facilitates and supports data collection and data analysis -Supports students through intervention groups
Rodriguez, Anabel	School Counselor	<ul style="list-style-type: none"> -Provides students and staff support in social-emotional learning -Serves as the school mental health contact -Conducts individual and small group counseling -Provides referrals to outside agencies as needed -Collaborates with staff, the Alpha Counselor, and the Social Worker to ensure students' needs are being met -Collaborates with staff to ensure school improvement goals are being addressed

Name	Position Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> -Provides professional development to teachers and staff -Facilitates and supports data collection and data analysis -Supports students through intervention groups
Ellison, Gwen	Dean	<ul style="list-style-type: none"> -Collaborates with staff to ensure lessons are created and aligned to grade-level standards -Collaborates with staff to ensure school improvement goals are being addressed -Provides professional development to teachers and staff -Supports and build capacity in teachers through the coaching cycle -Facilitates and supports data collection and data analysis -Provides remediation and enrichment activities -Supports students through intervention groups
Beasley, Gale	Other	<ul style="list-style-type: none"> -Supports MTSS implementation and monitoring -Collaborates with staff to ensure school improvement goals are being addressed -Provides professional development to teachers and staff -Facilitates and supports data collection and data analysis -Supports students through intervention groups

Demographic Information

Principal start date

Sunday 7/25/2021, Carmen Dottavio

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

4

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

8

Total number of teacher positions allocated to the school

54

Total number of students enrolled at the school

632

Identify the number of instructional staff who left the school during the 2020-21 school year.

9

Identify the number of instructional staff who joined the school during the 2021-22 school year.

10

Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	19	99	90	112	103	128	0	0	0	0	0	0	0	551
Attendance below 90 percent	4	35	32	41	46	59	0	0	0	0	0	0	0	217
One or more suspensions	0	1	1	2	5	6	0	0	0	0	0	0	0	15
Course failure in ELA	0	0	0	3	36	84	0	0	0	0	0	0	0	123
Course failure in Math	0	0	0	2	28	57	0	0	0	0	0	0	0	87
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	15	0	0	0	0	0	0	0	15
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	8	0	0	0	0	0	0	0	8
Number of students with a substantial reading deficiency	0	0	1	4	34	73	0	0	0	0	0	0	0	112

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Sunday 7/25/2021

2020-21 - As Reported

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	
Number of students enrolled	32	97	122	127	146	123	0	0	0	0	0	0	0	647
Attendance below 90 percent	3	31	26	28	37	20	0	0	0	0	0	0	0	145
One or more suspensions	0	0	0	0	0	3	0	0	0	0	0	0	0	3
Course failure in ELA	0	0	0	42	105	53	0	0	0	0	0	0	0	200
Course failure in Math	0	0	0	37	77	58	0	0	0	0	0	0	0	172
Level 1 on 2019 statewide ELA assessment	0	0	0	0	16	20	0	0	0	0	0	0	0	36
Level 1 on 2019 statewide Math assessment	0	0	0	0	9	23	0	0	0	0	0	0	0	32

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	31	84	56	0	0	0	0	0	0	0	171

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	1	1	0	0	0	0	0	0	0	2

2020-21 - Updated

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	
Number of students enrolled	32	97	122	127	146	123	0	0	0	0	0	0	0	647
Attendance below 90 percent	3	31	26	28	37	20	0	0	0	0	0	0	0	145
One or more suspensions	0	0	0	0	0	3	0	0	0	0	0	0	0	3
Course failure in ELA	0	0	0	42	105	53	0	0	0	0	0	0	0	200
Course failure in Math	0	0	0	37	77	58	0	0	0	0	0	0	0	172
Level 1 on 2019 statewide ELA assessment	0	0	0	0	16	20	0	0	0	0	0	0	0	36
Level 1 on 2019 statewide Math assessment	0	0	0	0	9	23	0	0	0	0	0	0	0	32

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	31	84	56	0	0	0	0	0	0	0	171

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	1	1	0	0	0	0	0	0	0	2

Part II: Needs Assessment/Analysis**School Data Review**

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				45%	57%	57%	48%	56%	56%
ELA Learning Gains				53%	58%	58%	55%	55%	55%
ELA Lowest 25th Percentile				54%	52%	53%	62%	48%	48%
Math Achievement				69%	63%	63%	62%	63%	62%
Math Learning Gains				66%	61%	62%	64%	57%	59%
Math Lowest 25th Percentile				60%	48%	51%	66%	46%	47%
Science Achievement				33%	56%	53%	45%	55%	55%

Grade Level Data Review - State Assessments

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	41%	55%	-14%	58%	-17%
Cohort Comparison						
04	2021					
	2019	52%	57%	-5%	58%	-6%
Cohort Comparison		-41%				
05	2021					
	2019	33%	54%	-21%	56%	-23%
Cohort Comparison		-52%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	68%	62%	6%	62%	6%
Cohort Comparison						
04	2021					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	77%	63%	14%	64%	13%
Cohort Comparison		-68%				
05	2021					
	2019	48%	57%	-9%	60%	-12%
Cohort Comparison		-77%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	32%	54%	-22%	53%	-21%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

The progress monitoring tools used are:

1st grade- IReady reading and math (BOY, MOY, and EOY)

2nd grade- IReady reading and math (BOY, MOY, and EOY)

3rd grade- IReady reading and math (BOY, MOY, and EOY)

4th grade- IReady reading and math (BOY, MOY, and EOY)

5th grade- IReady reading and math (BOY, MOY, and EOY) and Science PMA

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	10/12%	24/28%	28/32%
	Economically Disadvantaged	10/14%	22/31%	24/34%
	Students With Disabilities	1/20%	1/20%	0/0%
	English Language Learners	2/5%	2/5%	4/10%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	9/11%	11/13%	29/35%
	Economically Disadvantaged	8/11%	8/11%	24/36%
	Students With Disabilities	0/0%	1/20%	0/0%
	English Language Learners	4/11%	2/5%	9/23%

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	7/7%	11/11%	21/21%
	Economically Disadvantaged	5/7%	8/10%	17/22%
	Students With Disabilities	0/0%	0/0%	0/0%
	English Language Learners	3/5%	4/6%	11/17%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	6/6%	4/4%	11/11%
	Economically Disadvantaged	6/8%	4/5%	7/9%
	Students With Disabilities	0/0%	0/0%	0/0%
	English Language Learners	3/5%	0/0%	5/8%
Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	10/9%	15/13%	29/26%
	Economically Disadvantaged	8/9%	13/14%	25/28%
	Students With Disabilities	0/0%	0/0%	1/7%
	English Language Learners	3/5%	5/8%	11/17%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	1/1%	3/3%	17/16%
	Economically Disadvantaged	1/1%	3/3%	15/18%
	Students With Disabilities	0/0%	0/0%	0/0%
	English Language Learners	0/0%	1/2%	8/13%

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	7/6%	16/13%	18/14%
	Economically Disadvantaged	7/7%	13/13%	14/13%
	Students With Disabilities	0/0%	0/0%	0/0%
	English Language Learners	2/2%	6/7%	5/6%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	7/6%	13/10%	28/22%
	Economically Disadvantaged	6/6%	9/9%	24/24%
	Students With Disabilities	0/0%	0/0%	1/7%
	English Language Learners	3/4%	6/7%	18/21%
	Number/% Proficiency	Fall	Winter	Spring
Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	5/5%	11/10%	17/16%
	Economically Disadvantaged	3/4%	4/7%	9/11
	Students With Disabilities	0/0%	0/0%	0/0%
	English Language Learners	1/1%	6/5%	8/11%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	7/6%	15/14%	24/24%
	Economically Disadvantaged	4/5%	10/13%	15/20%
	Students With Disabilities	0/0%	0/0%	0/0%
	English Language Learners	3/4%	6/8%	13/19%
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	51/50%	42/43%	54/49%
	Economically Disadvantaged	35/48%	28/42%	38/48%
	Students With Disabilities	2/22%	2/20%	3/30%
	English Language Learners	28/41%	19/30%	30/41%
	Number/% Proficiency	Fall	Winter	Spring

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	8	20		9	18						
ELL	26	36	44	30	35	50	30				
BLK	30	35		34	35		47				
HSP	30	35	42	32	38	48	36				
WHT	31			40							
FRL	31	30	45	32	30	45	31				
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	20	27	24	29	46	47	14				
ELL	42	53	56	69	64	57	30				
BLK	47	50	30	71	64	54	38				
HSP	44	51	57	70	64	60	29				
WHT	37	69		63	79						
FRL	43	53	57	68	64	56	32				
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	12	38		20	50	60					
ELL	39	54	60	57	62	67	21				
BLK	50	60	80	64	68	64	50				
HSP	47	55	61	61	61	70	43				
WHT	50	36		56	57						
FRL	49	55	64	61	62	63	44				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	38
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	6
Progress of English Language Learners in Achieving English Language Proficiency	29
Total Points Earned for the Federal Index	304
Total Components for the Federal Index	8
Percent Tested	96%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	12
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	35
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	35
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	36
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	

Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	36
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	34
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Based on the trends, 4th grade ELA is a focus as there has been minimal growth based on the IReady progress monitoring data. The students with disabilities subgroups also demonstrates trends of making minimal to no increase in student achievement. ELA trends demonstrate that there needs to be intense focus and continuous monitoring in order to achieve targeted school-wide goals.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Fifth grade science was the lowest data component for the 2019 state assessment administration. Historically, student performance on FCAT Science 2.0 is lower than ELA and mathematics. Student performance decreased by 12% from the prior year. ELA lowest quartile possessed the greatest decline from the prior year with a decline of 13%. ELA learning gains had a decline of 4% and the math lowest quartile decreased by 5%

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

In analyzing the data, there is a correlation between students' FSA ELA and FCAT Science 2.0 performance. Forty-four or 44% of fifth grade students were proficient (3+) on the ELA and 33% were proficient (3+) on the science assessment. Additionally, 33% of fifth grade students scored a level 1 on the ELA and 30% scored level 1 on the science assessment. The lowest quartile students were invited to participate in tutoring services, however, attendance was low and inconsistent which impeded opportunities to close gaps in achievement.

Opportunities to address needs will be maximized during the school day through the hiring of additional instructional personnel to support students during small group instruction. A schedule will be created based on student data trends to use the additional personnel to work with students who demonstrate a need for additional supports. We will continue to provide tutoring afterschool with a

focus on acceleration practices to support upcoming standards to be presented during Tier 1 instruction. Incentives will be put in place to increase attendance and participation in tutoring.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Mathematics proficiency showed the highest improvement with an increase of 6% from the prior year.

What were the contributing factors to this improvement? What new actions did your school take in this area?

Departmentalization allowed teachers to focus on planning for instruction in fewer content areas. During PLCs, teams focused on deconstructing the standards, refining lesson plans to more accurately reflect the standards using the test item specifications, and sharing of additional resources that promoted increased engagement with students. This helped to increase student proficiency as lessons were more aligned to the rigor of the standards.

What strategies will need to be implemented in order to accelerate learning?

Lancaster will provide teachers with instructional focus calendars for the core content areas with specific timelines for data assessment, review, and acceleration. Teams will go through the steps of the continuous improvement model during PLCs. PLCs will be during dedicated times during the week. Administrators will collaborate with teams during PLCs to ensure the time is used purposefully in analyzing data, standards deconstruction, sharing of best practices, and deliberate planning. Data meetings will focus on multiple data sources such as formative assessments, student work samples, peer observations and parent feedback to gauge student progress. Staff will also conduct push-in and/or pull out instruction to close learning gaps.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Staff will receive professional development and ongoing guidance on the MTSS process, social-emotional learning, and best practices for culturally responsive and inclusive education. PLC's will be facilitated by dedicated coaches and administrators to help in deepening the understanding of best practices for literacy and mathematics instruction. Formal and informal observational data will be collected to tier teachers according to levels of support needed to positively impact instructional practices. Additional supports are provided to beginning and new teachers through the new teacher mentoring program.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Lancaster will establish a culture of learning for all with a commitment to provide extra supports to maintain a sense of positivity and safety. Various data sources will be analyzed to assist in identifying students who may require additional wraparound services. The staff-student mentoring program will allow for personnel to conduct check-ins with students who need an extra layer of socio-emotional supports. The guidance counselor and student services team will facilitate professional development relating to prioritized socio-emotional topics. Periodic communications will be sent out to personnel and parents to express areas of success and areas of growth.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:	On the most recent Florida Standards Assessment (FSA), data indicated that 55% of students scored below a level three in English Language Arts (ELA) in all tested grade levels. The following percentages for ELA achievement are: Third Grade 31%, Fourth Grade 27% and Fifth Grade 33%. In order to prepare students for a promising and successful future, we must deliver high-quality standards-based instruction across all content areas with a focus on best practices that promote student engagement and effective use of literacy strategies. Continued support and monitoring is required to build the capacity of faculty and staff to ensure consistent standards-aligned instruction is delivered across grade levels and content areas.
Measurable Outcome:	<p>The 2022 ELA FSA will show an increase for the following grade levels:</p> <p>Third Grade- nineteen percentage points from 31% to 50%</p> <p>Fourth Grade- fifteen percentage points from 27% to 50%</p> <p>Fifth Grade- seventeen percentage points from 33% to 50%</p> <p>The 2022 ELA FSA will show an increase in the following components:</p> <p>ELA Proficiency - five percentage points from 45% to 50%</p> <p>ELA Learning gains- twelve percentage points from 53% to 65%</p> <p>ELA Lowest Quartile Learning Gains- eleven percentage points from 54% to 65%</p> <p>ELA Learning Gains for Students With Disabilities (SWD) - twelve percentage points from 38% to 50%</p>
Monitoring:	Growth toward goals will be monitored through the use of iReady diagnostic data for the fall, winter and spring, Progress Monitoring Activities (PMAs) and Standards-based Unit Assessments (SBUAs) at the end of units instruction. Adjustment to instruction will be made in response to data. Specific resources have been identified for use during small group instruction and intervention groups to meet the varying needs of students to close learning gaps. Informal and formal classroom walkthrough data will be monitored by iObservation and learning community walkthrough tools to determine trends. Resources will be aligned and provided based upon prioritized trends.
Person responsible for monitoring outcome:	Natasha Pender (natasha.pender@ocps.net)
Evidence-based Strategy:	Strengthen PLCs protocols for collaborative planning to establish an engaging and motivating context in which to teach reading comprehension. Teachers will engage in research-based literacy practices that promote academic growth across all content areas. Small group instruction will be provided for additional scaffolding for those students who demonstrate a need.
Rationale for Evidence-based Strategy:	<p>The selected instructional practice has a moderate level of evidence, as noted in the IES Guide for Improving Reading Comprehension.</p> <p>Overall rating is moderate due to studies that consisted of a combination of practices outside of recommendations and variability in the use of pre/post-test instruments. Quasi-experimental designs had a moderate level of evidence due to instructional practices being bundled in conjunction with other instructional strategies that may have contributed to the effectiveness of studies.</p>

Action Steps to Implement

Teachers will have PLCs throughout the week that focus on standards deconstruction, backwards design, lesson planning, lesson delivery. Teachers will be provided with common planning resources during the planning process that include, but not limited to research-based strategies, articles, videos, apps, etc.

Person Responsible Natasha Pender (natasha.pender@ocps.net)

Utilize the district created K-2 and 3-5 Common Planning Resources, including foundational planning in K-2, to guide the agenda and discussions.

Person Responsible Barbara Rumph (barbara.rumph@ocps.net)

Instructional coaches and team leaders will be assigned to facilitate PLCs. Administrators will attend PLC meetings to assist in standards-based planning and analysis of data to differentiate targeted student needs.

Person Responsible Natasha Pender (natasha.pender@ocps.net)

Instructional Coaches and Resource Teachers will facilitate the growth and development of teachers by engaging staff in job embedded professional development based upon areas of need as identified by school-wide trends and observation feedback.

Person Responsible Joan Casamento (joan.casamento@ocps.net)

Informal and formal classroom walk-throughs with feedback will be conducted regularly. Look-fors will include evidence of the use of instructional practices aligned to the standards, collaborative structures, and engagement strategies. As needed, adjustments are made in common planning/PLCs.

Person Responsible Natasha Pender (natasha.pender@ocps.net)

Ensure the 90 minute reading block contains statutory requirements. Daily inclusion of standards-based on grade level whole group instruction and differentiated small group instruction.

Person Responsible Natasha Pender (natasha.pender@ocps.net)

#2. Culture & Environment specifically relating to Social Emotional Learning

Area of Focus Description and Rationale: Lancaster Elementary will build and establish a culture for social and emotional learning where students and staff demonstrate the process of developing the self-awareness, self-control, and interpersonal skills that are vital for school, work, and life success. Academic learning is enhanced when students have opportunities to positively interact with others and make meaningful connections between academic subjects and real-world connections.

Measurable Outcome: By ensuring that our school has a culture for social and emotional learning we will see an improvement in our early warning systems indicator data.

Monitoring: This area of focus will be monitored through informal and formal classroom walkthrough data, Panorama data, Second Step data, and student achievement data.

Person responsible for monitoring outcome: Natasha Pender (natasha.pender@ocps.net)

Evidence-based Strategy: Through a distributive leadership model, schools use social and emotional learning to strengthen team dynamics and collaboration in order to build academic expertise in all students. Through this professional learning, our school will support a positive culture of social and emotional learning and connect cognitive strategies to support student success. The SELL team attends district-wide professional learning throughout the year.

Rationale for Evidence-based Strategy: In order to achieve sustainable improvement, it is necessary, to invest in the collective capacity of a school building. To create a culture of social and emotional learning with adults and students, it is critical to harness the professional skills and leadership capabilities of everyone in the school. Through a distributive leadership model, our school will strengthen the team dynamics necessary to collectively support students' social emotional needs and improve student achievement.

Action Steps to Implement

Staff will participate in professional development on the Second Step program and trauma informed schools.

Person Responsible: Anabel Rodriguez (anabel.rodriguez@ocps.net)

Work with the Neighborhood Children for Families to provide wraparound services to meet the unique needs of families in the community.

Person Responsible: Barbara Rumph (barbara.rumph@ocps.net)

Plan and implement a cycle of professional learning to provide training, opportunities for safe practice, and examination of impact data.

Person Responsible: Natasha Pender (natasha.pender@ocps.net)

Implement school-wide culture of collaboration and create model classrooms for teachers to observe peers utilizing strategies in an authentic setting.

Person Responsible: Joan Casamento (joan.casamento@ocps.net)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Lancaster Elementary School is ranked 1,255 out of 1,395 schools state-wide and 80 out of 126 schools in Orange County for incidents that occur on campus. There are three categories for incidents that may occur at schools. The three categories include: violent incidents, property incidents, and drug/public order incidents. Lancaster has a ranking of very high for the three incident types. The highest ranked category is violent incidents, with a total of 17 violent incidents. The violent incidents include: threats/intimidation, sexual harassment, fighting, and physical attack. Because this is an area of concern, Lancaster will implement Restorative Practice and the Second Step Program. Social-emotional (SEL) strategies will be discussed and planned for in PLCs so that they are infused into daily curriculum. Professional development will be provided by the guidance counselor and SEL team to support key core competency areas of self-awareness, self-management, social awareness, relationship skills, and responsible decision making. The dean of students will review the OCPs student code of conduct quarterly and counsel individual students who may obtain a discipline referral in order to correct behaviors and establish alternative solutions for displaying undesired behaviors.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

In order to establish a positive school culture and climate, all schools engage in ongoing, district-wide professional learning on leveraging social and emotional learning as well as leadership for student success. Through a distributive leadership model, schools use social and emotional learning to strengthen team dynamics and collaboration in order to build academic expertise in all students. Through this professional learning, schools across the district use the CASEL Core Competencies as a common language to support a positive culture of social and emotional learning and connect cognitive and conative strategies to support student success. A core team of teachers and administrators from each school, which includes a mental health designee, attend this district-wide professional learning throughout the year. The core team works with a broader school team and is charged with personalizing and implementing professional learning for staff and families, based on school and community needs. School leadership teams collaborate with students, staff, and families, through processes such as the School Advisory Council, to reflect on implementation and determine next steps. Development of positive culture and environment is further enhanced through school-based and district-wide opportunities focused on building capacity in families to support continuous school improvement and student success. Schools strategically utilize staff to bridge the

community and school, connect families with resources, and build a culture for authentic family engagement in school staff.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Lancaster Elementary School builds a positive school culture and environment by encouraging parental and community involvement. Our Parent Engagement Liaison (PEL) works to bridge the gap between home and school by helping parents get the information and support they need to ensure their child's academic and social success. Parents have opportunities to participate in activities such as the School Advisory Council (SAC), Parent Teacher Association (PTA), Multilingual Parent Leadership Council (MPLC), Annual Title 1 meeting, curriculum-based nights, parent workshops, and social events such as dances and student performances. School Advisory Council (SAC) meetings are held throughout the school year and input is welcome by all. The PTA encourages parental involvement and builds strong working relationships among parents, teachers, and the school in support of student achievement. Home-to-school communication is provided in English, Spanish and Haitian Creole. Translators are available and meetings can be interpreted by the Language Line provided by the district. Lancaster will continue to encourage parents to participate in the district's quarterly Parent Academies and will offer transportation to one of the academy events. Lancaster will continue to foster its relationships with its Partners in Education (PIE). Our Partners in Education (PIE) Program is used to establish and maintain relationships with local businesses and community members. Through mutual partnerships, the school is able to expand its resources to better serve the students, staff, and community. Once partnerships are established, our partners are invited to school events and are able to volunteer and/or donate resources towards initiatives that support students and staff. Each year we contact our partners to renew our partnerships and determine activities that are mutually beneficial for both organizations. We also work to establish new partnerships with local business and organizations within the community. Our collaboration with the Neighborhood Center for Families (NCF) is ongoing which includes a full-time Alpha counselor and partial funding for an exceptional education teacher.

Stakeholders have the opportunity to participate in the decision making process on a broad scale.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Instructional Practice: ELA				\$40,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
		130-Other Certified Instructional Personnel	0851 - Lancaster Elementary	General Fund		\$30,000.00
		<i>Notes: Provide targeted intervention and tutoring</i>				
		140-Substitute Teachers	0851 - Lancaster Elementary	General Fund		\$10,000.00
		<i>Notes: Provide common planning for vertical and horizontal articulation; as well as coaching support</i>				
2	III.A.	Areas of Focus: Culture & Environment: Social Emotional Learning				\$140,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
		120-Classroom Teachers	0851 - Lancaster Elementary	General Fund		\$140,000.00
Total:						\$180,000.00