

Orange County Public Schools

Lancaster Elementary



2022-23 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: 7/1/2021

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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 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	2021-22: C (45%) 2018-19: B (54%) 2017-18: B (57%)
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	ATSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

This plan was approved by the Orange County School Board on 1/24/2023.

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)	2021-22 Title I School	2021-22 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	96%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	C		B	B

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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

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

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 staff - Collaborates with instructional coaches and grade level teams during PLCs to ensure best practices are used effectively to improve student outcomes -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 -Oversees school-wide safety management and daily school operations
Bell, Saidah	Curriculum Resource Teacher	<ul style="list-style-type: none"> -Collaborate with staff to ensure lessons are created and aligned to grade-level standards -Collaborate with staff to analyze data and make instructional decisions that address school improvement goals -Provides professional development to staff -Support and build teacher capacity through the coaching cycle -School-wide data analysis and collection -Supports students through intervention/enrichment groups
Forrest, Cornelia	Math Coach	<ul style="list-style-type: none"> -Collaborate with staff to ensure lessons are created and aligned to grade-level standards -Collaborate with staff to analyze data and make instructional decisions that address school improvement goals -Provides professional development to staff -Support and build teacher capacity through the coaching cycle -School-wide data analysis and collection -Supports students through intervention/enrichment groups
Tirado, Sirenaika	Staffing Specialist	<ul style="list-style-type: none"> -Support staff in ensuring ESE students receive services based on their IEP and or 504 -Facilitate ESE meetings with teachers and families - Monitor plans and collaborate with staff during PLCs to plan instruction that aligns with student services and student needs -Support MTSS implementation and monitoring -Collaborate with staff to ensure school improvement goals are being addressed -Provides professional development to staff

Name	Position Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> -Support staff in data collection and data analysis -Supports students through intervention groups -Supports students through intervention/enrichment groups
Rivera Melendez, Jorge	ELL Compliance Specialist	<ul style="list-style-type: none"> -Provide supports and monitor the progress of ELL students -Support staff in the implementation of best practices for ELL students - Monitors ESOL compliance -Collaborate with staff to ensure students' needs are being met and school improvement goals are addressed -Facilitate meetings with parents - Provide parents with resources to assist in understanding the unique needs of ELL students -Collaborates with staff to ensure school improvement goals are addressed -Provide professional development to staff -Facilitate and support data collection/ data analysis -Supports students through intervention/enrichment groups
Rodriguez, Anabel	School Counselor	<ul style="list-style-type: none"> -Provide students and staff support in socioemotional 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 the needs of the whole child is being met -Collaborate with staff to ensure school improvement goals are addressed -Provides professional development to staff -Facilitate and supports data collection/data analysis -Supports students through intervention/enrichment groups
Ellison, Gwen	Dean	<ul style="list-style-type: none"> -Collaborate with staff to ensure the procedures in the OCPS student code of conduct are followed - Monitor school-wide safety and supervision -Collaborate with staff to ensure school improvement goals are addressed -Provides professional development to staff -Oversee the school-wide mentoring program -Facilitate and support data collection/data analysis -Supports students through intervention/enrichment groups

Demographic Information

Principal start date

Thursday 7/1/2021, Carmen Dottavio

Number of teachers with a 2022 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.*

0

Number of teachers with a 2022 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.*

7

Total number of teacher positions allocated to the school

44

Total number of students enrolled at the school

554

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

13

Identify the number of instructional staff who joined the school during the 2022-23 school year.

9

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	21	85	80	98	99	107	0	0	0	0	0	0	0	490
Attendance below 90 percent	10	34	21	30	30	34	0	0	0	0	0	0	0	159
One or more suspensions	0	1	2	0	1	6	0	0	0	0	0	0	0	10
Course failure in ELA	0	0	0	7	0	0	0	0	0	0	0	0	0	7
Course failure in Math	0	0	0	1	3	2	0	0	0	0	0	0	0	6
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	4	38	40	0	0	0	0	0	0	0	82
Level 1 on 2022 statewide FSA Math assessment	0	0	0	2	25	44	0	0	0	0	0	0	0	71
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level who have 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	1	2	3	29	36	0	0	0	0	0	0	0	71

Using current year data, complete the table below with the number of students identified as being "retained.":

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

Wednesday 8/10/2022

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	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	

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	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	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	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	32%	56%	56%				45%	57%	57%
ELA Learning Gains	49%						53%	58%	58%
ELA Lowest 25th Percentile	39%						54%	52%	53%
Math Achievement	40%	46%	50%				69%	63%	63%
Math Learning Gains	63%						66%	61%	62%
Math Lowest 25th Percentile	55%						60%	48%	51%
Science Achievement	34%	61%	59%				33%	56%	53%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	41%	55%	-14%	58%	-17%
Cohort Comparison		0%				
04	2022					
	2019	52%	57%	-5%	58%	-6%
Cohort Comparison		-41%				
05	2022					
	2019	33%	54%	-21%	56%	-23%
Cohort Comparison		-52%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	68%	62%	6%	62%	6%
Cohort Comparison		0%				
04	2022					
	2019	77%	63%	14%	64%	13%
Cohort Comparison		-68%				
05	2022					
	2019	48%	57%	-9%	60%	-12%
Cohort Comparison		-77%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	32%	54%	-22%	53%	-21%
Cohort Comparison						

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	7	30	31	14	58		13				
ELL	23	44	36	35	57	49	21				
BLK	37	46		38	63	62	19				
HSP	31	49	37	40	62	50	36				
WHT	29			43							
FRL	34	48	43	41	62	55	32				
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				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	47
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	63
Total Points Earned for the Federal Index	375
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	30
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	2
English Language Learners	
Federal Index - English Language Learners	41
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
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%	0
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%	0
Black/African American Students	
Federal Index - Black/African American Students	49
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	46
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
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%	0
Pacific Islander Students	
Federal Index - 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%	0

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%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	47
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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 trends, the 4th grade students had the highest percentage of ELA tested components based on the 21-22 FSA. The two subgroups below the 21-22 federal percent of points index is white (36%) and students with disabilities (30%). White students have been below the index for one year and students with disabilities have been below for three years. The trends demonstrate that there needs to be an intense focus on monitoring subgroup data in ELA and continuous monitoring in order to achieve targeted school-wide goals.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Fifth grade achievement in both ELA and math was the lowest data component based on iReady and the state assessment administration.

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

The contributing factors for this need for improvement is the majority of fifth grade students entered the school 21-22 school year, one or more grade levels below in ELA (85% of 5th grade students) and math (86% of 5th grade students). Opportunities to address needs will be maximized during the school day through the use of tier I intervention teachers to support students during small group instruction (push-in) and pull-out for additional practice. Tier I interventionist will have a fluid schedule based on current data trends and will attend PLCs/data meetings to plan prescriptive lessons to address student needs. The school will continue to provide free tutoring that focuses on acceleration or preview of upcoming standards. School-wide incentives will be put in place to increase attendance and participation in tutoring, as well as recognition of student growth.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Mathematics learning gains showed the highest improvement with an increase of 30% from the prior year.

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

During PLCs, teams modeled lessons for peers and shared best practices to promote student engagement. Students practice fact fluency daily and participate in small groups that reinforced and/or enriched grade-level math skills. There was ongoing coaching and monitoring provided to staff, along with actionable feedback with next steps. 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 ongoing professional development on the B.E.S.T standards, along with data discussions to connect data points from FSA to STAR & F.A.S.T in order to fill gaps in learning. We will continue to use the district scope and sequence/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, which will be held with content area coaches at least twice a week. Administrators will collaborate with teams during PLCs to ensure the time is used purposefully

in analyzing data, sharing of best practices, and deliberate planning of engaging lessons. 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:

- * MTSS-Interventions for Student Success
- * Collaborative structures that promote student discourse
- * Strategies to support ELL & ESE students
- * B.E.S.T
- * F.A.S.T

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 observation data will be collected to determine the 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 wrap-around 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.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to B.E.S.T. Standards

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	<p>On the most recent Florida Standards Assessment (FSA), data indicated that 67% of students in grades 3-5 scored below a level three in English Language Arts (ELA). The percentages for ELA achievement by grade-level are:</p> <p>Third Grade- 35% Fourth Grade- 40% Fifth Grade 24%</p> <p>In order to prepare students for a promising and successful future, we must deliver engaging, high-quality, standards-based instruction that specifically relates to the B.E.S.T standards. We will focus on best practices that promote student discourse, collaboration, and effective use of literacy strategies. Ongoing professional development, coaching support, and monitoring is required to build staff capacity in consistently delivering high quality/standards aligned instruction.</p>
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	<p>The 2023 ELA F.A.S.T assessment will show an increase in proficiency for the following grade levels:</p> <ul style="list-style-type: none"> -Third Grade- fifteen percentage points from 35% to 50% -Fourth Grade- ten percentage points from 40% to 50% -Fifth Grade- twenty six percentage points from 24% to 50% <p>Overall school learning gains will show an increase in the following components/Federal Index subgroups:</p> <ul style="list-style-type: none"> -ELA Learning gains- ten percentage points from 51% to 61% -ELA Lowest Quartile Learning Gains- ten percentage points from 42% to 52% -ELA Learning Gains for Students With Disabilities (SWD) - twenty percentage points from 30% to 50% - ELA Learning Gains for White Students - fourteen percentage points from 36% to 50%
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	<p>Growth toward goals will be monitored through the use of F.A.S.T assessment (PM1, PM2, & PM3) data for the fall, winter and spring. District progress monitoring tools and standards-based unit assessments will also be used to assist teachers in planning immediate next steps and making adjustments to lesson delivery. Specific resources have been identified for use during small group instruction, intervention groups, and acceleration in order to meet the varying needs of students and close gaps in learning. Informal and formal classroom walkthrough data will be monitored through iObservation and district classroom walkthrough tool to determine trends and assist with creating next step. Small group resources will be updated to ensure alignment to B.E.S.T standards and based upon prioritized trends.</p>
Person responsible for monitoring outcome:	<p>Natasha Pender (natasha.pender@ocps.net)</p>
Evidence-based Strategy: Describe the evidence-based strategy	<p>Teachers will model assigned lesson during PLC and use collaborative structures to create engaging, standards-based foundations, reading, communication, and vocabulary lessons that promote reading comprehension. Teachers will engage in ongoing professional development and receive coaching support in areas that promote academic growth across all content areas. Small group instruction will be provided daily for additional scaffolding or acceleration of standards.</p>

being implemented for this Area of Focus.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

This specific strategy was selected because literacy spans across all subject areas. Since the state is introducing new standards this year, it is imperative for staff to receive proper training and coaching, so that the delivery of instruction is clear when presented to students.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Utilize the district created curriculum resource materials and formative assessments

Person Responsible Saidah Bell (saidah.bell@ocps.net)

Instructional coaches and team leaders will 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 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 Natasha Pender (natasha.pender@ocps.net)

Informal and formal classroom walk-throughs with feedback will be conducted regularly. Look-fors will be identified based on trends. Examples of possible "look-fors" that support alignment to the area of focus are: teacher and student evidence of the use of instructional practices aligned to the standards, collaborative structures that promote student discourse, and engagement strategies. Adjustments are made in common PLCs as needed

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 Saidah Bell (saidah.bell@ocps.net)

#2. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	<p>The two subgroups below the 21-22 federal percent of points index is white (36%) and students with disabilities (30%). White students have been below the index for one year and students with disabilities have been below for three years. The trends demonstrate that there needs to be an intense focus on monitoring subgroup data in ELA and continuous monitoring in order to achieve targeted school-wide goals.</p>
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	<p>Overall school learning gains will show an increase in the following components/Federal Index subgroups:</p> <ul style="list-style-type: none"> -ELA Learning Gains for Students With Disabilities (SWD) - twenty percentage points from 30% to 50% - ELA Learning Gains for White Students - fourteen percentage points from 36% to 50%
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	<p>Growth toward goals will be monitored through the use of F.A.S.T assessment (PM1, PM2, & PM3) data for the fall, winter and spring. District progress monitoring tools and standards-based unit assessments will also be used to assist teachers in planning immediate next steps and making adjustments to lesson delivery. Specific resources have been identified for use during small group instruction, intervention groups, and acceleration in order to meet the varying needs of students and close gaps in learning. Informal and formal classroom walkthrough data will be monitored through iObservation and district classroom walkthrough tool to determine trends and assist with creating next step. Small group resources will be updated to ensure alignment to B.E.S.T standards and based upon prioritized trends.</p>
Person responsible for monitoring outcome:	<p>Natasha Pender (natasha.pender@ocps.net)</p>
Evidence-based Strategy: Describe the evidence-based strategy	<p>Students performing below-grade level within the subgroups will be identified and receive additional small group instruction from Tier I Interventionist. Tier I Interventionist will attend grade-level PLCs and use collaborative structures to create engaging, standards-based foundations, reading, communication, and vocabulary lessons that promote reading comprehension. Lessons delivered by Tier I intervention teachers will support students with filling learning gaps. Teachers will engage in ongoing professional development and receive coaching support in areas that promote academic growth</p>

being

**implemented
for this Area
of Focus.**

across all content areas. Small group instruction will be provided daily for additional scaffolding or acceleration of standards.

**Rationale for
Evidence-
based**

Strategy:

**Explain the
rationale for
selecting this
specific
strategy.**

This specific strategy was selected because literacy spans across all subject areas. Since the state is introducing new standards this year, it is imperative for staff to receive proper training and coaching, so that the delivery of instruction is clear when presented to students.

**Describe the
resources/
criteria used
for selecting
this strategy.**

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Utilize the district created curriculum resource materials for small group instruction and interventions.

Person

Responsible

Saidah Bell (saidah.bell@ocps.net)

Instructional coaches and team leaders will 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)

Informal and formal classroom walk-throughs with feedback will be conducted regularly. Look-fors will be identified based on trends. Examples of possible "look-fors" that support alignment to the area of focus are: teacher and student evidence of the use of instructional practices aligned to the standards, collaborative structures that promote student discourse, and engagement strategies. Adjustments are made in common PLCs as needed

Person

Responsible

Natasha Pender (natasha.pender@ocps.net)

Include Tier I intervention teachers in MTSS meetings for additional dialogue and data of targeted students.

Person

Responsible

Sirenaika Tirado (sirenaika.tirado@ocps.net)

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

iReady Diagnostic Data

K- 61 students (BOY- 13%; EOY- 70%)

1st- 80 students (BOY-11%; EOY- 33%)

2nd- 87 students (BOY-18%; EOY- 39%)

The critical need areas are in 1st and 2nd grade ELA. Based on the iReady EOY data, the grade-levels did increase from beginning of the year however, the EOY data for both grade-levels is still below 50%.

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

iReady Diagnostic Data

3rd- 95 students (BOY- 26%; EOY- 56%)

4th- 102 students (BOY-17%; EOY- 38%)

5th- 111 students (BOY-14%; EOY- 24%)

The critical need areas are in 4th and 5th grade ELA. Based on the iReady EOY data, the grade-levels did increase from beginning of the year however, the EOY data for both grade-levels is still below 50%.

Measurable Outcomes:

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

Each grade-level will increase proficiency to 50% or greater based on the 22-23 iReady EOY.

Grades 3-5: Measureable Outcome(s)

Each grade-level will increase proficiency to 50% or greater based on the 22-23 iReady EOY.

Monitoring:

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

Informal and formal classroom walk-throughs with feedback will be conducted regularly. Look-fors will be identified based on trends. Examples of possible "look-fors" that support alignment to the area of focus are: teacher and student evidence of the use of instructional practices aligned to the standards, collaborative structures that promote student discourse, and engagement strategies. Adjustments are made in common PLCs as needed

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Pender, Natasha, natasha.pender@ocps.net

Evidence-based Practices/Programs:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

Teachers will model assigned lesson during PLC and use collaborative structures to create engaging, standards-based foundations, reading, communication, and vocabulary lessons that promote reading comprehension. Teachers will engage in ongoing professional development and receive coaching support in areas that promote academic growth across all content areas. Small group instruction will be provided daily for additional scaffolding or acceleration of standards.

Resources/Programs: iReady, Imagine Learning, Wonders Resources, etc.

Rationale for Evidence-based Practices/Programs:

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

This specific strategy was selected because literacy spans across all subject areas. Since the state is introducing new standards this year, it is imperative for staff to receive proper training and coaching, so that the delivery of instruction is clear when presented to students.

Action Steps to Implement:

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
<p>Literacy Coaching</p> <p>Literacy coach attends district coach meetings</p> <p>Coach uses data to identify personnel and areas of need</p> <p>Implementation of coaching cycles, modeling, PLC planning support, etc... to fit area(s) of need</p> <p>Literacy coach is an active member of the MTSS problem-solving team.</p>	<p>Bell, Sadiah, sadiyah.bell@ocps.net</p>
<p>Professional Learning</p> <p>Schools develop their professional learning plans based on the needs of their schools. These plans include specific supports for teachers based on progress monitoring data. District professional development options available include literacy coach meetings, Coach B.E.S.T. Book study, K-5 ELA Impact Series.</p>	<p>Pender, Natasha, natasha.pender@ocps.net</p>

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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 school culture and environment.

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.