Lancaster Elementary

2014-15 School Improvement Plan

Lancaster Elementary

6700 SHERYL ANN DR, Orlando, FL 32809

[no web address on file]

School Demographics

School Type	Title I	Free/Reduced Price Lunch
Elementary	Yes	100%

Alternative/ESE Center	Charter School	Minority
No	No	93%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	D	D	C	B

School Board Approval

This plan was approved by the Orange County School Board on 2/10/2015.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or 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 Florida Department of Education's school improvement planning web application located at https://www.floridaCIMS.org.

Table of Contents

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school's Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., "SMART goals") for the coming school year in context of the school's greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system 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 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 three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

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 three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Focus	3	Ella Thompson

Former F		Turnaround Status
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

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

Provide the school's vision statement

To be the top producer of successful students in the nation.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

At the time of registration parents are asked to fill out a Home Language Survey. We have staff members that speak a variety of languages to assist with the registration process as well as provide translation when needed.

Describe how the school creates an environment where students feel safe and respected before, during and after school

Students and parents are greeted daily by staff members as they arrive for breakfast and start their day. Children are supervised at all times. The leadership staff with the assistance of various grade levels supervise dismissal. The office is fully staffed both at arrival and dismissal to answer any questions a parent may have.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

We have a unified set of school rules (Rules for Tigers) that are posted in classrooms, cafeteria, media center and learning environments. All teachers on each grade level team use the same behavior system in their classrooms to ensure consistency across the grade level. We have a dean on staff that works with grade level teams, or individual teachers who may have concerns about specific students. The dean also ensures that the protocols established in the Student Code of Conduct are followed. For serious behavior concerns we follow the MTSS (Multi Tiered Systems of Support) protocols.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

At Lancaster we have two character education programs. The HOPE (Health Opportunities through Physical Education) program and the Alpha program (through the NCF). HOPE is on the special area schedule and all K-2 and 4-5 students attend this class on an eight day cycle. The Alpha counselor sees our third grade students. Both teachers collaborate and deliver the same lesson content. We also have a guidance counselor on staff. Referrals are made to an outside counseling agency, SEDNET (Severly Emotionally Disturbed Network) as needed.

Early Warning Systems

Describe the school's early warning system and provide a list of the early warning indicators used in the system

Lancaster utilizes SMS (Student Management System) to pull attendance data regularly. Teachers keep an attendance log and report excessive absence/tardy issues to the administration, guidance counselor and social worker as needed. The dean collects data on all suspensions, and administration is consulted on suspension decisions. During regularly scheduled data meetings teachers bring current data and student performance is discussed with administration. Student data is tracked including previous FCAT scores and students are placed in their tier groups, based on previous and current data to provide the best instructional match for students.
Lancaster's early warning indicators used to identify students for the early warning system include:
(1) Number of students with attendance rates below 90%,
(2) Number of students with 1 or more suspensions (In or Out of School)
(3) Number of students earning an 'F' in ELA or Math Courses
(4) Number of students earning Level 1 on ELA or Math Assessment (FCAT, FAA, EOC)

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

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	21	34	27	16	19	12	129
One or more suspensions	1	6	4	9	5	5	30
Course failure in ELA or Math	0	0	9	32	19	11	71
Level 1 on statewide assessment	0	0	0	75	49	55	179

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level					Total
	1	2	3	4	5	
Students exhibiting two or more indicators	3	4	35	19	16	77

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

-Increased learning time (Extended Learning Opportunities) on a daily basis;
-Ongoing progress monitoring within the classroom and at weekly data discussions with Leadership Team;
-MTSS process used for academic and/or behavior concerns;
-District approved research based intervention programs used;
-Increase communication and available resources between parents, agency and community outreach;

Family and Community Involvement

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Will the school use its PIP to satisfy this question?
Yes

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

Description

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Our PIE (Partners in Education) coordinator reaches out to our community partners for the purpose of securing resources to support the school and student achievement. Many backpacks and school supplies were donated to help support our economically disadvantaged and homeless students with a smooth beginning of the year. We have ongoing collaborations and discussions with the NCF, Neighborhood Center for Families, which is located on our campus. We also have a .50 teaching position that the NCF funds.

Effective Leadership

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

School Leadership Team

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

Name	Title
Suggs, Lisa	Principal
Straub, Kelly	Instructional Coach
Suarez, Rosario	Dean
Genco, Audrey	Instructional Coach
De La Torre, Lymari	Instructional Coach
Moussawel, Lauren	Instructional Coach
Moore, Sigrid	Instructional Coach
Kearney, Jenene	Instructional Coach
Alchin, Danielle	Assistant Principal
Scarlata, Wendelle	Instructional Coach
Thompson, Carla	Instructional Coach

Duties

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

Lancaster's MTSS Team includes the principal, staffing coordinator, a guidance counselor, the curriculum resource teacher, the reading coach, and the math and science coach as well as grade level coaches.The team meets regularly to discuss and analyze the percentage of students who are meeting the tier expectations, by grade level and individual teacher. Using that data the team will plan out strategies to adjust and share with the grade level or teacher. The team will continuously plan, implement, revise and monitor utilizing data and team meetings to share and brainstorm ideas to reach the maximum potential of learning.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

Lancaster utilizes previous FAIR (2013/2014) data, benchmark assessments, mini-benchmark assessments, Journey's and Performance Matters to monitor student progress and assist with the formation of tier groups. Groups are fluid depending upon student growth and performance in an area of identified weakness. Based upon the large number of students needing Tier 3 intervention the leadership team will pull groups during that tier so classroom teachers can focus their efforts on Tier 2 and enrichment students.

School Advisory Council (SAC)

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

Name	Stakeholder Group
Jessica Sansone	Parent
Lisa Suggs	Principal
Ariezel Maldonado	Parent
Julio E. Suarez	Business/Community
Blanca Ledesma	Education Support Employee
LaJuana Harpe	Teacher

Duties

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

Evaluation of last year's school improvement plan

During the final meeting of the 2013-2014 school year SAC members were presented the 2013-2014 SIP for review. The SIP goals were analyzed and discussed.

Development of this school improvement plan

SAC members were surveyed for their input on the development of the 2014-2015 SIP. Goals were created for the new school year. Lancaster's SAC committee will meet with Mrs. Suggs quarterly. The SAC committee will review the existing SIP and make recommendations for suggested changes that would positively impact academic performance of students. The proposed school budget, as well as technology, curricular and staffing needs will be discussed. This is an ongoing process that will continue in the 2014-2015 school year.

Preparation of the school's annual budget and plan

The preparation of the annual budget will also be addressed with SAC, during the quarterly meetings.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

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

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

Yes

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

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.**:**

Name	Title
Suggs, Lisa	Principal
Alchin, Danielle	Assistant Principal
Moussawel, Lauren	Instructional Coach
Straub, Kelly	Instructional Coach
Scarlata, Wendelle	Instructional Coach
Genco, Audrey	Instructional Coach
Kearney, Jenene	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

The LLT will meet monthly to discuss literacy at Lancaster. The purpose is to promote literacy school-wide, research and discuss best practices for reading instruction and plan and execute literacy activities for parents and students during Family Nights.

Public and Collaborative Teaching

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

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

All grade levels are assigned at least one Leadership Team contact person who assists with meetings, planning and answers any questions they may have. Additionally, each grade level team meets to develop lesson plans, (the what of instruction) and then meets every Wednesday afternoon to discuss the HOW of instruction. At this time, the leadership members are in attendance and the teams discuss things like which Marzano elements will be best utilized in various lessons, along with how teachers will differentiate instruction.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

OCPS Employment Services is used to identify highly qualified applicants that will be a great asset to the school. Once hired they are supported with professional development, mentors, and the Beginning Teacher Program, if needed.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

New teachers are paired with an effective rated teacher, preferably on their grade level who will provide assistance, coaching and mentoring as needed. Administration also conducts monthly meetings to

discuss teacher needs and provide professional development. Planned activities: Classroom Management/Physical Layout, Gradual Release, Marzano, and Rigor/Webbs's DOK (Depths of Knowledge).

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Teachers utilize the MTPs (Measurement Topic Plans) provided by Curriculum Services Department. Teachers are also deconstructing and using Florida Standards item specifications to guide their lesson planning process.Core instructional materials are provided to the school by the District Office. All materials are aligned to the Florida State Standards, and are utilized as a resource rather than a complete instructional program.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Lancaster differentiates instruction to meet the diverse needs of our students through the use of MTSS. The school is using classroom data to plan differentiated instruction and remediation during core instructional blocks. Data sources will include benchmark assessments, FCAT(Prior year), mini assessments, intervention progress monitoring, and classroom assessments for students having difficulty attaining the proficient or advanced level on state assessments..

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

| **Strategy:** Extended School Day |
| **Minutes added to school year:** 10,800 |

Lancaster was awarded an extra hour that will address the needs of our students in reading. We will target all students in grades K-5. Students will be grouped according to the identified reading deficiencies.

Strategy Rationale

The 2014 Reading FCAT results indicate that only 30% of students in grades 3-5 scored at a level three or above.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Suggs, Lisa, lisa.suggs@ocps.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

The benchmark assessments will be used as well as the prior year FCAT data to determine student need. We will also use classroom and intervention data to further analyze skills to be targeted. In third grade the enrichment groups focus on incorporating science and technology into lessons and use IReady as well. The Tier 2 groups are using week long lessons from iStation, which groups students according to need, based on the continuous diagnostic assessment throughout the program. In Tier 3, Voyager is used as well as Read 180. In fourth grade the enrichment groups use D.B.Q (Document Based Questioning). The Tier 2 groups are using week long lessons from iStation, which group students according to need based on the continuous diagnostic assessment throughout the program. Tier 3 groups use the Read 180 program. Our fifth grade enrichment groups use D.B.Q., as well as incorporating science and math into the lessons. The Tier 2 groups are using week long lessons from iStation, which group students according to needs based on the continuous diagnostic assessment throughout the program. Tier 3 groups use the Read 180 program.

Student Transition and Readiness

PreK-12 Transition
The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Lancaster's Pre-K teacher is part of the kindergarten team to assist in a smooth transition for our students. Throughout the year our Pre-K class will join kindergarten classrooms in activities to become familiar with the expectations. Our Pre-K class follows the Orange County Pre-K adopted curriculum to ensure kindergarten readiness and to foresee any problematic areas a student might have when entering kindergarten. When our students first enter kindergarten we assess the students' knowledge using the initial Journey's assessment. Within the first month of school, our kindergartners are assessed using FLKRS (Florida Kindergarten Readiness Screaner). We also use the Home Language Survey to ensure proper placement after immediate assessments. Our exiting fifth grade students tour Walker Middle School. Information about magnet programs and schools of choice is also made available to all interested.

College and Career Readiness

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

Lancaster is an AVID (Advancement Via Independent Determination) school, and all of our third through fifth grade students use AVID strategies. In addition, AVID students visit Lancaster to present AVID lessons to our students. We also participate in the Junior Achievement Program.

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

To help prepare Lancaster students for 21st century careers, Lancaster uses digital curriculum such as i-Ready for both reading and math, IStation, Fastt Math and the IXL website, as well as HMH Think Central for interactive lessons and digital experiments to provide real world experiences. Students have experiences with Smart Boards, desk top computers, lap tops, ipads and Smart Responce cilckers.

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

Lancaster has a Science Lab classroom available for teacher use to provide hands on experiences with science and technology integration and problem solving in real world situations. Virtual manipulatives and science labs are used to expose students to technical alternatives for problem solving. In addition, we are utilizing computer based intervintion and motivations programs such as i-Ready and Read 180 to build academic achievement and increase motivation.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](), as required by section 1008.37(4), Florida Statutes

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

1 = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1. Through the implementation of rigorous standards-based instruction in ELA, there will be an increase in student achievement.

G2. Through the implementation of rigorous standards-based instruction in Math, there will be an increase in student achievement.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Through the implementation of rigorous standards-based instruction in ELA, there will be an increase in student achievement. 1a

🔑 G056921

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	64.0

Resources Available to Support the Goal 2

- Marzano Art & Science Framework,FSA Item Specifications,IMS, CPalms, HM Journeys, Voyager Passport, Core Connections Writing, iReady, Read 180, Imagine Learning, iStation

Targeted Barriers to Achieving the Goal 3

- Limited language acquisition of students.

- Significant number of students with below grade level fluency and comprehension.

- Lack of structure following framework for core instruction using Florida Standards.

Plan to Monitor Progress Toward G1. 8

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 Responsible

Lisa Suggs

Schedule

Monthly, from 8/21/2014 to 6/5/2015

Evidence of Completion

An increase in student achievement will be evident. Weekly data meetings and monthly MTSS meetings will be held to monitor assessment data that shows standards based instruction and growth on benchmark and common assessments. Monitoring of TIER 1, TIER 2 and TIER 3 students will occur to ensure progress toward learning goal.

G2. Through the implementation of rigorous standards-based instruction in Math, there will be an increase in student achievement. 1a

Targets Supported 1b

🔑 G056922

Indicator	Annual Target
AMO Math - All Students	62.0
FCAT 2.0 Science Proficiency	45.0

Resources Available to Support the Goal 2

- Marzano Art & Science Framework, FSA Item Specifications, IMS, CPalms, Go Math, Science Fusion, Science Scrams, STEM Lessons, iReady, FASTT Math

Targeted Barriers to Achieving the Goal 3

- Students struggle with math fact fluency.

- Lack of structure following framework for core instruction using Florida Standards.

Plan to Monitor Progress Toward G2. 8

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 Responsible
Lisa Suggs

Schedule
Weekly, from 8/21/2014 to 6/5/2015

Evidence of Completion
An increase in student achievement will be evident. Weekly data meetings and monthly MTSS meetings will be held to monitor assessment data that shows standards based instruction and growth on benchmark and common assessments. Monitoring of TIER 1, TIER 2 and TIER 3 will occur to ensure progress toward learning goal.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal   **B** = Barrier   **S** = Strategy

1 = Problem Solving Step   🔑 S123456 = Quick Key

G1. Through the implementation of rigorous standards-based instruction in ELA, there will be an increase in student achievement. 1

🔑 G056921

G1.B1 Limited language acquisition of students. 2

🔑 B144114

G1.B1.S1 Identified students with limited English skills will use the Imagine Learning program. 4

🔑 S156250

Strategy Rationale

Increased acquisiton of English skills will lead to increased student achievement.

Action Step 1 5

Imagine Learning Training

Person Responsible

Sigrid Moore

Schedule

On 9/2/2014

Evidence of Completion

Training sign in sheet

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

Imagine Learning data analysis

Person Responsible

Sigrid Moore

Schedule

Weekly, from 9/4/2014 to 5/29/2015

Evidence of Completion

During data meetings, Imagine Learning student data will be discussed.

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

Language acquisition data will be collected and monitored.

Person Responsible

Sigrid Moore

Schedule

Biweekly, from 9/5/2014 to 5/29/2015

Evidence of Completion

Teachers will provide reports during data meetings.

G1.B2 Significant number of students with below grade level fluency and comprehension. 2

B144115

G1.B2.S1 Extended learning day will be implemented. 4

S156251

Strategy Rationale

Students struggling with reading fluency and comprehension will have additional time to work on those skills.

Action Step 1 5

Grade level teams will group students by tiers.

Person Responsible

Lisa Suggs

Schedule

Weekly, from 8/28/2014 to 5/29/2015

Evidence of Completion

Student pictures and information are displayed in the data room and updated weekly.

Action Step 2 5

Professional Development with identified teachers on specific differentiated instruction programs.

Person Responsible

Carla Thompson

Schedule

Quarterly, from 8/13/2014 to 6/5/2015

Evidence of Completion

Sign in sheets, follow up discussions with teachers

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Weekly data meetings

Person Responsible

Lisa Suggs

Schedule

Weekly, from 8/28/2014 to 5/29/2015

Evidence of Completion

During weekly data meetings, students will be moved and regrouped based on progress monitoring data.

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Weekly Oral Reading Fluency tests will be administered.

Person Responsible

Lisa Suggs

Schedule

Weekly, from 8/21/2014 to 6/5/2015

Evidence of Completion

Teacher data charts will indicate ORF scores and movement of progress.

G1.B3 Lack of structure following framework for core instruction using Florida Standards. 2

B144116

G1.B3.S1 Increase teacher capacity with the Florida Standards and Framework. 4

S156252

Strategy Rationale

Teachers need knowledge of standards to deliver effictive instruction.

Action Step 1 5

Coaches will model for teachers how to deconstruct standards and write lesson plans using Florida Standards and Framework.

Person Responsible

Jenene Kearney

Schedule

Weekly, from 9/24/2014 to 6/5/2015

Evidence of Completion

Common planning sign in sheets, and presentation materials as needed.

Action Step 2 5

Follow plans and framework developed by team during core instruction.

Person Responsible

Jenene Kearney

Schedule

Weekly, from 9/29/2014 to 6/5/2015

Evidence of Completion

Lesson plans, walk throughs and common planning notes.

Action Step 3 `5`

Begin Coaching Cycle with teachers requesting support.

> **Person Responsible**
>
> Lisa Suggs
>
> **Schedule**
>
> Biweekly, from 10/6/2014 to 6/5/2015
>
> ***Evidence of Completion***
>
> Coaching cycle notes, lesson plans, observations, data discussions.

Plan to Monitor Fidelity of Implementation of G1.B3.S1 `6`

Coaches will share information during leadership meetings.

> **Person Responsible**
>
> Lisa Suggs
>
> **Schedule**
>
> Weekly, from 9/26/2014 to 6/5/2015
>
> ***Evidence of Completion***
>
> Notes from leadership meetings.

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 `7`

Teachers will be monitored for completed standards based lesson plans, classroom instruction and common planning. Coaches will be mointored on effective coaching cycles.

> **Person Responsible**
>
> Lisa Suggs
>
> **Schedule**
>
> Biweekly, from 9/26/2014 to 6/5/2015
>
> ***Evidence of Completion***
>
> Effective lessons plans, completed coaching cycles, and increased student achievement.

G2. Through the implementation of rigorous standards-based instruction in Math, there will be an increase in student achievement. 1

🔍 G056922

G2.B1 Students struggle with math fact fluency. 2

🔍 B144117

G2.B1.S1 Math fluency will be incorporated into math intervention groups. 4

🔍 S156253

Strategy Rationale

Students will have the opportunity daily to practice math fact fluency.

Action Step 1 5

FASTT Math program will be utilized in intervention groups to assist with fluency.

Person Responsible

Lymari De La Torre

Schedule

Daily, from 9/2/2014 to 5/29/2015

Evidence of Completion

FASTT Math data reports will be discussed at data meetings.

Action Step 2 5

Timed fluency tests will be administered weekly.

Person Responsible

Lymari De La Torre

Schedule

Weekly, from 9/1/2014 to 5/29/2015

Evidence of Completion

Timed fluency data will be discussed at data meetings.

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

Data analysis of FASTT Math and fluency checks will be conducted bi-week.

Person Responsible

Lymari De La Torre

Schedule

Weekly, from 9/4/2014 to 5/27/2015

Evidence of Completion

Math Coach will record and maintain fluency data for intervention group students.

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

Math fact fluency data will be monitored at bi-weekly data meetings.

Person Responsible

Lymari De La Torre

Schedule

Weekly, from 9/5/2014 to 5/29/2015

Evidence of Completion

An increase in student achievement is ultimately our evidence for effectiveness.

G2.B2 Lack of structure following framework for core instruction using Florida Standards. 2

🔧 B144118

G2.B2.S1 Increase teacher capacity with the Florida Standards and Framework. 4

🔧 S156254

Strategy Rationale

Teachers need knowledge of standards to deliver effective instruction.

Action Step 1 5

Coaches will model for teachers how to deconstruct standards and write plans using Florida Standards and Framework.

Person Responsible

Lymari De La Torre

Schedule

Weekly, from 9/24/2014 to 6/5/2015

Evidence of Completion

Common planning sign in sheets, and presentation materials as needed.

Action Step 2 5

Follow plans and framework developed by team during core instruction.

Person Responsible

Lymari De La Torre

Schedule

Weekly, from 9/29/2014 to 6/5/2015

Evidence of Completion

Lesson plans, walk throughs and common planning notes.

Action Step 3 `5`

Begin Coaching Cycle with teachers requesting support.

Person Responsible

Lisa Suggs

Schedule

Biweekly, from 10/6/2014 to 6/5/2015

Evidence of Completion

Coaching cycle notes, lesson plans, observations, data discussions.

Plan to Monitor Fidelity of Implementation of G2.B2.S1 `6`

Coaches will share information during leadership meetings.

Person Responsible

Lisa Suggs

Schedule

Weekly, from 9/26/2014 to 6/5/2015

Evidence of Completion

Notes from leadership meetings.

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 `7`

Teachers will be monitored for completed standards based lesson plans, classroom instruction and common planning. Coaches will be monitored on effective coaching cycles.

Person Responsible

Lisa Suggs

Schedule

Biweekly, from 9/26/2014 to 6/5/2015

Evidence of Completion

Effective lesson plans, completed coaching cycles, and increased student achievement.

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Imagine Learning Training	Moore, Sigrid	9/2/2014	Training sign in sheet	9/2/2014 one-time
G1.B2.S1.A1	Grade level teams will group students by tiers.	Suggs, Lisa	8/28/2014	Student pictures and information are displayed in the data room and updated weekly.	5/29/2015 weekly
G1.B3.S1.A1	Coaches will model for teachers how to deconstruct standards and write lesson plans using Florida Standards and Framework.	Kearney, Jenene	9/24/2014	Common planning sign in sheets, and presentation materials as needed.	6/5/2015 weekly
G2.B1.S1.A1	FASTT Math program will be utilized in intervention groups to assist with fluency.	De La Torre, Lymari	9/2/2014	FASTT Math data reports will be discussed at data meetings.	5/29/2015 daily
G2.B2.S1.A1	Coaches will model for teachers how to deconstruct standards and write plans using Florida Standards and Framework.	De La Torre, Lymari	9/24/2014	Common planning sign in sheets, and presentation materials as needed.	6/5/2015 weekly
G1.B2.S1.A2	Professional Development with identified teachers on specific differentiated instruction programs.	Thompson, Carla	8/13/2014	Sign in sheets, follow up discussions with teachers	6/5/2015 quarterly
G1.B3.S1.A2	Follow plans and framework developed by team during core instruction.	Kearney, Jenene	9/29/2014	Lesson plans, walk throughs and common planning notes.	6/5/2015 weekly
G2.B1.S1.A2	Timed fluency tests will be administered weekly.	De La Torre, Lymari	9/1/2014	Timed fluency data will be discussed at data meetings.	5/29/2015 weekly
G2.B2.S1.A2	Follow plans and framework developed by team during core instruction.	De La Torre, Lymari	9/29/2014	Lesson plans, walk throughs and common planning notes.	6/5/2015 weekly
G1.B3.S1.A3	Begin Coaching Cycle with teachers requesting support.	Suggs, Lisa	10/6/2014	Coaching cycle notes, lesson plans, observations, data discussions.	6/5/2015 biweekly
G2.B2.S1.A3	Begin Coaching Cycle with teachers requesting support.	Suggs, Lisa	10/6/2014	Coaching cycle notes, lesson plans, observations, data discussions.	6/5/2015 biweekly
G1.MA1	Weekly Data Meetings will be held to disaggregate data and modify instruction where needed. Monthly MTSS meetings to provide discussions on specific student needs.	Suggs, Lisa	8/21/2014	An increase in student achievement will be evident. Weekly data meetings and monthly MTSS meetings will be held to monitor assessment data that shows standards based instruction and growth on benchmark and common assessments. Monitoring of TIER 1, TIER 2 and TIER 3 students will occur to ensure progress toward learning goal.	6/5/2015 monthly
G1.B1.S1.MA1	Language acquisition data will be collected and monitored.	Moore, Sigrid	9/5/2014	Teachers will provide reports during data meetings.	5/29/2015 biweekly
G1.B1.S1.MA1	Imagine Learning data analysis	Moore, Sigrid	9/4/2014	During data meetings, Imagine Learning student data will be discussed.	5/29/2015 weekly
G1.B2.S1.MA1	Weekly Oral Reading Fluency tests will be administered.	Suggs, Lisa	8/21/2014	Teacher data charts will indicate ORF scores and movement of progress.	6/5/2015 weekly
G1.B2.S1.MA1	Weekly data meetings	Suggs, Lisa	8/28/2014	During weekly data meetings, students will be moved and regrouped based on progress monitoring data.	5/29/2015 weekly
G1.B3.S1.MA1	Teachers will be monitored for completed standards based lesson plans, classroom instruction and common planning. Coaches will be moitored on effective coaching cycles.	Suggs, Lisa	9/26/2014	Effective lessons plans, completed coaching cycles, and increased student achievement.	6/5/2015 biweekly
G1.B3.S1.MA1	Coaches will share information during leadership meetings.	Suggs, Lisa	9/26/2014	Notes from leadership meetings.	6/5/2015 weekly
G2.MA1	Weekly Data Meetings will be held to disaggregate data and modify instruction where needed. Monthly MTSS meetings to provide discussions on specific student needs.	Suggs, Lisa	8/21/2014	An increase in student achievement will be evident. Weekly data meetings and monthly MTSS meetings will be held to monitor assessment data that shows standards based instruction and growth	6/5/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				on benchmark and common assessments. Monitoring of TIER 1, TIER 2 and TIER 3 will occur to ensure progress toward learning goal.	
G2.B1.S1.MA1	Math fact fluency data will be monitored at bi-weekly data meetings.	De La Torre, Lymari	9/5/2014	An increase in student achievement is ultimately our evidence for effectiveness.	5/29/2015 weekly
G2.B1.S1.MA1	Data analysis of FASTT Math and fluency checks will be conducted bi-week.	De La Torre, Lymari	9/4/2014	Math Coach will record and maintain fluency data for intervention group students.	5/27/2015 weekly
G2.B2.S1.MA1	Teachers will be monitored for completed standards based lesson plans, classroom instruction and common planning. Coaches will be monitored on effective coaching cycles.	Suggs, Lisa	9/26/2014	Effective lesson plans, completed coaching cycles, and increased student achievement.	6/5/2015 biweekly
G2.B2.S1.MA1	Coaches will share information during leadership meetings.	Suggs, Lisa	9/26/2014	Notes from leadership meetings.	6/5/2015 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportuntities

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

G1. Through the implementation of rigorous standards-based instruction in ELA, there will be an increase in student achievement.

G1.B1 Limited language acquisition of students.

G1.B1.S1 Identified students with limited English skills will use the Imagine Learning program.

PD Opportunity 1

Imagine Learning Training

Facilitator

Dana Greenburg

Participants

Bilingual teachers and paraprofessionals

Schedule

On 9/2/2014

G1.B2 Significant number of students with below grade level fluency and comprehension.

G1.B2.S1 Extended learning day will be implemented.

PD Opportunity 1

Professional Development with identified teachers on specific differentiated instruction programs.

Facilitator

Curriculum Development Companies

Participants

Teachers, coaches and involved staff members.

Schedule

Quarterly, from 8/13/2014 to 6/5/2015

G1.B3 Lack of structure following framework for core instruction using Florida Standards.

G1.B3.S1 Increase teacher capacity with the Florida Standards and Framework.

PD Opportunity 1

Coaches will model for teachers how to deconstruct standards and write lesson plans using Florida Standards and Framework.

Facilitator

Coaches

Participants

All reading teachers in third through fifth grade.

Schedule

Weekly, from 9/24/2014 to 6/5/2015

G2. Through the implementation of rigorous standards-based instruction in Math, there will be an increase in student achievement.

G2.B2 Lack of structure following framework for core instruction using Florida Standards.

G2.B2.S1 Increase teacher capacity with the Florida Standards and Framework.

PD Opportunity 1

Coaches will model for teachers how to deconstruct standards and write plans using Florida Standards and Framework.

Facilitator

Coaches

Participants

All math teachers in third through fifth grade.

Schedule

Weekly, from 9/24/2014 to 6/5/2015

Technical Assistance Items

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

G1. Through the implementation of rigorous standards-based instruction in ELA, there will be an increase in student achievement.

G1.B2 Significant number of students with below grade level fluency and comprehension.

G1.B2.S1 Extended learning day will be implemented.

PD Opportunity 1

Grade level teams will group students by tiers.

Facilitator

Lisa Suggs

Participants

3-5 Teachers and Coaches

Schedule

Weekly, from 8/28/2014 to 5/29/2015

G2. Through the implementation of rigorous standards-based instruction in Math, there will be an increase in student achievement.

G2.B1 Students struggle with math fact fluency.

G2.B1.S1 Math fluency will be incorporated into math intervention groups.

PD Opportunity 1

FASTT Math program will be utilized in intervention groups to assist with fluency.

Facilitator

LaJuana Harpe

Participants

K-5 Teachers

Schedule

Daily, from 9/2/2014 to 5/29/2015

Budget Rollup

Summary	
Description	**Total**
Grand Total	**0**