

# Lecanto Primary School

## School Improvement Plan 2018-2019



Mission/Vision: In connection with its children, families, and community, LPS promises to provide a quality instruction, a challenging learning environment, and a lasting partnership to create life-long learners.

EQ: How can we improve instructional effectiveness, increase student achievement, and close the gaps of low performing students?

Areas of Focus:

1. 5 Dimensions - Curriculum and Pedagogy
2. ELA - Building a strong Literacy Block
3. Behavior - Decrease disruptive behavior

<b>Action Steps</b>		<b>Evaluation</b>
<b>Strategies/Steps</b>	<b>Measures of Progress</b>	
<b>Core Content Areas</b>	<ol style="list-style-type: none"> <li>1. Provide professional development focusing on 5D Curriculum and Pedagogy.               <ol style="list-style-type: none"> <li>a. Create a lesson plan template.</li> <li>b. Provide opportunity for collaboration among grade level focused on planning.</li> <li>c. Plan and implement 2 - 3 lessons per week using the 5D criteria.</li> </ol> </li> </ol>	<ul style="list-style-type: none"> <li>-Monthly Data Days focusing on one assessment per month.</li> <li>-Quarterly Data Days focused on the whole picture.</li> <li>-Walk through Data Weekly Leadership team meetings focused on formal and informal observations using the 5D tool.</li> <li>-Minutes of weekly grade level collaboration sessions indicating 5D/ELA lesson planning.</li> <li>-Leadership team present at grade level collaboration meetings.</li> </ul>
		<p>Students scoring at 3 and above on state assessments will increase by 20%.</p> <p>Students identified in the bottom quartile will increase by 5% on state assessments.</p> <p>Students in K-2 will increase proficiency levels by 10% as measured by data source assessment.</p>



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<b>Action Steps</b>		<b>Evaluation</b>	
<b>Strategies/Steps</b>	<b>Measures of Progress</b>		
<b>Core Content Areas (cont.)</b>	<p>2. Develop and implement a structured ELA Block.</p> <ul style="list-style-type: none"> <li>a. Provide professional development for instructional strategies related to phonics, phonemic awareness, fluency, comprehension, and small group instruction.</li> <li>b. Utilize Discover intensive Phonics K-2 and Words Their Way 3-5 within Reading Block.</li> <li>c. Utilize Literacy Committee (high impact teachers) to provide mini training sessions, models, and support.</li> <li>d. Schedule peer observation opportunities with high impact teachers.</li> <li>e. Utilize Teach Tuesdays to provide training and follow-up support.</li> <li>f. Create a cohort working toward Reading Endorsement/Reading Certifications.</li> <li>g. Revise the intervention model utilizing High Performing teachers.</li> </ul>	<p>-Monthly Data Days focusing on one assessment per month.</p> <p>-Quarterly Data Days focused on the whole picture.</p> <p>-Walk through Data Weekly Leadership team meetings focused on formal and informal observations using the 5D tool.</p> <p>-Minutes of weekly grade level collaboration sessions indicating 5D/ELA lesson planning.</p> <p>-Leadership team present at grade level collaboration meetings.</p>	<p>Students scoring at 3 and above on state assessments will increase by 20%.</p> <p>Students identified in the bottom quartile will increase by 5% on state assessments.</p> <p>Students in K-2 will increase proficiency levels by 10% as measured by data source assessment.</p>



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<b>Action Steps</b>		<b>Evaluation</b>	
<b>Strategies/Steps</b>	<b>Measures of Progress</b>		
<b>Behavior</b>	3. Decrease disruptive behavior by revising and improving PBIS practices. <ul style="list-style-type: none"> <li>a. Create PBIS committee               <ul style="list-style-type: none"> <li>i. Monthly data meetings</li> <li>ii. Plan school-wide incentive events</li> <li>iii. Qualify for PBIS model school</li> </ul> </li> <li>b. Continuation of mentoring program               <ul style="list-style-type: none"> <li>i. Selection of students</li> <li>ii. Targeted curriculum for social skills</li> <li>iii. Pairing of mentor with mentee for the purpose of practicing social skills</li> </ul> </li> <li>C. Create and establish a K/2 behavior unit               <ul style="list-style-type: none"> <li>i. Design and implement criteria</li> <li>ii. Provide specific behavior training/resources</li> </ul> </li> </ul>	-Monthly PBIS Meetings with committee -Data from referrals and walk throughs -Behavior Plan Progress Monitoring	-Reduction of ISS and OSS offenses by 10%.  -Reentry of Behavior Unit students into general education classroom.
<b>Other</b>			

<b>School Grades</b>								
2010	2011	2012	2013	2014	2015	2016	2017	2018
A	A	A	B	C	A	B	B	C



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### Early Warning System

Required for schools including any of grades K-8, pursuant to section 1001.42(18)(a)2., F.S

1. Describe the school's early warning system and provide a list of the early warning indicators used in the system. At a minimum, this list must include the following:
  - i. Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
  - ii. One or more suspensions, whether in school or out of school
  - iii. Course failure in English Language Arts **or** mathematics
  - iv. Grades K-2: "High Risk" on FastBridge earlyReading and/or earlyMath assessments  
 Grades 3-5: Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics

We utilize an electronic early warning system developed and maintained by the district that includes attendance, suspensions, course failures and high risk monitoring.

2. Provide the following data related to the school's early warning system:
  - i. The number of students by grade level that exhibit each early warning indicator listed above
  - ii. The number of students identified by the system as exhibiting two or more early warning indicators

	Attendance	Suspension	Course Failure	Level 1
<b>KDG</b>	5	0	0	0
<b>Grade 1</b>	16	5	0	27
<b>Grade 2</b>	14	6	9	28
<b>Grade 3</b>	12	5	1	12
<b>Grade 4</b>	8	2	2	30
<b>Grade 5</b>	14	3	3	34

	Two or More EWS Indicators
<b>KDG</b>	0
<b>Grade 1</b>	5
<b>Grade 2</b>	14
<b>Grade 3</b>	5
<b>Grade 4</b>	5
<b>Grade 5</b>	10

3. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system (i.e., those exhibiting two or more early warning indicators).

We utilize Tier 2 resources to assist students. This includes small group instruction by classroom teachers on specific targeted skill work through Success Maker. Students needing additional support are recognized as Tier 3 and attend intervention through the Title 1 room. For students with early warning indicators related to behavior, we use behavior contracts, Tier 2 and/or Tier 3 supports, and collect data on candidates for the Transitional K-2 Unit focusing on social and emotional development. Behavior TOSA's and School Psychologists are invited to PST meetings to support these students. In addition, our ESE specialist works closely with Title 1 to support students who need or are already placed in ESE or have a 504 accommodation plan.

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

Grade levels participate in team collaboration which includes grade level specific conversation, 5D focus areas, and lesson plan development. Teachers meet monthly with administration to conduct Data Chats. Also, faculty meetings encourage conversation, collaboration, and share sessions. PST meetings are held daily among teachers, interventionists, and parents to discuss students identified as needing assistance, collaborate on instructional strategies, and monitor data to determine effectiveness of interventions.

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

Grade levels use pacing guides to ensure instruction is aligned to Florida Standards. Our curriculum programs and technology resources, such as Study Island, are standards-based. Lesson plans are checked by administration to ensure standards and appropriate accommodations are in place. Lesson plans developed within collaboration follow a template that focuses on standards, materials, and strategies.

6. 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.

Administration conducts monthly data chats with teachers to ensure data is being utilized effectively. Small group instruction is created based on data and specific learning needs. Teachers differentiate their small groups and learning stations to accommodate all learners. Manipulatives and supplemental resources are utilized for students having difficulty. Quarterly data chats with administration facilitates the PST process and helps identify students early so PMP's can be developed, interventions can be implemented, and additional data can be tracked to monitor progress.