

## Schools Identification

Please list the school(s) in the LEA that are eligible for Comprehensive Support and Improvement (CSI).

Schools in the Lancaster School District that were identified for Comprehensive Support and Improvement (CSI) on the 2019 dashboard were: The Leadership Academy, John and Jacquelyn Miller Elementary, and Lincoln Elementary

## Support for Identified Schools

Please describe how the LEA has or will support its eligible schools in developing CSI plans.

At the end of the 2019-20 school year, Lancaster School District employed the assistance of a 3rd party contractor to assist in the completion of a comprehensive needs assessment for each of the sites identified above. The needs assessment that was developed by the district provided a review of data for each of the impacted sites, that included a full data review of all CAASPP data, state indicators that were measured based in relation to state determined goals, formative assessment data through i-Ready assessments (the districts adopted diagnostic assessment system), attendance data, formative suspension data, as well as survey data utilizing the districts survey system, Youth Truth, to provide for a review of perception data from families, staff (both classified and certificated) and students. In order to supplement the survey data, the needs assessment also provided for interviews of the following stakeholder groups - teachers, instructional leadership teams, families, students, counselors, classified staff (that included site secretaries, noon duty aides and recreation leaders), psychologists, and instructional coaches, as well as the administrative teams including Principals, and Assistant Principals where possible. Through this needs assessment we were able to identify resource inequities, and found that across all sites, there was the need to provide time for collaborative planning and data analysis. Furthermore, at some sites we observed that technology was not readily available at all sites, and therefore training in the use of educational technology was not equitably distributed among all sites. Among each site, the resource inequities that were observed were the following:

Lincoln - technology acquisition, teacher retention, and collaborative planning time.

Miller - collaborative planning time

The Leadership Academy - collaborative planning time, and implementation of social emotional learning

Due to the above needs assessment, the district, and sites, to include the various stakeholder groups determined that the following evidence based interventions would be either put into place, or enhanced in order to provide for increased student achievement in the core areas in which each of the sites were experiencing gaps:

Lincoln - increased time in terms of collaborative teaming; focus on data driven instruction; small group instruction and discussions; and work pertaining to lesson studies (instructional walkthroughs including teachers).

Miller - increased time in collaborative teams (to include the enhancement of Professional Learning Communities); a focus on data driven instruction and discussions; and small group instruction.

The Leadership Academy - increased time in collaborative teams (to include the enhancement of Professional Learning Communities) with a focus on social emotional learning data. As TLA is a community day school, students do not stay at the school for long durations of time, it is necessary for the site to be able to measure students acquisition of social emotional learning skills in both pre-enrollment and exit screeners.

Each site will also undergo training and implementation of a multi-tiered system of supports to address the individual needs of each of these sites. All evidence based interventions were determined with the needs of the sites in mind, and through a process facilitated through each sites' instructional leadership team.

The Lancaster School District provided for all of the above in terms of needs assessments, and required that each of the sites create, maintain, and locally monitor their CSI plans within their School Plan for Student Achievement. School plans were developed in April - late May and were approved on June 16th of 2020. At the time, school plans are being actively monitored by both the district offices school improvement team, our previously stated 3rd party contractor, as well as the sites' instructional leadership team. The process for which the LEA has developed for monitoring and improving outcomes for students at these sites, was centered around a model of continuous improvement that was developed based on research from the Carnegie Foundation. A plan, do, study, act model has been applied to each of the sites, in which there is a core improvement team from the district level, to include our 3rd party contractor, who is to contact and work with the schools every other month in order to ensure a continuous monitoring of data for improvement, and allowing for sites' ILT reflection in order to change course when necessary.

In order to work with stakeholders, the sites were required to develop their plans along with their site instructional leadership teams, they further engaged their School Site Councils in order to secure family and community feedback on plans. English Language Advisory Councils were engaged in order to receive feedback from the EL community, and the district engaged district advisory councils, and our school board.

### **Monitoring and Evaluating Effectiveness**

Please describe how the LEA will monitor and evaluate the implementation and effectiveness of the plan to support student and school improvement.

Lancaster School District will be providing a Comprehensive Support and Improvement Team from the district office to best address the needs of the sites identified. In that team, the LEA is providing for increased monitoring pertaining to the academic (both math and language arts) and social emotional needs of students who attend these schools. Meetings will include walk-through with site leadership. District Leadership will be providing increased monitoring of initiatives on these sites, as well as monitoring of an effective implementation around multi-tiered system of supports.

As discussed above, the LEA has determined district office personnel, who were chosen to work with each of these sites pertaining to the needs of the site. The district officials will visit each of the sites for walkthroughs at various points throughout the year (the intent was to schedule walkthroughs five times throughout the year, and to meet with instructional leadership teams after those walkthroughs). After the completion of walkthroughs, the district office team members provide targeted feedback based upon the sites implementations of plans, and their signature practices (also included in their plans). All walks include an evidence based walkthrough form, tailored for the sites being observed. We are collecting data specific to the needs of the site, however we consistently review formative academic data, attendance, and suspension data. Implementation data determined as relevant by the site instructional leadership team is also collected and analyzed. Stakeholders are kept abreast of the implementation of plans through site advisory committees. In order to build the capacity of each of the impacted sites, we continue to provide for targeted training, and coaching of site leadership through a targeted leadership model, as well as by building the capacity of teachers through a targeted instructional coaching model. As we are limited in our ability to do in-person training this year, this will be completed through virtual meetings with the district office, as well as webinars focusing on implementation of MTSS, social emotional learning (CKH, Habits of Mind etc.) and webinars on data analysis and action oriented planning.