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Lockhart Elementary

7500 EDGEWATER DR, Orlando, FL 32810

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

Demographics

Principal: Ella Patriarch

Start Date for this Principal: 4/8/2015

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
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students Students With Disabilities White Students
School Grades History	2018-19: D (40%) 2017-18: C (46%) 2016-17: D (40%) 2015-16: D (36%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	Diane Leinenbach
Turnaround Option/Cycle	N/A
Year	N/A
Support Tier	TIER 1
ESSA Status	CS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

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

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

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

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

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 to lead our students to success.

Provide the school's vision statement

To ensure every student has a promising and successful future.

School Leadership Team

Membership

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

Name	Title	Job Duties and Responsibilities
Shanks, Ella	Principal	<p>As an instructional leader, the principal communicates the vision for academic success for students based on high standards and rigorous instruction. The principal carefully reviews school data and creates a school vision for continuous improvement. The principal gains buy-in for the plan from all stakeholders and ensures that all the appropriate personnel including teachers and support staff are in place in order to successfully accomplish the desired outcomes. The principal monitors classroom instruction and provides feedback to teachers accordingly. The principal facilitates and participates in regularly scheduled PLC's, professional learning and data meetings. The principal regularly reviews new data and oversees the school-wide implementation of the intervention process and acquisition of needed resources, monitors completion of team duties, and oversees all operations of the school</p>
Mason, Stephanie	Other	<p>Ms. Mason serves as the Staffing Specialist/ELL Compliance Specialist. The staffing specialist helps analyze data and assists with determining next steps as a member of the MTSS team. The staffing specialist manages all documents in order for the school to be in compliance with ESE and ESOL regulations. The staffing specialist may work with the ESE and the ELL support staff to create an appropriate schedule, conducts IEP meetings and staffing meetings. The staffing specialist facilitates collaborative efforts between the classroom teacher, school resource personnel and the parent/s to act in making the best academic and personal decisions regarding individual students.</p>
Betancourt, Elizabeth	Instructional Technology	<p>The technology support representative provides technology support and manages online instructional programs. The technology coordinator ensures that teachers have working digital tools to enhance the teaching and learning taking place. Since Lockhart elementary is a digital school, this position has become increasingly more critical.</p>
Rivera, Cathy	Instructional Coach	<p>The instructional coach facilitates professional learning to assist teachers with effective instructional practices based on student data. The instructional coach facilitates weekly common planning sessions with grade level teams. In these sessions, the instructional coach helps teachers understand the district created Curriculum Resource Materials (CRMs) that enable them to teach students to the full rigor of the standards. Guidance is provided for teachers in the selection and use of instructional materials and practices for initial instruction, both whole group and small group instruction, and interventions. The instructional coach will review current data points and make recommendations for instructional changes and analyze the</p>

Name	Title	Job Duties and Responsibilities
		<p>effectiveness of curriculum resources. The instructional coach may also support teachers with data collection and analysis as a member of the MTSS team. Furthermore, the instructional coach provides job embedded professional learning through the modeling of lessons and best practices and providing coaching feedback to teachers to improve their craft.</p>
Burgess, Sheleen	Assistant Principal	<p>The assistant principal supports the principal in all administrative duties listed above. Together the principal and the assistant principal serve as the instructional leaders on campus.</p>
Harris, Deidre	Guidance Counselor	<p>The guidance counselor provides social/emotional support by eliminating or diminishing social and psychological barriers to learning by working with students individually or within small group counseling sessions. The counselor teaches students problem-solving and conflict resolution skills. She also acts as a liaison between home and school by communicating with parents as a partner in a child’s emotional well-being. The guidance counselor conducts parenting classes on helpful topics that impact learning in order to address the needs of the whole child.</p>
Mahler, Marissa	Instructional Coach	<p>The instructional coach facilitates professional learning to assist teachers with effective instructional practices based on student data. The instructional coach facilitates weekly common planning sessions with grade level teams. In these sessions, the instructional coach helps teachers understand the district created Curriculum Resource Materials (CRMs) that enable them to teach students to the full rigor of the standards. Guidance is provided for teachers in the selection and use of instructional materials and practices for initial instruction, both whole group and small group instruction, and interventions. The instructional coach will review current data points and make recommendations for instructional changes and analyze the effectiveness of curriculum resources. The instructional coach may also support teachers with data collection and analysis as a member of the MTSS team. Furthermore, the instructional coach provides job embedded professional learning through the modeling of lessons and best practices and providing coaching feedback to teachers to improve their craft.</p>
Sutton, Shayne	Other	<p>Ms. Sutton serves as the behavior specialist. The behavior specialist provides school-wide professional learning regarding the behavior management framework in all classrooms. The behavior specialist provides teachers with classroom support and feedback to ensure a safe, cooperative environment for learning to take place. Resources, such as behavior contracts,</p>

Name	Title	Job Duties and Responsibilities
		<p>for at-risk students are carefully considered and shared by the behavior specialist. The behavior specialist participates in The Behavior Council, a group comprised of representatives from all grade levels. This group reviews current behavior data and makes recommendations for adjustments to the school-wide behavior framework and incentive plans based on this data. The behavior specialist also serves as a member of the MTSS team to work in collaboration with all parties that serve in the best interest of students. The behavior specialist offers social skills group lesson for students in need and also serves as a liaison with outside agencies that offer support to students and families.</p>
<p>Stormer, Aaron</p>	<p>Instructional Media</p>	<p>The Media Specialist manages and maintains the current media collection at Lockhart Elementary and continue to provide a diverse electronic and print inventory. The Media Specialist will facilitate the use of resources to impact avenues of learning that lead to student academic success. The Media Specialist will utilize the resources in the Media Center throughout the regular day and during Extended Media Nights to improve the integration of effective instructional technologies with students and help families maximize the resources on campus, including books and digital resources.</p>
<p>Barnes , Kimberly</p>	<p>Instructional Coach</p>	<p>The instructional coach facilitates professional learning to assist teachers with effective instructional practices based on student data. The instructional coach facilitates weekly common planning sessions with grade level teams. In these sessions, the instructional coach helps teachers understand the district created Curriculum Resource Materials (CRMs) that enable them to teach students to the full rigor of the standards. Guidance is provided for teachers in the selection and use of instructional materials and practices for initial instruction, both whole group and small group instruction, and interventions. The instructional coach will review current data points and make recommendations for instructional changes and analyze the effectiveness of curriculum resources. The instructional coach may also support teachers with data collection and analysis as a member of the MTSS team. Furthermore, the instructional coach provides job embedded professional learning through the modeling of lessons and best practices and providing coaching feedback to teachers to improve their craft.</p>
<p>Watts, Holly</p>	<p>Other</p>	<p>Ms. Watts is our MTSS coach/interventionist. Ms. Watts coaches teachers on collecting and analyzing data in order to best support students during all tiers of instruction: Tier 1, tier 2 and tier 3. She schedules and facilitates monthly MTSS meetings with teachers and content specialists on campus so that the</p>

Name	Title	Job Duties and Responsibilities
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team can closely track student progress and identify new support systems for students when the data suggests that a change may be necessary. As an interventionist, she is knowledgeable about different diagnostic tools and the various intervention materials and strategies that are available to use with children. She will teach her own small group intervention lessons in both Reading and Mathematics to students who have been identified as needing an additional layer of support.

Demographic Information

Principal start date

Wednesday 4/8/2015, Ella Patriarch

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

0

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

10

Total number of teacher positions allocated to the school

29

Demographic Data

2020-21 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
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students Students With Disabilities White Students

School Grades History	2018-19: D (40%) 2017-18: C (46%) 2016-17: D (40%) 2015-16: D (36%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	Diane Leinenbach
Turnaround Option/Cycle	N/A
Year	N/A
Support Tier	TIER 1
ESSA Status	CS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

Early Warning Systems

Current Year

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Number of students enrolled	31	66	55	48	63	59	0	0	0	0	0	0	0	322
Attendance below 90 percent	13	23	13	15	15	18	0	0	0	0	0	0	0	97
One or more suspensions	0	1	0	0	2	5	0	0	0	0	0	0	0	8
Course failure in ELA	0	0	0	4	4	6	0	0	0	0	0	0	0	14
Course failure in Math	0	0	0	2	5	11	0	0	0	0	0	0	0	18
Level 1 on 2019 statewide ELA assessment	0	0	0	0	8	16	0	0	0	0	0	0	0	24
Level 1 on 2019 statewide Math assessment	0	0	0	0	8	11	0	0	0	0	0	0	0	19

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	1	0	3	12	17	0	0	0	0	0	0	0	33

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	2	0	1	0	0	0	0	0	0	0	0	0	3
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Date this data was collected or last updated

Wednesday 7/8/2020

Prior Year - As Reported

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Attendance below 90 percent	19	13	7	13	9	12	0	0	0	0	0	0	0	73
One or more suspensions	0	5	4	17	6	8	0	0	0	0	0	0	0	40
Course failure in ELA or Math	7	4	4	9	8	4	0	0	0	0	0	0	0	36
Level 1 on statewide assessment	0	0	0	37	22	42	0	0	0	0	0	0	0	101

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	5	3	2	18	11	13	0	0	0	0	0	0	0	52

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	1	0	0	4	0	0	0	0	0	0	0	0	0	5
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Prior Year - Updated

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Attendance below 90 percent	19	13	7	13	9	12	0	0	0	0	0	0	0	73
One or more suspensions	0	5	4	17	6	8	0	0	0	0	0	0	0	40
Course failure in ELA or Math	7	4	4	9	8	4	0	0	0	0	0	0	0	36
Level 1 on statewide assessment	0	0	0	37	22	42	0	0	0	0	0	0	0	101

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	5	3	2	18	11	13	0	0	0	0	0	0	0	52

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	1	0	0	4	0	0	0	0	0	0	0	0	0	5
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

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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	40%	57%	57%	43%	56%	56%
ELA Learning Gains	53%	58%	58%	48%	55%	55%
ELA Lowest 25th Percentile	42%	52%	53%	42%	48%	48%
Math Achievement	43%	63%	63%	52%	63%	62%
Math Learning Gains	40%	61%	62%	52%	57%	59%
Math Lowest 25th Percentile	31%	48%	51%	47%	46%	47%
Science Achievement	32%	56%	53%	35%	55%	55%

EWS Indicators as Input Earlier in the Survey							
Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
	(0)	(0)	(0)	(0)	(0)	(0)	0 (0)

Grade Level Data

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	36%	55%	-19%	58%	-22%
	2018	49%	55%	-6%	57%	-8%
Same Grade Comparison		-13%				
Cohort Comparison						
04	2019	45%	57%	-12%	58%	-13%
	2018	40%	54%	-14%	56%	-16%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Same Grade Comparison		5%				
Cohort Comparison		-4%				
05	2019	33%	54%	-21%	56%	-23%
	2018	31%	55%	-24%	55%	-24%
Same Grade Comparison		2%				
Cohort Comparison		-7%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	39%	62%	-23%	62%	-23%
	2018	57%	61%	-4%	62%	-5%
Same Grade Comparison		-18%				
Cohort Comparison						
04	2019	52%	63%	-11%	64%	-12%
	2018	53%	62%	-9%	62%	-9%
Same Grade Comparison		-1%				
Cohort Comparison		-5%				
05	2019	31%	57%	-26%	60%	-29%
	2018	34%	59%	-25%	61%	-27%
Same Grade Comparison		-3%				
Cohort Comparison		-22%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	30%	54%	-24%	53%	-23%
	2018	32%	53%	-21%	55%	-23%
Same Grade Comparison		-2%				
Cohort Comparison						

Subgroup Data

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 2016-17	C & C Accel 2016-17
SWD	8	13		12	20	20					
ELL	23	48		33	44	36	10				
BLK	38	57	45	37	38	30	27				
HSP	42	43		50	43		20				
WHT	46	52		54	42		62				
FRL	36	57	53	41	38	35	24				

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	15	42	27	12	47	40	20				
ELL	31	71		34	59						
BLK	40	42	32	48	49	46	30				
HSP	45	68		55	64		38				
WHT	49	42		66	54						
FRL	40	45	42	49	50	44	33				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CS&I
OVERALL Federal Index - All Students	43
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	61
Total Points Earned for the Federal Index	342
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	15
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	36
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners 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	41
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	43
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
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
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	51
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	42
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends

Our lowest performance indicator was math learning gains for the lowest 25%. Only 31% of our students in grades (3-5) demonstrated a learning gain in Mathematics based on the difference between their achievement score in 2018 and their achievement score in 2019. There are three factors that contributed to this year's low performance: Teacher content knowledge and a lack of consistency in reteaching and reassessing skills from prior units.

Our second lowest performance indicator was Science proficiency. Only 32% of our fifth grade students scored at a level 3 or above. Although Science scores and Reading scores usually coincide, this score was 3 percentage points below the fifth grade Reading proficiency rates. Our fifth grade teachers struggled with building academic vocabulary in Science and the teachers lacked basic Science content knowledge. Having a coach dedicated solely to Science instruction will help teachers to construct rigorous lessons aligned to the standard and to have more frequent opportunities to see best practices in Science modeled by an instructional leader.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline

The greatest decline from the 2018-2019 school year was in the learning gains of the lowest 25% in Mathematics. The Mathematics learning gains of the lowest 25% declined 16 percentage points from 47% in 2018 to 31% in 2019. There are three factors that contributed to this year's low performance: Teacher content knowledge and a lack of consistency in reteaching and reassessing skills from prior units.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends

The data component that had the greatest gap when compared to the state average was Mathematics proficiency in fifth grade with a 28 percentage point gap. The contributing factors to this gap are teacher instructional delivery and student feedback, which entailed consistent differentiated small group instruction with clear models, adequate manipulatives and prescriptive measures during reteaching opportunities to correct misconceptions.

When looking at our subgroups, our SWD population has been below the state threshold of 32% for the past two years. There was a 29 percentage point gap between our students with disabilities (14% proficient) and our students without disabilities (43% proficient) in 2018. Although the gap between our students with disabilities and students without disabilities is smaller than the gap at the state level, there was still a 25 percentage point gap between our students with disabilities (15% proficient) and our students without disabilities (40% proficient) in 2019. The ESE resource teacher serves our students in their general education classrooms using a facilitated support model. To facilitate scheduling, we have clustered our SWD into no more than two classrooms. In doing so, the ESE teacher will be better able to provide the appropriate support to each of her students. In addition, the ESE resource teacher has built time into her schedule to

attend common grade level planning so that she is better prepared to scaffold each student's understanding when she enters each classroom.

Which data component showed the most improvement? What new actions did your school take in this area?

The overall ELA learning gains showed an improvement of 5 percentage points. The school implemented close reading strategies that incorporated the use of student writing, accountable talk and cooperative structures, as well as text dependent questions constructed to measure student understanding of targeted state standards. Students were awarded multiple opportunities throughout the day to integrate interactive notebooks, written peer feedback and group activities to answer text dependent questions and reflect on their own thinking. Our school based literacy coach worked closely with teachers to gain a deeper understanding of how to construct text dependent questions that truly scaffolded student understanding toward the expectation of the grade level standards.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

According to our early warning indicator data, Lockhart Elementary has a total of 73 students in grades (K-5) with an attendance rate below 90%. This is approximately 16% of our total population. When students are absent for extended periods of time, gaps in instruction will impact student achievement. The addition of a school guidance counselor who will be able to work closely with both our attendance clerk and our school social worker will have a positive impact on student attendance rates.

In addition, we have 17 students who were in third grade in 2018-2019 who had one or more suspensions. When students are suspended from school, they lose valuable instructional time and their achievement will suffer. After reviewing all of our behavior data from last school year, we noted that our students in third grade in 2018-2019 had an unusually high level of behavioral concerns. Ensuring that the health lessons are being taught with fidelity and the addition of new social skills groups and guidance lessons, will have a positive impact on the social skills development of all students and hence their ability to remain in school and learning.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year

1. Teacher content knowledge
2. Small group instruction
3. Using the MTSS process to support student growth
4. Utilizing technology as a tool to engage students and support learning
5. Providing an environment where social emotional learners can achieve

Part III: Planning for Improvement

Areas of Focus:

#1. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups

Area of Focus Description and Rationale: Lockhart Elementary will focus on differentiating instruction in order to increase learning gains of the lowest 25% and the highest 25% as well as our ELL and ESE subgroups. When teachers appropriately prompt and scaffold student understanding of new content, student achievement will increase for all students.

Measureable Outcome: At least 55% of our students will show the equivalent of one years growth based on ELA and Mathematics learning gains on the 2021 spring FSA.

Person responsible for monitoring outcome: Ella Shanks (ella.shanks@ocps.net)

Evidence-based Strategy: Lockhart Elementary will implement the MTSS process with fidelity to ensure that the needs of all students are being monitored closely and that adjustments to their educational plans are addressed as needed.

Rationale for Evidence-based Strategy: Implementation of an effective MTSS program eliminates the “wait to fail” situation that prevents at-risk students from receiving intervention sooner versus later. While the interventions are taking place, school staff monitors any progress that these students are making in their problem areas. These progress monitoring techniques provide information that allows teachers to better evaluate student needs and match instruction, resources and interventions appropriately. MTSS also encourages better collaboration between teachers and families as families are kept abreast of ongoing changes to a child's instructional plan.

Action Steps to Implement

Lockhart Elementary hired Ms. Watts as our MTSS coach/interventionist. Ms. Watts will coach teachers on collecting and analyzing data in order to best support students during all tiers of instruction: Tier 1, tier 2 and tier 3. She will schedule and facilitate monthly MTSS meetings with teachers and content specialists on campus so that the team can closely track student progress and identify new support systems for students when the data suggests that a change may be necessary. As an interventionist, she is knowledgeable about different diagnostic tools and the various intervention materials and strategies that are available to use with children.

Person Responsible Holly Watts (holly.watts@ocps.net)

Teachers will conduct data chats with students on a monthly basis. Teachers will support students in setting appropriate goals and monitoring data towards these goals. Teachers will document these monthly student data chats by summarizing the information discussed on the summary sheets on Google. These summary sheets will be reviewed by the leadership team and the school administrators.

Person Responsible Ella Shanks (ella.shanks@ocps.net)

Extended opportunities for learning will be offered through after school tutoring, Saturday school tutoring, and in school tutoring from a designated intervention teacher and/or hourly tutors. The leadership team and the classroom teachers will collaboratively identify students who would benefit from these extended learning opportunities. The leadership team will order materials, hire teachers and train staff in the use of the materials and the instructional

frameworks. The leadership team will monitor the fidelity of implementation and the student progress in order to determine the return on investment.

Person Responsible Sheleen Burgess (sheleen.burgess@ocps.net)

Teachers will use the iReady assessment data, Literably data and common assessment data to drive their instruction and provide reteaching and enrichment opportunities for students. Curriculum Associates will provide professional learning on using the program and understanding various reports that are available. The school will create instructional groups on iReady based on subgroups so that student usage and progress can be more closely monitored.

Person Responsible Sheleen Burgess (sheleen.burgess@ocps.net)

Lockhart Elementary will use systematic frameworks of instruction for both core instruction, FBS and the extra hour of instruction. The expectations for the implementation of these frameworks will be explained to teachers and monitored for fidelity of implementation by the leadership team.

Person Responsible Ella Shanks (ella.shanks@ocps.net)

Administration will meet monthly with teachers for individual data chats to review student progress with an emphasis on the progress of the lowest 25% and our ELL and ESE students.

Person Responsible Ella Shanks (ella.shanks@ocps.net)

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

Area of Focus Description and Rationale: Lockhart will build and establish a culture for social and emotional learning at our school with adults and students. Academic learning is enhanced when students have opportunities to interact with others and make meaningful connections to subject material. By ensuring that our school has a positive culture for social and emotional learning, we will consequently see an increase in student achievement and student discipline issues will decrease.

Measureable Outcome: During the 2019-2020 school year, Lockhart ES had 31% of students involved in level 2C offenses (Fighting). We plan to decrease this percentage by 5%, by implementing, social skills groups, quarterly code of conduct reviews, and restorative practices.

During the 2019-2020 school year, Lockhart ES had 22 "threats to others" reported. With a focus on social skills groups, we will decrease the number of "threat to others" by 5%.

Person responsible for monitoring outcome: Ella Shanks (ella.shanks@ocps.net)

Evidence-based Strategy: Use distributive leadership and social and emotional learning to strengthen team dynamics and collaboration in order to build academic expertise with all students. Our school will plan and implement cycles of professional learning to provide training, opportunities for safe practice, and examination of impact data. Our school will monitor and measure the impact of our implemented professional learning through analysis of culture and climate survey data, needs assessments, classroom observations, and school environment observations. We will modify our plan of action as indicated by data, student needs, and adult needs.

Rationale for Evidence-based Strategy: In order to achieve large-scale and sustainable improvement, it is necessary to invest in the collective capacity of a school building. To create a culture of social and emotional learning with adults and students, it is critical to harness the professional skills and leadership capabilities of everyone in the school. Through a distributive leadership model, our school will strengthen the team dynamics necessary to collectively support positive organizational improvement and change. Research indicates that for sustainable improvement efforts to be realized, collective ownership is necessary. Through a distributive leadership model our school can implement efficient and sustainable continuous improvement practices that will support the social, emotional, and academic development of every student.

Action Steps to Implement

Lockhart Elementary will continue to utilize the house system as modeled by Ron Clark Academy to build a sense of community across the school and help students gain a sense of belonging. Students will work collaboratively with other house members to earn points school-wide towards a greater goal as a method to increase student engagement and positive behaviors in the learning environment. House points will be posted weekly and the house with the most points will receive a reward each quin. House meetings will focus on

diving deeper into the character trait of the month with practical hands on activities and discussions.

Person Responsible Ella Shanks (ella.shanks@ocps.net)

Lockhart will implement the Sanford Harmony curriculum during the Health block. The school guidance counselor will provide professional development on the appropriate use of the materials. The implementation of the lessons will be monitored and the teachers will receive feedback.

Person Responsible Deidre Harris (deidre.harris@ocps.net)

Lockhart students will be offered the opportunity to participate in a variety of after school clubs and organizations that will foster a positive self image and a positive connection to other students adults and the school.

Person Responsible Sheleen Burgess (sheleen.burgess@ocps.net)

Lockhart staff will participate in a book study using the book, Kids Deserve It!: Pushing Boundaries and Challenging Conventional Thinking This book study will challenge staff to create a learning environment where students feel empowered and valued.

Person Responsible Deidre Harris (deidre.harris@ocps.net)

Lockhart will establish a common language to support a culture of social and emotional learning at your school with adults and students. The principal and assistant principal will hold round table discussions periodically with staff and students.

Person Responsible Ella Shanks (ella.shanks@ocps.net)

The school-wide behavior committee will meet monthly with representatives from each team. The behavior council will discuss behavior issues and trends, by analyzing including the most recent behavior data. The committee will develop and maintain incentive programs such as the Dolphin Dollar Store to promote positive behavioral choices. Student round tables and teacher round tables will be conducted by the principal for additional input concerning what's working and what additional supports may be needed.

Person Responsible Sheleen Burgess (sheleen.burgess@ocps.net)

#3. Instructional Practice specifically relating to Standards-aligned Instruction

Area of Focus Description and Rationale:

The consistent delivery of high quality, standards-based instruction will increase student proficiency rates.

Measurable Outcome:

Student achievement in ELA will increase from 40% to 50% proficient. Student achievement in Mathematics will increase from 43% proficient to 55% proficient. Student achievement in Science will increase from 32% proficient to 45% proficient.

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Strategy:

Teachers will receive job embedded staff development from our content specific, school-based coaching staff to increase their knowledge of both content and pedagogy.

Rationale for Evidence-based Strategy:

Lockhart Elementary identified a lack of teacher knowledge as one root cause for our low achievement. Traditional professional development rarely results in a significant change in teacher practice and rarely results in increased learning for children. According to research by Darling-Hammond, teachers need fifty hours of professional development in order to improve their skills and their students' learning. Coaching can build will and skill. Having coaches that are dedicated to a single content, will allow teachers to have access to a content expert who is willing to build relationships with staff and help them feel comfortable implementing skills with feedback and support. Coaching takes learning through ongoing cycles of support. Implementation will be monitored by coaching logs and weekly walks based on a schedule provided by the principal. Trends will be discussed during leadership team meetings and decisions will be made to allocate resources based on trends.

Action Steps to Implement

Provide teachers with purposeful common planning time facilitated by a leadership team member to build standards based Mathematics, ELA and Science lessons. Principal and AP will attend grade-level common planning sessions weekly. During this time, lesson plan development will be monitored to ensure standards-based instruction is being appropriately planned. Feedback will be provided to teachers in the moment as lessons are being planned and when final drafts are posted.

Person Responsible

Ella Shanks (ella.shanks@ocps.net)

The frequency of Instructional monitoring, teacher feedback and coaching will occur based on student data trends and teacher observational data.

The leadership team will monitor the implementation of the lessons in the classroom by using a common walkthrough tool. The leadership team will calibrate scoring to ensure consistent high-expectations. The teachers will be provided with actionable feedback from the classroom walkthroughs that focus on the implementation of standards-based instruction, student engagement, writing and the use of engagement strategies. Teachers will be tiered based on experience, capacity and historical data. (Tier 1-proficient teachers, Tier II-emerging teachers, Tier III-new to teaching, new to the school, teachers who need

more support) Tier I teachers will receive at least one classroom walkthrough a month with feedback. Tier II teachers will receive at least two classroom walkthroughs a month with feedback. Tier III teachers will receive at least four classroom walkthroughs a month with feedback.

Person Responsible Ella Shanks (ella.shanks@ocps.net)

Identified teachers in grades (K-5) and the school principal will attend the district IMPACT trainings. These are content-specific professional development sessions that will allow teachers to dig deeper into upcoming content and a chance to refine and develop best practices differentiation and intervention. Staff will return to campus and use this information in grade level common planning to improve the quality of instruction that is provided for our students.

Person Responsible Ella Shanks (ella.shanks@ocps.net)

Teachers will participate in instructional rounds facilitated by the content area coaches. These instructional rounds will give teachers an opportunity to see best practices in action and develop a plan to utilize what they have seen during these instructional rounds in their own classrooms.

Person Responsible Cathy Rivera (cathy.rivera@ocps.net)

Teachers will attend professional development on a variety of student engagement strategies including collaborative structures, writing, movement, managing response rates, and hands-on manipulatives. These strategies and structures facilitate participation and meaning making by all students. Teachers will work with coaches to appropriately embed these types of strategies into their instruction.

Person Responsible Ella Shanks (ella.shanks@ocps.net)

Lockhart will work to create a Reading culture on campus that includes the use of both the school media center and classroom libraries.

Person Responsible Aaron Stormer (donald.stormer@ocps.net)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

NA

Part IV: Positive Culture & Environment

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

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

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

Our school addresses building a positive school culture and environment ensuring all stakeholders are involved by fostering a positive relationships with students and families.

Building relationships with our stakeholders is an important part of establishing a school culture that is perceived as inviting and caring.

In order to help involve our stakeholders, we can implement the following:

1. Understand who the stakeholders are
2. Communicate our expectations and needs
3. Pinpoint stakeholders with high levels of power and influence
4. Seek to gain their trust
5. Seek to understand their world

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget						
1	III.A.	Areas of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups				\$155,090.06
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	369-Technology-Related Rentals	0421 - Lockhart Elementary	UniSIG		\$899.10
			<i>Notes: Additional Literably licenses will be purchased for students in the lowest 25% in grades (3-5). Using the online Running Records will allow us to closely track the Reading progress and the impact of intensive interventions.</i>			
	5100	510-Supplies	0421 - Lockhart Elementary	UniSIG		\$2,268.00
			<i>Notes: Performance Coach Materials will be purchased to use with after school and Saturday school tutoring programs in grades (3-5) for both ELA and Mathematics.</i>			
	5100	369-Technology-Related Rentals	0421 - Lockhart Elementary	UniSIG		\$1,100.00
			<i>Notes: McCarthy Math licenses will be used in grades (3-5) for Math interventions</i>			

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	5100	510-Supplies	0421 - Lockhart Elementary	UniSIG		\$1,055.84
			<i>Notes: Sets of magnetic letters for intervention lessons with intermediate students and core instruction in grades (K-2)</i>			
	5100	130-Other Certified Instructional Personnel	0421 - Lockhart Elementary	UniSIG	1.0	\$57,589.00
			<i>Notes: Resource teacher for intervention in the classroom</i>			
	5100	210-Retirement	0421 - Lockhart Elementary	UniSIG		\$5,758.90
			<i>Notes: Retirement benefits for a Resource teacher for intervention in the classroom</i>			
	5100	220-Social Security	0421 - Lockhart Elementary	UniSIG		\$4,405.56
			<i>Notes: Social Security benefits for a Resource teacher for intervention in the classroom</i>			
	5100	231-Health and Hospitalization	0421 - Lockhart Elementary	UniSIG		\$9,288.60
			<i>Notes: Health Insurance benefits for a Resource teacher for intervention in the classroom</i>			
	5100	232-Life Insurance	0421 - Lockhart Elementary	UniSIG		\$40.66
			<i>Notes: Life Insurance benefits for a Resource teacher for intervention in the classroom</i>			
	5100	240-Workers Compensation	0421 - Lockhart Elementary	UniSIG		\$190.04
			<i>Notes: Workers Compensation benefits for a Resource teacher for intervention in the classroom</i>			
	5100	250-Unemployment Compensation	0421 - Lockhart Elementary	UniSIG		\$15.55
			<i>Notes: Unemployment Compensation benefits for a Resource teacher for intervention in the classroom</i>			
	5100	290-Other Employee Benefits	0421 - Lockhart Elementary	UniSIG		\$1,231.83
			<i>Notes: Other Employee benefits for a Resource teacher for intervention in the classroom</i>			
	6400	390-Other Purchased Services	0421 - Lockhart Elementary	UniSIG		\$3,000.00
			<i>Notes: Substitutes for teachers for individual monthly data chats with administration.</i>			
	5100	510-Supplies	0421 - Lockhart Elementary	UniSIG		\$8,504.08
			<i>Notes: Curriculum Associates MAFS and LAFS</i>			
	5900	120-Classroom Teachers	0421 - Lockhart Elementary	UniSIG	0.46	\$22,950.00
			<i>Notes: 3 Tutors for 17 weeks, 15 hours each @ \$30 per hour</i>			
	5900	210-Retirement	0421 - Lockhart Elementary	UniSIG		\$2,295.00

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			<i>Notes: Retirement benefits for 3 Tutors for 17 weeks, 15 hours each @ \$30 per hour</i>		
	5900	220-Social Security	0421 - Lockhart Elementary	UniSIG	\$1,755.68
			<i>Notes: Social Security benefits for 3 Tutors for 17 weeks, 15 hours each @ \$30 per hour</i>		
	5900	240-Workers Compensation	0421 - Lockhart Elementary	UniSIG	\$465.89
			<i>Notes: Workers Compensation benefits for 3 Tutors for 17 weeks, 15 hours each @ \$30 per hour</i>		
	5100	510-Supplies	0421 - Lockhart Elementary	UniSIG	\$15,000.00
			<i>Notes: Purchase books for classroom libraries and bins to organize them appropriately in the classroom</i>		
	5100	369-Technology-Related Rentals	0421 - Lockhart Elementary	UniSIG	\$1,925.00
			<i>Notes: Site License for grades 3-5 IXL</i>		
	5100	530-Periodicals	0421 - Lockhart Elementary	UniSIG	\$1,307.46
			<i>Notes: Classroom magazines for children Story works, Scholastic news</i>		
	6200	130-Other Certified Instructional Personnel	0421 - Lockhart Elementary	UniSIG	\$1,584.00
			<i>Notes: Extended Media hours will be offered twice per month for families. 3 Instructional staff for 12 weeks, 2 hours per week</i>		
	6200	210-Retirement	0421 - Lockhart Elementary	UniSIG	\$158.40
			<i>Notes: Retirement benefits for 3 Instructional staff for 12 weeks, 2 hours per week</i>		
	6200	220-Social Security	0421 - Lockhart Elementary	UniSIG	\$121.18
			<i>Notes: Social Security benefits for 3 Instructional staff for 12 weeks, 2 hours per week</i>		
	6200	240-Workers Compensation	0421 - Lockhart Elementary	UniSIG	\$32.16
			<i>Notes: Workers Compensation benefits for 3 Instructional staff for 12 weeks, 2 hours per week</i>		
	6400	390-Other Purchased Services	0421 - Lockhart Elementary	UniSIG	\$3,750.00
			<i>Notes: Notes</i>		
	6300	120-Classroom Teachers	0421 - Lockhart Elementary	UniSIG	\$787.50
			<i>Notes: Hourly Pay - ELA teachers in grades 3-5 to stay after to score beginning of the year and middle of the year essays to plan for the next steps for instruction based on results of the student writing samples. 3 (3rd grade), 2 (4th grade), 2 (5th grade) ELA teachers, 1 Literacy coach and 1 MTSS resource teacher. 9 X 3.5 hrs. X \$25/hr. \$787.50</i>		
	6300	210-Retirement	0421 - Lockhart Elementary	UniSIG	\$78.75
			<i>Notes: Retirement - \$787.50 X 10%</i>		

	6300	220-Social Security	0421 - Lockhart Elementary	UniSIG		\$60.24
			<i>Notes: FICA - \$787.50 X 7.65%</i>			
	6300	240-Workers Compensation	0421 - Lockhart Elementary	UniSIG		\$2.60
			<i>Notes: Workers Comp - \$787.50 X .0033</i>			
	5100	510-Supplies	0421 - Lockhart Elementary	UniSIG		\$7,469.04
			<i>Notes: 5% allowed for classroom supplies</i>			
2	III.A.	Areas of Focus: Culture & Environment: Social Emotional Learning				\$733.32
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	510-Supplies	0421 - Lockhart Elementary	UniSIG		\$733.32
			<i>Notes: Copies of the book Kids Deserve It! Pushing Boundaries and Challenging Conventional Thinking will be purchased for a staff book study.</i>			
3	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction				\$2,356.89
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	6300	120-Classroom Teachers	0421 - Lockhart Elementary	UniSIG		\$1,500.00
			<i>Notes: Provide purposeful common planning time outside of school day to build standards based Math and ELA lessons - 3rd-5th grade - 10 teachers x 6 hours X \$25/hr.</i>			
	6300	130-Other Certified Instructional Personnel	0421 - Lockhart Elementary	UniSIG		\$450.00
			<i>Notes: coach and direct purposeful common planning time outside of school day to build standards based Math and ELA lessons - 3 coaches x 6 hours X \$25/hr.</i>			
	6300	210-Retirement	0421 - Lockhart Elementary	UniSIG		\$195.00
			<i>Notes: Retirement</i>			
	6300	220-Social Security	0421 - Lockhart Elementary	UniSIG		\$149.00
			<i>Notes: FICA</i>			
	6300	240-Workers Compensation	0421 - Lockhart Elementary	UniSIG		\$4.89
			<i>Notes: Workers Comp</i>			
	6300	510-Supplies	0421 - Lockhart Elementary	UniSIG		\$58.00
			<i>Notes: Supplies for planning sessions - post it notes, printing, highlighters, note pads, pens/pencils</i>			
					Total:	\$166,962.50