

Orange County Public Schools

Lockhart Elementary



2019-20 School Improvement Plan

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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 Grade	2018-19: D
School Grades History	2017-18: C 2016-17: D 2015-16: D 2014-15: C 2013-14: C
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	Diane Leinenbach
Turnaround Option/Cycle	
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

To lead 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 Leadership Team

Membership

Identify the name, email address and position title 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>
Walker, Saralyn	Other	<p>Ms. Walker 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. As Lockhart elementary becomes a digital school during the 2019-2020 school year, this position will 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 attend weekly data review meetings</p>

Name	Title	Job Duties and Responsibilities
		<p>with grade level teams, 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>
Burgess, Sheleen	Assistant Principal	<p>he 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>
	Guidance Counselor	<p>The guidance counselor will provide 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 will teach students problem-solving and conflict resolution skills, as well as act as a liaison between home and school by communicating with parents as a partner in a child’s emotional well-being. The guidance counselor will also conduct 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 attend weekly data review meetings with grade level teams, 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>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,</p>

Name	Title	Job Duties and Responsibilities
		cooperative environment for learning to take place. Resources, such as behavior contracts, 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.
Stormer, Aaron	Instructional Media	The Media Specialist will manage and maintain 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.

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	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

FTE units allocated to school (total number of teacher units)

31

Date this data was collected or last updated

Tuesday 7/23/2019

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	
Attendance below 90 percent	8	6	8	3	8	14	0	0	0	0	0	0	0	47
One or more suspensions	1	0	1	0	2	1	0	0	0	0	0	0	0	5
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide assessment	0	0	0	30	32	32	0	0	0	0	0	0	0	94

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	1	5	8	0	0	0	0	0	0	0	14

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	
Attendance below 90 percent	8	6	8	3	8	14	0	0	0	0	0	0	0	47
One or more suspensions	1	0	1	0	2	1	0	0	0	0	0	0	0	5
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide assessment	0	0	0	30	32	32	0	0	0	0	0	0	0	94

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	1	5	8	0	0	0	0	0	0	0	14

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	
Number of students enrolled	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Attendance below 90 percent	19 (8)	13 (6)	7 (8)	13 (3)	9 (8)	12 (14)	73 (47)
One or more suspensions	0 (1)	5 (0)	4 (1)	17 (0)	6 (2)	8 (1)	40 (5)
Course failure in ELA or Math	7 (0)	4 (0)	4 (0)	9 (0)	8 (0)	4 (0)	36 (0)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	37 (30)	22 (32)	42 (32)	101 (94)

Grade Level Data

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

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

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%
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 in the 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 prior 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? (see Guidance tab for additional information)

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. Embedded writing and the use of Interactive Notebooks in all key content areas
4. Utilizing technology

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Lockhart Elementary will increase proficiency for all subgroups in ELA, Mathematics and Science.
Rationale	The consistent delivery of high quality, standards-based instruction will increase student proficiency rates.
State the measureable outcome the school plans to achieve	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	Ella Shanks (ella.shanks@ocps.net)
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 Step

Description	<p>1. Provide teachers with purposeful common planning time facilitated by a leadership team member to build standards based Mathematics, ELA and Science lessons.</p> <p>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.</p> <p>2. DPLC team members will facilitate the growth and development of teachers with respect to understanding the close reading process, text dependent questions and text based writing assignments.</p> <p>3. 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. This calibration will take place in leadership meetings (once a month). The teachers will be provided with actionable feedback from the classroom walkthroughs that</p>
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focus on the implementation of standards-based instruction, student engagement, writing and the use of DPLC 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.

4. Teachers will use interactive notebooks as a tool for students to process their thinking across all content areas.

Professional development will be provided to new teachers on how to implement and a refresher course for those who previously implemented. Coaches will facilitate conversations using student work samples from interactive notebooks during common planning and data meetings to discuss evidence of student understanding of content.

5. Teachers will be coached to craft lessons that utilize hands on manipulatives and digital tools in order to help students develop strong conceptual understanding of Mathematics and Science.

Instructional coaches will support teachers on how to incorporate math manipulatives into their lessons so that concepts are introduced properly going from the concrete to the representational and finally to the abstract. The instructional coach will work with teachers to embed Science labs into the instructional focus calendar, either hands on lessons or virtual labs.

**Person
Responsible**

Ella Shanks (ella.shanks@ocps.net)

#2	
Title	Lockhart Elementary will focus on differentiating instruction in order to increase learning gains of the lowest 25% and the highest 25%.
Rationale	When teachers appropriately prompt and scaffold student understanding of new content, student achievement will increase for all students.
State the measureable outcome the school plans to achieve	At least 55% of our students will show the equivalent of one years growth based on ELA and Mathematics learning gains on the 2020 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. 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.
Rationale for Evidence-based Strategy	
Action Step	
Description	<ol style="list-style-type: none"> 1. Teachers will use the iReady 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. 2. 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. 3. Instructional coaches will provide professional learning on flexible grouping, the instructional framework for small group instruction and the common centers that are utilized at Lockhart Elementary. Instructional coaches will model best practices for small group instruction and student collaborative structures. The leadership team will identify model teachers for both ELA and Mathematics. These teachers will be used to conduct instructional rounds. 4. Coaches will provide professional development on the use of the strategies and materials regarding the MTSS process. Teachers will maintain an MTSS binder with data on each child. Child study teams will meet once a month to discuss students and determine who needs additional support either academically or behaviorally.

Teachers of students needing tier 2 and/or tier 3 support will work with either the academic coaches and/or the behavior coaches to implement appropriate interventions. Progress will be monitored to determine if additional supports are needed.

5. 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**

Ella Shanks (ella.shanks@ocps.net)

#3	
Title	Lockhart Elementary will provide students with a culturally responsive education.
Rationale	Culturally responsive teaching seeks to empower students educationally and to expand their capabilities in other spheres including social and emotional areas. By making students' own skills, languages and attitudes meaningful in the classroom, students will be more engaged in the classroom and will be active participants in their education.
State the measureable outcome the school plans to achieve	When students are more engaged in the classroom and connect on a more personal level with their school, student achievement will increase and negative student behaviors will decrease. As a result, ELA proficiency will increase from 40% to 50% and Mathematics proficiency will increase from 43% to 55%. In addition, the number of students will one or more suspensions will decrease by 50% from 40 students to 20 students.
Person responsible for monitoring outcome	Ella Shanks (ella.shanks@ocps.net)
Evidence-based Strategy	Teachers will use evidence based engagement strategies in order to empower students to take become confident learners who take risks and a more active role in their own learning.
Rationale for Evidence-based Strategy	Keeping students focused is more challenging than ever. To ensure academic success for students, educators must promote meaningful learning experiences in the classroom to keep students authentically engaged and motivated in their studies.
Action Step	
Description	<ol style="list-style-type: none"> 1. Lockhart students will participate in preteaching of the content using the resources and materials provided by the OCPS Minority Achievement Office (MAO). 2. Lockhart students will participate in after school programs to expand their critical thinking skills such as the Lockhart chess club. 3. 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. Lockhart Elementary teachers and staff will participate in a book study using the Ron Clark book, The Essential 55. Each staff member will receive a copy of the book and meet monthly to discuss sections of the book as it relates to our work. 4. 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.

5. Lockhart Elementary School will launch a school-wide implementation of 1 to 1 digital learning. Teachers will attend professional learning on best practices for creating a blended learning environment in their classrooms. Teachers will learn to utilize a variety of print and digital tools to make learning meaningful and relevant to students.

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

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information)

N/A

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students

Lockhart Elementary is committed to working jointly with parents and families to develop a plan for activities and workshops that support high quality instruction needed for all learners to be successful. Our parent engagement liaison (PEL) will work with administration to continue to create a welcoming environment and build strong relationships with our parents as partners in the educational process. Parents will be notified of school meetings and events via monthly grade level newsletters and weekly School messenger phone calls from the principal. Additionally we will post updated pertinent information on social media accounts through Facebook, Classroom Dojo and Twitter as well as the school website. Through the use of technology, ideas and strategies will be shared with parents, such as recorded videos and Facebook Live. The school will host multiple curriculum nights aligned to grade level standards to model instructional strategies for home and school. Multimedia methods of providing resources will target parents who are unable to physically attend parent nights. Data from parent surveys and parent evaluations will be used to identify pertinent topics of interest for curriculum nights. The principal will hold quarterly parent meetings to obtain feedback on what's working well and what the school could do differently to better serve the families and students.

The PEL will serve as an additional resource to connect parents and families with materials and wrap-around resources to help children and families to be successful.

The school will partner with community stakeholders to request volunteers for all events at the school, recruit tutors to impact student performance and invite organizations that provide wraparound services for our families to better support the needs of students.

PFEP Link

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

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

Families are given many opportunities to meet the classroom teacher and receive information regarding the expectations of their student's classroom. On the first day of school, all parents are welcome to visit their children's teachers when they drop their students off on campus. Teachers communicate regularly with parents using Classroom Dojo, emails and phone calls. When parents and the school have open lines of communication, students are better adjusted to school and have higher levels of academic achievement.

Parental involvement resources provide families with activities that will build a stronger home-school connection and assist parents with strategies to support their child's development. Our Parent Engagement Liaison assists with the planning and facilitation of these events. In addition, Lockhart supports the neediest families by providing them with access to a variety of wrap-around services. A Love Pantry and a uniform closet are stocked and available here on campus to address basic needs that impact the social/emotional well being of our students.

The PEL, the guidance counselor, the social worker and the behavior specialist are asked to reach out to students and families as needed to help connect services that address social-emotional needs. The guidance counselor provides group counseling sessions, one on one counseling sessions and classroom guidance lessons. Families are also connected to outside counseling through Sednet Services.

The guidance counselor coordinates a school mentoring program. Students are identified by staff and assigned an adult mentor to meet with them on a weekly basis. Mentors are recruited from our own Lockhart staff as well as outside agencies.

At various points in the year, community organizations that offer tools and resources are invited to a family resource fair. These community contacts provide a wide variety of services, such as parenting classes, childcare, student sports/activities, learning tools and health care free of charge.

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

A strong early childhood education sets the foundation for a successful school career. Lockhart Elementary is hosting a full day Pre-kindergarten program designed to ready four year olds for kindergarten the following year. Lockhart also has a half-day ESE PreK program and a full day PreK ASD program. The general education preschool teacher and the ESE preschool teachers offer their students multiple opportunities to work collaboratively with their peers in other classes in preparation for the next level of their educational career.

Lockhart hosts a parent open house to present information on the grade level standards, grade level state assessments, grading policies, daily schedule and field trip opportunities. New parents that register later in the year are invited to a new parent orientation that helps to acclimate new families to Lockhart's policies, procedures and expectations.

Lockhart closely monitors the students who were promoted from third to fourth grade due to good cause, despite scoring a level one on the FSA Reading Assessment. We are aware that these students may continue to struggle if not afforded the opportunity of extra support systems. These students are placed with similar students for intensive support during both the intervention block and the extra hour of reading. Depending on data, these students will be placed in a group with a lower teacher to student ratio. These students will also be invited to attend our After School Tutoring (ATS) or Saturday school program which will focus on reading in the content areas.

In the spring, fifth grade students and parents visit our feeder middle school for an orientation session. Personnel from Lockhart Middle School are also invited to visit fifth grade classrooms and answer any questions. Our school's leadership team communicates with middle school counselors at our feeder schools to share critical student information.

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

The Leadership Team creates a vision for the school and guides staff and students on the journey toward achieving these goals. This support includes identifying the instructional non-negotiables as well as allocating time, money and personnel appropriately according to need.

All teachers will actively participate in weekly common planning and classroom instruction will reflect the common plans that are created. Common planning is facilitated by our instructional coaches and attended by administrators. Lockhart's classroom non-negotiables include high quality small group instruction, student accountable talk, standards-aligned centers, utilizing interactive notebooks, maximizing instructional minutes and teaching appropriate behavior using CHAMPS. Classroom walkthroughs are conducted by administrators, instructional coaches and the staffing specialist according to a weekly schedule prepared by the principal. Teachers are provided individual feedback via a Google form, based on the north learning community instructional walkthrough tool. The results of these weekly walkthroughs and their implications for next steps are discussed in weekly leadership team meetings.

Data meetings are conducted by the leadership team twice a month. During data meetings teachers discuss common assessments and anecdotal notes on student progress. Attention is given to the early warning indicators and we use the MTSS problem-solving process to determine appropriate interventions. Prescriptive measures are planned between the MTSS contact and the classroom teacher to be implemented and measured for struggling students.

The Leadership Team oversees the implementation of the school-wide tiered curriculum resources in order to decrease achievement gaps. The instructional coaches work with teachers to match resources to student needs. Title I will finance a Saturday school tutoring program for struggling intermediate students in the areas of Mathematics, Reading and Science. Staff development funds will be utilized to provide teachers the opportunity to increase knowledge of core content, behavior management, and the technology needed for core subject areas.

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

Our school participates in Teach-In, when professionals “take over” each classroom for a day to discuss careers and what it takes to ready oneself for various careers. On Fridays teachers promote college awareness by wearing t-shirts from their alma maters. Signs are displayed on classroom doors to identify the college that they attended. The goal is to promote the opportunities that college attendance may allow. Lockhart encourages businesses to adopt a classroom so that an ongoing relationship can be developed between the students and a group of professionals.

Part V: Budget

1	III.A	Areas of Focus: Lockhart Elementary will increase proficiency for all subgroups in ELA, Mathematics and Science.				\$60,404.51
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	644-Computer Hardware Non-Capitalized	0421 - Lockhart Elementary	UniSIG	0.0	\$1,499.99
			<i>Notes: 3D printer to support activities in the classroom.</i>			
	5100	510-Supplies	0421 - Lockhart Elementary	UniSIG	0.0	\$3,494.82
			<i>Notes: Florida Performance Coach 50 @ \$10.99 for 3,4, 5 grades english and math</i>			
	5100	510-Supplies	0421 - Lockhart Elementary	UniSIG	0.0	\$34,360.48
			<i>Notes: Teacher Created Materials for vocabulary and literacy</i>			
	5100	510-Supplies	0421 - Lockhart Elementary	UniSIG	0.0	\$8,848.84
			<i>Notes: Curriculum Associates LAFS and MAFS for 1-5 grades</i>			
	5100	510-Supplies	0421 - Lockhart Elementary	UniSIG	0.0	\$12,200.38
			<i>Notes: Allowable 5% for supplies such as paper, ink, post-its, folders, pens, pencils and markers. 5% is \$12,200.38</i>			
2	III.A	Areas of Focus: Lockhart Elementary will focus on differentiating instruction in order to increase learning gains of the lowest 25% and the highest 25%.				\$156,247.28
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	130-Other Certified Instructional Personnel	0421 - Lockhart Elementary	UniSIG	1.0	\$43,500.00
			<i>Notes: Other Certified Instruction to provide a Resource teacher for intervention in the classroom</i>			
	5100	210-Retirement	0421 - Lockhart Elementary	UniSIG		\$3,593.00
			<i>Notes: Retirement benefits for Other Certified Instruction to provide a Resource teacher for intervention in the classroom</i>			

	5100	220-Social Security	0421 - Lockhart Elementary	UniSIG		\$3,328.00
			<i>Notes: Social Security benefits for Other Certified Instruction to provide a Resource teacher for intervention in the classroom</i>			
	5100	231-Health and Hospitalization	0421 - Lockhart Elementary	UniSIG		\$9,161.00
			<i>Notes: Health Insurance benefits for Other Certified Instruction to provide a Resource teacher for intervention in the classroom</i>			
	5100	232-Life Insurance	0421 - Lockhart Elementary	UniSIG		\$31.00
			<i>Notes: Life insurance benefits for Other Certified Instruction to provide a Resource teacher for intervention in the classroom</i>			
	5100	240-Workers Compensation	0421 - Lockhart Elementary	UniSIG		\$143.00
			<i>Notes: Workers Comp benefits for Other Certified Instruction to provide a Resource teacher for intervention in the classroom</i>			
	5100	250-Unemployment Compensation	0421 - Lockhart Elementary	UniSIG		\$12.00
			<i>Notes: Unemployment Comp benefits for Other Certified Instruction to provide a Resource teacher for intervention in the classroom</i>			
	5100	290-Other Employee Benefits	0421 - Lockhart Elementary	UniSIG		\$930.00
			<i>Notes: Other Employee benefits for Other Certified Instruction to provide a Resource teacher for intervention in the classroom</i>			
	5900	120-Classroom Teachers	0421 - Lockhart Elementary	UniSIG	1.67	\$82,200.00
			<i>Notes: Pay tutors during the school year to provide supplemental instruction - 10 tutors for 137 days, 2 hours per day at \$30 per hour</i>			
	5900	210-Retirement	0421 - Lockhart Elementary	UniSIG	0.0	\$6,288.30
			<i>Notes: Retirement benefits for tutors during the school year to provide supplemental instruction</i>			
	5900	220-Social Security	0421 - Lockhart Elementary	UniSIG	0.0	\$6,789.72
			<i>Notes: Social Security benefits for tutors during the school year to provide supplemental instruction</i>			
	5900	240-Workers Compensation	0421 - Lockhart Elementary	UniSIG	0.0	\$271.26
			<i>Notes: Workers Comp benefits for tutors during the school year to provide supplemental instruction</i>			
3	III.A	Areas of Focus: Lockhart Elementary will provide students with a culturally responsive education.				\$4,098.20
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	6150	390-Other Purchased Services	0421 - Lockhart Elementary	UniSIG	0.0	\$4,098.20
			<i>Notes: Active Parenting package to include webinar, Jump Start program, guides and workbooks and online video library</i>			

	Total: \$231,510.72
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