Lockhart Elementary

2018-19 School Improvement Plan

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Lockhart Elementary

7500 EDGEWATER DR, Orlando, FL 32810

https://lockhartes.ocps.net/

School Demographics

School Type and Grades Served (per MSID File)	**2018-19 Title I School**	**2018-19 Economically Disadvantaged (FRL) Rate** (As Reported on Survey 3)
Elementary School KG-5	Yes	100%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	84%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	C	D	D	C*

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 school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://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
Shanks, Ella	Principal
Walker, Saralyn	Other
Betancourt, Elizabeth	Instructional Technology
Rivera, Cathy	Instructional Coach
Brown, Tabitha	Assistant Principal
Lisimba, Beverly	Administrative Support
Mahler, Marissa	Instructional Coach

Duties

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

Principal: 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.

Assistant Principal: 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.

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.

Instructional Coach: 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.

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, for at-risk students are carefully considered and shared by the behavior specialist. The behavior specialist facilitates 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 socials skills group lesson for students in need and also serves as a liaison with outside agencies that offer support to students and families.

Technology Support Representative: 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.

School Secretary: The school secretary orders and receives supplies and materials needed for instruction, ensures timely hiring of personnel and staffing of substitutes.

Early Warning Systems

Year 2017-18

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
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	
Level 1 on statewide assessment	0	0	0	30	32	32	0	0	0	0	0	0	0	94

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

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

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	0	0	6	0	0	0	0	0	0	0	0	0	6
Retained Students: Previous Year(s)	0	0	0	3	0	0	0	0	0	0	0	0	0	3

Date this data was collected

Wednesday 7/25/2018

Year 2016-17 - 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	19	12	19	15	17	11	0	0	0	0	0	0	0	93
One or more suspensions	1	1	2	8	6	7	0	0	0	0	0	0	0	25
Course failure in ELA or Math	9	1	8	15	15	46	0	0	0	0	0	0	0	94
Level 1 on statewide assessment	0	0	0	23	47	42	0	0	0	0	0	0	0	112

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	5	0	5	18	24	36	0	0	0	0	0	0	0	88

Year 2016-17 - 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	19	12	19	15	17	11	0	0	0	0	0	0	0	93
One or more suspensions	1	1	2	8	6	7	0	0	0	0	0	0	0	25
Course failure in ELA or Math	9	1	8	15	15	46	0	0	0	0	0	0	0	94
Level 1 on statewide assessment	0	0	0	23	47	42	0	0	0	0	0	0	0	112

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	5	0	5	18	24	36	0	0	0	0	0	0	0	88

Part II: Needs Assessment/Analysis

Assessment & Analysis
Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

Science achievement is the lowest data point at Lockhart, which is a three year trend. Science is tied closely to a child's ability to read proficiently. Over the past three years, Lockhart has also seen Reading achievement scores below both the district and the state averages. Additionally, our SWD population is still the lowest performing subgroup when it comes to achievement in all subject areas

Which data component showed the greatest decline from prior year?

The greatest decline was ELA gains of the lowest 25%. The ELA learning gains declined from 51% to 42%, a 9 percentage point decrease. This is not a trend. Lockhart saw a 25 percentage point increase in the learning gains of the lowest 25% in ELA between spring of 2016 and spring of 2017.

Which data component had the biggest gap when compared to the state average?

The data component that had the biggest gap when compared to the state average was Science with a 20 percentage point gap from the state average followed by ELA achievement with a 13 percentage point difference.

Which data component showed the most improvement? Is this a trend?

The data component that showed the most improvement was the Mathematics gains of the lowest 25%. Mathematics gains of the lowest 25% increased 24 percentage points and we are now at the state average for this data point. ELA achievement had the second highest gain at 7 percentage points This is not a trend. In fact, this was our lowest data point in spring of 2017.

Lockhart also saw large gains in some of our subgoup populations. We had a 40 percentage point increase in our ELA learning gains for ELL students. Our SWD in the lowest 25 percent making learning gains in Math went up 37 percentage points. Our data also shows that we are closing the achievement gap between our subgroup populations. The ELA achievement gap between Black and White students and between Hispanic and White students decreased by half from spring 2017 to spring 2018.

Describe the actions or changes that led to the improvement in this area

Lockhart's implementation of small group, teacher led instruction in both Reading and Mathematics allowed us to differentiate instruction and provide targeted, immediate feedback to children, Our school also had a consistent use of iReady with almost all of our students reaching the required 45 minutes of practice in both Reading and Mathematics each week. Teachers had assigned computer lab times each week for student practice. This time in the lab also allowed teachers an opportunity to meet with individual children for ongoing data chats. Student data chats allowed all children to take more ownership over both their progress and their achievement. Lockhart also began using an online program,

Xtra Math, to help students build math fact fluency. Mastery of basic facts allowed students to focus their brain power on solving more complex mathematical problems.

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	2018			2017		
	School	District	State	School	District	State
ELA Achievement	43%	56%	56%	36%	54%	55%
ELA Learning Gains	48%	55%	55%	45%	58%	57%
ELA Lowest 25th Percentile	42%	48%	48%	51%	53%	52%
Math Achievement	52%	63%	62%	47%	61%	61%
Math Learning Gains	52%	57%	59%	47%	64%	61%
Math Lowest 25th Percentile	47%	46%	47%	23%	54%	51%
Science Achievement	35%	55%	55%	31%	50%	51%

EWS Indicators as Input Earlier in the Survey							
Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Attendance below 90 percent	8 (19)	6 (12)	8 (19)	3 (15)	8 (17)	14 (11)	47 (93)
One or more suspensions	1 (1)	0 (1)	1 (2)	0 (8)	2 (6)	1 (7)	5 (25)
Course failure in ELA or Math	0 (9)	0 (1)	0 (8)	0 (15)	0 (15)	0 (46)	0 (94)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	30 (23)	32 (47)	32 (42)	94 (112)

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	2018	49%	55%	-6%	57%	-8%
	2017	40%	57%	-17%	58%	-18%
Same Grade Comparison		9%				
Cohort Comparison						
04	2018	40%	54%	-14%	56%	-16%
	2017	33%	57%	-24%	56%	-23%
Same Grade Comparison		7%				
Cohort Comparison		0%				
05	2018	31%	55%	-24%	55%	-24%
	2017	32%	51%	-19%	53%	-21%
Same Grade Comparison		-1%				
Cohort Comparison		-2%				

MATH							
Grade	Year	School	District	School-District Comparison	State	School-State Comparison	
03	2018	57%	61%	-4%	62%	-5%	
	2017	60%	63%	-3%	62%	-2%	
Same Grade Comparison		-3%					
Cohort Comparison							
04	2018	53%	62%	-9%	62%	-9%	
	2017	37%	64%	-27%	64%	-27%	
Same Grade Comparison		16%					
Cohort Comparison		-7%					
05	2018	34%	59%	-25%	61%	-27%	
	2017	35%	56%	-21%	57%	-22%	
Same Grade Comparison		-1%					
Cohort Comparison		-3%					

Subgroup Data

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 2016-17	C & C Accel 2016-17
WHT	49	42		66	54						
BLK	40	42	32	48	49	46	30				
HSP	45	68		55	64		38				
SWD	15	42	27	12	47	40	20				
FRL	40	45	42	49	50	44	33				
ELL	31	71		34	59						

2017 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
WHT	49	54		63	61		57				
BLK	31	42	54	43	45	23	21				
HSP	38	44		41	28		45				
SWD	7	26	27	7	15	7					
FRL	36	45	51	47	47	23	31				
ELL	18	31		23	31						

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	Lockhart Elementary will increase ELA, Mathematics and Science proficiency in all subgroups
Rationale	The consistent delivery of high quality, standards based instruction will increase student proficiency rates.
Intended Outcome	Student achievement in ELA will increase from 43% proficient to 50% proficient. Student achievement in Mathematics will increase from 52% proficient to 60% proficient. Student achievement in Science will increase from 35% proficient to 45% proficient.
Point Person	Ella Shanks (ella.shanks@ocps.net)

Action Step	
Description	1. Provide teachers with purposeful common planning time facilitated by a leadership team member to build standards-based Mathematics, Science and ELA lessons. (Rivera and Mahler) -Provide teachers with common planning days during the summer designed and facilitated by the school-based leadership team. (Rivera and Mahler) -Provider opportunities for additional paid planning before/after school or on Saturdays based on grade-level needs. (Rivera and Mahler) -Design a PLC agenda for consistency of PLCs in all content areas. . -Create an instructional focus calendar (IFC) for ELA, Mathematics and Science in all grade levels. (Rivera and Mahler) 2. DPLC site team members will facilitate the growth and development of teachers with the understanding of the close reading strategies. (DPLC Site Team) -Provide teachers with professional development on close reading strategies. -DPLC Site team will review professional learning from previous year to design a PD for all teachers during pre-planning. -DPLC site team will meet monthly to conduct walks focused on the DPLC evidence of implementation to inform next steps for building teacher capacity. 3. Instructional monitoring, feedback and coaching will occur based on student data trends and observational data (Patriarch and Brown).. -Leadership will create a monitoring schedule to provide feedback regarding effective implementation of standards-based instruction. -School-based leadership team members will collaborate to analyze data and tier teachers for targeted support. -Monitor student data weekly with a strategic focus on student subgroups. -Professional development opportunities will be offered to all staff members based on identified areas for growth. 4.. Hire additional support staff to support intervention/enrichment of selected students. Hire 2 hourly tutors to support students (Patriarch and Brown) -Hire and train hourly tutors (Patriarch, Brown, Rivera and Mahler) -Identify students in need of targeted assistance and create a support schedule (Mahler and Rivera). -Conduct regular walks to monitor the implementation of the tutor lessons. 5. Teachers will help students develop strong conceptual understanding of Mathematics and Science content through the use of lessons utilizing hands-on manipulatives and digital tools (Mahler).

-Instructional coaches will support teacher on how to incorporate Math manipulatives into their lessons so that concepts are introduced properly going from the concrete to the representational and finally the abstract.
-The instructional coach will work with teachers to iembed Science labs into the instructional focus calendar. These will either be hands-on lessons or virtual labs using Science Gizmos.
-The instructional coach will model Science labs for intermediate teachers in the Science lab .

6. Teachers will use interactive notebooks as a tool for students to process their thinking across all content areas (Rivera and Mahler).
-Professional development will be provided to new teachers on how to implement interactive notebooks
-Refresher professional learning will be provided to teachers who previously implemented interactive notebooks.
-Resources will be given to teachers so that we can have a consistent implementation and use of interactive notebooks (Foldables books, composition books, colored pencils). (Patriarch and Brown).
-Teachers will review student work samples during common planning and data meetings to discuss evidence of student understanding of content.

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

Plan to Monitor Effectiveness

Description

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 planned. Feedback will be provided to teachers in the moment as lessons are being planned and when final drafts are posted.

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). 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 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 s 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.

The principal will monitor the frequency of classroom walkthroughs to ensure the data being collected is a fair representation of classroom instruction in core subjects. The principal will also monitor the feedback being provided to teachers by the leadership team to ensure consistent expectations are being communicated in a specific and actionable format.

i-Ready diagnostic data will analyzed three times (BOY, MOY, EOY) throughout the school year. Teachers and members of the leadership team will analyze this data for predicted proficiency and student growth.

Agendas and sign-in sheets will be collected to document professional development and PLCs.

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

Activity #2	
Title	Lockhart Elementary will focus on differentiating instruction in order to increase learning gains of both 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.
Intended Outcome	At least 65% of our students will show the equivalent of one year's worth of growth based on ELA and Mathematics learning gains on the spring 2019 FSA.
Point Person	Ella Shanks (ella.shanks@ocps.net)

Action Step	
Description	1. Lockhart Elementary will implement the MTSS Process with fidelity ito ensure that the needs of all students are being monitored closely and that adjustments to their educational plan are addressed as needed. Instructional (Patriarch). -Coaches will provide professional development on the use of the strategies and materials regarding the MTSS process. (Rivera, Mahler, Pyatt, Keller). -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 (Walker). -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 (Rivera, Mahler, Keller, Pyatt).. . 2. Saturday school tutoring and after school clubs will be provided to enrich the educational experience and increase student achievement (Brown). -The leadership team will identify students who would benefit from Saturday school. -The leadership team will order materials, hire teachers and train staff in the use of the materials and the instructional framework. -The leadership team will monitor the fidelity of implementation and the student progress to determine the return on investment. 3. The Parent Engagement Liaison (PEL) will contact parents, with a focus on the families of the students in the lowest 25%, in order to provide parents with more support and information. (Pierce, Patriarch, and Brown). -The PEL will provide a log of actions and communications between parents and school. -The PEL will provide a master notebook of materials and information that has been provided to parents. -The PEL will conduct and/or coordinate parent informational workshops to help parents support their children at home. 4. Teachers will use the iReady assessment to drive their instruction and provide reteaching and enrichment opportunities to students. -Curriculum Associates will provide professional learning on using the program and understanding the various reports that are available. (Patriarch). -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. 5. Instructional coaches will facilitate instructional rounds focused on differentiated instruction and standards aligned practices.

-Instructional coaches will provide professional learning on the small group instructional framework and the common centers that are utilized at Lockhart.
-Instructional coaches will model best practices for small group instruction.
-The leadership team will identify model teachers for both ELA and Mathematics. These teachers will be used to conduct instructional rounds.

7. Teachers will create classroom libraries and use these to develop a culture of literacy.
-Teachers will be provided with a classroom library that is appropriate for their grade level (Hale)..
-Instructional coaches will provide professional learning on how to best embed classroom libraries into a classroom including: Student text selection and tools for making students accountable for their reading (Rivera).
-The literacy committee will develop incentives to encourage students to increase the amount of time spent on independent reading (Hale and Rivera).

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

Plan to Monitor Effectiveness

Description

Principal and AP will attend grade-level MTSS meetings. During this time, individual student data will be monitored to ensure appropriate progress is being made. Feedback will be provided to teachers in the moment as students are being discussed. Personnel resources will be allocated to assist teachers and students as needed based on these meetings. Teachers will also be required to submit logs of their individual student data chats. These logs will be reviewed by the supervising administrator.

The leadership team will monitor the implementation of the lessons in the classroom with a special focus on the quality of the small group, differentiated instruction and the quality of centers and student practice, including independent reading practice. Leadership team will discuss classroom data during weekly coach meetings. Principal and AP may reallocate human resources based on changes to classroom and/or student data.

i-Ready diagnostic data will analyzed three times (BOY, MOY, EOY) throughout the school year as well as growth monitoring data and response to intervention data. Teachers and members of the leadership team will analyze this data for predicted proficiency and student growth. Principal and assistant principal will also monitor student usage data and pass rates to determine if iReady is being implemented properly in each classroom.
Agendas and sign-in sheets will be collected to document professional development and PLCs.

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

Activity #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.
Intended Outcome	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 achievement will increase from 43% proficient to 50% proficient and Mathematics achievement will increase from 52% proficient to 60% proficient.
Point Person	Tabitha Brown (tabitha.brown@ocps.net)
Action Step	
Description	1. Teachers will participate in a school-wide Kagan professional development in order to implement the Kagan Structures to increase student achievement (Brown). -A Kagan Trainer will facilitate a 2-day training on Kagan structures. -Lesson plans will reflect the implementation on Kagan structures. -Principal, AP and coaches will monitor and support the implementation of Kagan strategies and structures. 2. Kagan resources will be provided to all teachers to help with the implementation of Kagan Structures to increase student engagement (Brown and Patriarch). -Teachers will receive a Kagan Cooperative Learning Tool-kit to assist with the implementation of Kagan Structures. -Principal, AP and coaches will monitor student engagement during classroom walkthroughs. 3. Lockhart Elementary will implement a 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 (Brown). - A school committee will support the implementation of the Ron Clark House System as a method to increase student engagement and positive behaviors in the learning environment. - Teachers will attend a professional development about the house system during pre-planning. - The students will be introduced to the house system during the first week of school. - House points will be monitored and posted weekly. - There will be a quarterly celebration for the winning house. 4. Lockhart Elementary teachers and staff will participate in a book study using the Ron Clark book, The End of Molasses Glasses. -Staff will all receive copies of the professional book and will meet monthly to discuss sections of the book as it relates to our work. -The behavior committee will meet monthly with representatives from each team. The behavior council will discuss behavior issues on campus and develop and maintain incentive programs such as the dolphin collar store. 5. Lockhart Elementary will provide an after school chess club to help develop high-level critical-thinking and problem-solving skills that improve self-esteem, behavior, and academic performance, including attendance, grades, and test scores (Brown and

Patriarch).
- Students will be taught the fundamentals of the game of Chess.
-Students will be given opportunities to participate in chess matches and tournaments throughout the school year.

Person Responsible	Tabitha Brown (tabitha.brown@ocps.net)

Plan to Monitor Effectiveness

Description	The Principal, AP and coaches (the leadership team) will all participate in the Kagan Training. During the training, teachers will learn the importance of engagement and collaboration through structured group work. Telling students to work together without providing structure is wishful thinking; the students may or may not participate equally or develop the target intelligence. Kagan structures ensure success by structuring for desired outcomes. The leadership team will assist and monitor the implementation of Kagan structures throughout the school during classroom walkthroughs. Effectiveness will be determined by the level of engagement in each classroom during walkthroughs and evidence of collaborative structures being used during instruction. Feedback will be provided to teachers after each walkthrough. Coaching and modeling will be provided to teachers based on need. The Ron Clark House System will be implemented by the AP and a team of teachers who attended the training at the Ron Clark Academy. The team will meet biweekly to monitor and discuss implementation. House points will be monitored weekly and student interactions will be monitored daily. House points will be displayed daily in the hallway and the winner for the previous week announced each Monday.
Person Responsible	Tabitha Brown (tabitha.brown@ocps.net)

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 Pilot SIP 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

The Parent Involvement Plan is in place and is attached to the SIP..

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

To ensure the social-emotional needs of all students are being met, Lockhart utilizes the Multi-Tiered Systems of Support (MTSS) process . A child study team meets to problem solve difficulties that students and teachers are experiencing and develops a comprehensive plan of supports and interventions to scaffold a child's success. The interventions are implemented and data is collected to

determine its effectiveness.

Lockhart offers many wrap-around services in order to reduce and/or eliminate possible barriers to learning. School staff and community members are encouraged to select one child to mentor throughout the year. Our behavior specialists and ESE resource teachers also work with individual students and/or targeted groups of students to facilitate social skills groups. The behavior specialist acts as a liaison between the school and families regarding behaviors and social skills. The behavior specialist is the school's point of contact for Lakeside Counseling services. The behavior specialist ensures that families are connected to the proper resources if students exhibit behaviors that may benefit from counseling services beyond what the school has to offer. Our school health assistant works with our community partners to offer vision and dental screenings free of charge to the students. Lockhart also has both a Love Pantry and a uniform pool for families in need of assistance.

Lockhart utilizes the district created lessons for Health instruction. Students will receive health instruction from their classroom teacher for 25 minutes each week. This health curriculum will include lessons on mental health.

The social worker and school psychologist are available as needed. These professionals work with families experiencing difficulties in order to ensure that basic needs are being met. The social worker has been able to help families gain access to optometrists and eye glasses so that students are better prepared to focus on academics.

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.

Families are given many opportunities to meet the classroom teacher, such as Kindergarten orientation and "Meet the Teacher" events. These events provide parents with welcome packets and information regarding their student's upcoming classroom teacher. On the first day of school, all parents are welcome to visit their children's teachers when they drop their students off on campus.

Lockhart closely monitors the students who were promoted 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 Saturday school program which will focus on reading in the content areas.

In the spring, fifth grade students 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 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. The Leadership Team oversees the school-wide tiered curriculum resources in order to decrease achievement gaps. The instructional coaches work with teachers to match resources to student needs.

All teachers will actively participate in common planning and classroom instruction will reflect the common plans that are created. 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.

Data meetings are conducted by the leadership team. During data meetings teachers discuss common assessments, student progress and make appropriate changes to the data displays. Attention is given to the early warning indicators and we use the MTSS problem-solving process to determine appropriate interventions for students.

Title I and SRI funds were used to purchase instructional support teachers who will serve in a coaching capacity. SRI funds were used to purchase an ESE intervention teacher. This teacher will teach and monitor selected ESE students. 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.

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 learning and behavior. Our Parent Engagement Liaison.assists with the planning of these events. In addition, Lockhart supports the neediest families by providing them with access to a variety of wrap-around services.

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

Total:	**$72,100.00**