# Lockhart Elementary



# 2017-18 School Improvement Plan

# Lockhart Elementary

3607 DAMON RD, Orlando, FL 32703

https://lockhartes.ocps.net/

## School Demographics

| **School Type and Grades Served** (per MSID File) | **2016-17 Title I School** | **2016-17 Economically Disadvantaged (FRL) Rate** (As Reported on Survey 3) |
|:---:|:---:|:---:|
| Elementary School KG-5 | Yes | 100% |

| **Primary Service Type** (per MSID File) | **Charter School** | **2016-17 Minority Rate** (Reported as Non-white on Survey 2) |
|:---:|:---:|:---:|
| K-12 General Education | No | 81% |

## School Grades History

| Year | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|:---:|:---:|:---:|:---:|:---:|
| Grade | D | D | C* | C |

*Informational Baseline School Grade*

**Note:** *The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.*

## School Board Approval

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

## SIP Authority and Template

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.

## Table of Contents

# 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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school's Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

## Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., "SMART goals") for the coming school year in context of the school's greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

## Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

## Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

# Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in section 1008.33, Florida Statutes, is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

## DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

## DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by Rule 6A-1.099811, Florida Administrative Code:

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

## DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

## 2017-18 DA Category and Statuses for Lockhart Elementary

| DA Region and RED | DA Category and Turnaround Status |
|---|---|
| Southeast - Gayle Sitter | Comprehensive Support & Improvement - Dmt |

# I. Part I: Current School Status

## A. Supportive Environment

### 1. School Mission and Vision

#### a. Provide the school's mission statement

To lead students to success with the support and involvement of families and the community.

#### b. Provide the school's vision statement

To be the top producer of successful students in the nation.

### 2. School Environment

#### a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

The foundation of any strong relationship begins with clear and regular communication. The school has several systems in place to ensure regular and consistent communication. All teachers use Classroom DoJo to communicate student behaviors and classroom activities to parents. Classroom DoJo is an online platform that allows parents and teachers to communicate electronically through an app on a smart phone or a computer. The teacher and parent can communicate through a private message or the teacher can post information and pictures to the class story where they are visible by all parents in the class. All students in grades (2-5) also receive a student planner. The school expectation is that parents review the planner nightly and initial the page to document that the planner has been viewed. Grade levels send home a newsletter once a month to inform parents of school events and current grade level curriculum topics. In addition to the weekly phone calls by the principal via School Messenger. Our school also has a Facebook page that is used to disseminate pertinent information.

A Parent Engagement Liaison (PEL) has been newly appointed for the 2017-18 school year and will be responsible for coordinating all community-school events. The role of the PEL is to further increase family involvement. Providing this full-time position that focuses on removing barriers that prohibit families from engaging in school events and children's education shows Lockhart Elementary School's dedication to increasing parental involvement and community engagement. The PEL will help create an inviting environment for parents on campus and serve as a bridge between parents and the classroom. Families are welcomed on campus and are encouraged to fully engage as partners in the educational process. Parents are invited to formal events such as Meet the Teacher, Open House, conference nights and honor roll celebrations. The school utilizes parental input at School Advisory Council (SAC) meetings and in the form of electronic surveys to determine the events that are offered throughout the year. Parents are also invited to come and assist in the classroom as Additions volunteers. There are four Multilingual Parent Leadership Council meetings a year. Parents are encouraged to attend these meetings facilitated by the staffing specialist in order to better support the families of our ELL students.

Our school has a Mission Possible team consisting of members from all grade levels. This committee works to develop new ways to honor student cultures and backgrounds while still holding students to high academic standards. To build strong relationships with our students, teachers make an effort to interact with the children beyond the scope of the academic day. There will be designated Saturdays throughout the year when the media center has extended hours so that parents and children have the opportunity to come and utilize the computer lab as well as check out books. There are a variety of extra-curricular opportunities for children including Saturday STEM Club, orff ensemble, chorus, art

club, tutoring, morning news crew, patrols and Battle of the Books Club. Teachers also connect with children in more informal ways such as chats on the playground or during lunch, and sometimes even attending after school activities and weekend community sporting events such as football games and baseball games. The Lockhart staff members are also strongly encouraged to select a child on campus to mentor. These students are the at-risk students who would benefit from an additional adult advocate.

**b. Describe how the school creates an environment where students feel safe and respected before, during and after school**

Our school values a culture of mutual respect and understanding. Students are taught to use kind words and helping hands. This mantra is echoed in our school song and in classrooms on a daily basis. The Code of Conduct is reviewed during the first week of school to ensure that all students understand the expectations. The code of conduct is formally reviewed again at the beginning of each marking period.

Lockhart has a behavior leadership team that consists of teachers from every grade level. This committee helps to set our school-wide behavior policies and expectations so that adults can consistently teach appropriate student behaviors. Using CHAMPS as a framework, Lockhart has procedures in place for moving about the campus, morning arrival, and afternoon dismissal. The CHAMPS posters are visible in all classrooms and in common areas so that students understand the behaviors that are expected. Students are well informed of all school and classroom rules and procedures as well as why these rules are necessary to maintain a safe learning environment. To ensure that students always feel safe while on campus, all available personnel participate in morning and afternoon duties during which time they monitor the campus and provide supervision.

All faculty and staff practice the school's emergency procedures on a regular basis and plans are posted in a prominent location in every classroom across campus. In the event of an emergency, students would be able to react appropriately to either an evacuation, a lock-down or a lock-out. Specific personnel are designated as team leaders who provide guidance during emergency situations. Members of our SAFE team meet to review our SAFE plan and the committee also participates in the district table-top discussions once every school year in order to be better prepared for emergency situations.

**c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced**

Lockhart will be utilizing the CHAMPS program as the school-wide behavioral framework. Teachers will engage in professional development in order to ensure that the research based program is being implemented with fidelity in all classrooms. We know that a positive classroom environment free of behavioral distractions will decrease time off task and increase the time spent on high quality, rigorous instruction. A CHAMPS behavior council, containing representatives from all grade levels, will meet monthly to continue the conversations around positive behavior supports and any concerns from teachers regarding the CHAMPS implementation. The behavior council will review current behavior data and problem solve any concerns that arise.

CHAMPS expectations are clearly indicated and posted in the classrooms. There are directions and icons for Conversation level, how to request Help, on task Activity, appropriate Movement, and Participation. Students are given immediate and regular feedback on their adherence to these expectations. Teachers review the CHAMPS expectations with students during every class period and with every new activity. Parents are informed about a child's behavior on a daily basis through the use of the planners, Classroom DoJo and/or calls to the home. The expectation is that parents will

sign the planners nightly and teachers will check the planners for parent communication on a daily basis.

In the event of a disciplinary incident, teachers are instructed to consistently follow their classroom behavior plans. Teachers submit their behavior plans to both the principal and the dean at the beginning of the year. These plans include the class rules along with the consequences and appropriate positive reinforcements that will be used. The dean meets with grade levels to review these plans. With the exception of an emergency, teachers are expected to follow their behavior plans prior to calling the dean for assistance. A behavior log is also maintained on SharePoint to help monitor behaviors and identify trends and patterns in our discipline data.

**d. 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. The team 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 help to reduce and/or eliminate possible barriers to learning. For instance, all school staff are encouraged to select one child to mentor throughout the year. Mentors are also recruited from the community. Our dean of students, our behavior specialist and our ESE resource teacher also work with individual students and/or targeted groups of students to facilitate social skills groups. These groups may include: Proper peer interactions, coping skills, and anger management. The dean acts as a liaison between the school and families regarding behaviors and social skills. The dean is the school's point of contact for Lakeside Counseling services. The dean 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 Learning for Life character development program. This program provides resources and support for teaching about positive character traits with character education lessons. Each month there is a different character trait that is taught and reinforced in the classrooms. The dean provides teachers with lessons and resources for each character trait. The school recognizes students who have done an exceptional job of applying the monthly character trait in their daily lives at school. These character traits are reinforced on our morning news program.

The school 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.

## 3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

**a. Describe the school's early warning system and provide a list of the early warning indicators used in the system**

The Lockhart leadership team meets weekly with grade level teams to discuss student progress, interventions that have been implemented and teacher concerns. In these meetings trends and

patterns in the data are identified and discussed in order to determine the root cause. We specifically target our most fragile students, those with early warning indicators. Teachers share updates on students with the following:

1. Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
2. One or more suspensions, whether in school or out of school
3. Course failure in English Language Arts or Mathematics
4. A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics or a failing score on the most recent common assessment

**b. Provide the following data related to the school's early warning system**

*1. 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 |

**c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system**

Lockhart Elementary's teachers and administrators maintain a close watch on all students so that changes can be made when a child is not making adequate progress. Particular attention is given to the students who exhibit any of the early warning indicators and time is spent at each data meeting reviewing any updates to their data as well as changes that need to be made to their instructional or social-emotional plan.

Low attendance rates, tardies and early departures take students out of the classroom environment and they are at risk of not meeting grade level expectations. Lockhart is committed to reducing the number of students who have attendance concerns. The first contact with families concerning absences is always the classroom teacher. Classroom teachers are directed to call families any time a child has 2 consecutive absences to check on the child and to inquire about the reason for the absence. The teacher stresses the importance of being present and how much the class has missed the child. The teacher documents all parent contacts in their parent contact binder. The attendance clerk also pulls weekly attendance reports. These reports identify any students who have 5 or more unexcused absences in a calendar month or 10 unexcused absences in a 90 day calendar period. With 5 unexcused absences, the attendance clerk contacts the family by phone and a letter is generated for the parents to remind them of the mandatory attendance policy. The school's goal is to work with the family to craft a plan to eliminate whatever is causing the absences. The letter is both mailed home and sent home with the child. After 10 days of unexcused absences, the social worker will schedule a meeting with the family. After 15 days of unexcused absences, the child is considered habitually truant and is referred to the Department of Children and Families.

Behaviors are also closely monitored. The focus at Lockhart is keeping all students in classrooms where learning can occur. The students with one or more suspensions are added to a social skills group that will help to eliminate the behaviors causing suspension. Students with ongoing behavior concerns will be assigned a mentor to show personal interest in the child. The mentor will take time to get to know the child and talk to the child to determine a root cause for the misbehavior. Having an adult advocate on campus will allow these identified children an opportunity to check in and interact with their adult mentor on a regular basis.

Lockhart believes that all students can learn. Teachers focus on differentiating instruction in order to meet the needs of every student. When students experience academic difficulty, interventions are implemented so that end of year course failure can be avoided. The school-wide MTSS team helps teachers to analyze intervention data and determine next steps based on a student's response to the intervention plan. Lockhart ability groups students across the grade level in grades (2-5) for targeted instruction during the extra hour of Reading. Students will be grouped and regrouped according to their most recent data and teachers will target each student's needs in small group instruction. Lockhart also offers after-school tutoring for struggling students in grades (3-5). In addition, summer school is provided to struggling students in grades (K-3).

## B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2) and (b)(7)(A)(iii)(I).

### 1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

#### a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

#### 1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/423096.

#### 2. Description

A PIP has been uploaded for this school or district - see the link above.

### 2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Lockhart Elementary School develops family and community partnerships through numerous activities and initiatives. A Parent Engagement Liaison (PEL) has been newly appointed for the 2017-18 school year and will be responsible for coordinating all community-school events. The role of the PEL is to further increase family involvement. Providing this full-time position that focuses on removing barriers that prohibit families from engaging in school events and children's education shows Lockhart Elementary School's dedication to increasing parental involvement and community engagement. The PEL will help create an inviting environment for parents on campus and serve as a bridge between parents and the classroom. The PEL will organize and provide referrals of agencies/organizations to support parents on an as needed basis such as food and clothing banks, creating and maintaining a database with local businesses and community organizations. In addition, they will support recruitment efforts of parents, senior citizens and other local residents to serve as school volunteers. The PEL will

also assist with such tasks as organizing transportation for parents unable to reach the school for events and providing language-to-English translation for families who are not yet able to communicate in English.

In leveraging community assets, Lockhart Elementary will continue to work with local businesses in supporting our students and teachers. Community partners have committed to contributing supplies, uniforms and mentoring. Community partners will adopt a classroom this year to support student achievement. Community partners will also be invited to share their careers with students throughout the year.

Lockhart Elementary's rich history dates back to the 1930's. Many generations of families have attended the school and as a result have a sense of pride in the school. The school is a true cornerstone of the Lockhart community. When Lockhart was renovated and reopened for the 2016-2017 school year, the community funded and created a history museum that is located in the original building. The museum displays historical documents, period photographs and artifacts exhibiting both the United States and the Lockhart neighborhood during 1936, the year the school first opened. The museum is toured by both community members and students. It is an experience that helps students develop a better understanding of the local history in relationship to both Florida and its place in the history of The United States.

Another partner is Lockhart Baptist Church. The church is located directly across the street from the school and has a long-standing relationship through its continued support and partnership. The vision of the school has been shared by the principal with the leadership of the church. Both the church and the school share the vision of improving academic achievement through the resources available to the citizens of Lockhart. Support from the church includes sponsoring an after-school club for students called the Good News Club. Volunteers from the church come to campus every Wednesday to share an inter-denominational Christian based lesson including songs, games and other activities focused on the lesson's theme. These lessons help to develop character in the children who participate. Volunteers from the church also offer their time during the school day to read to students and offer support to teachers and the school's media specialist.

The YMCA is an important community partner for Lockhart Elementary. They provide a safe, engaging option for after school care on campus for students in PreK-5th grade. The community expressed the need for a quality Pre-K after school program. This year, for the first time, the YMCA will include a program specifically for Lockhart's Pre-K students. The YMCA employees are an integral member of the school family. In addition, they partner with both the school and PTA to assist with evening events for parents and families.

The Central Florida Hotel Lodging Association(CFHLA) continues a ten year partnership with Lockhart Elementary. Members of CFHLA frequently donate their time along with school supplies, curriculum materials, uniforms and other resources the school may need to support instruction. The organization hosts a bowl-a-thon each year and 100 percent of the proceeds from this event are used to support Lockhart.

Lockhart Elementary participates in the district's Read2Succeed program. Through this program, the school receives tutors who work weekly with students in second grade to improve their reading fluency and motivation to read. Many students were served in the program last year and the school is committed to continuing the program for the 2017-2018 school year.

## C. Effective Leadership

### 1. School Leadership Team

**a. 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 |
| Claxton, Lisa | Dean |
| Rivera, Cathy | Instructional Coach |
| Brown, Tabitha | Assistant Principal |
| Harris, Pauline | Instructional Coach |
| Lisimba, Beverly | Administrative Support |

**b. Duties**

*1. 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: 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.

Dean: The dean provides school-wide professional learning regarding the behavior management framework in all classrooms. The dean 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 Dean. The dean 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 plan based on this data. The dean 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 dean is the school contact for Learning for Life and shares resources on character education that are to be used in all classrooms with all students. The dean coordinates efforts to use positive reinforcements to encourage more positive behavior choices by students. In addition, the dean may act 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.

***2. 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 role of the Leadership Team is to create a vision for the school and support 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.

If Lockhart Elementary is going to help OCPS achieve the goal of being the top producer of successful students in the nation, it is imperative that high quality instruction and interventions are matched to students' needs. This will be accomplished by common, collaborative planning and the frequent analysis of student data in order to make decisions about any necessary changes to instruction and intervention. The expectation is that all teachers will actively participate in common planning and that classroom instruction will reflect the common plans that are created during weekly planning sessions. 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. All of these expectations will be discussed during planning sessions and will be monitored with classroom visits.

The Leadership Team is responsible for overseeing the school-wide Tier 1, Tier 2, and Tier 3 curriculum, materials, resources, and interventions in an effort to decrease the achievement gap and to meet the academic needs of all students. An instructional support teacher maintains a complete inventory of the curriculum resources that are available on campus. A special room exists on campus that houses all of the available intervention materials and leveled texts. The instructional coaches work with teachers to match resources to student needs based on the most current data points available. The Leadership Team meets weekly to monitor school initiatives and school-wide trends, including classroom observation data. Resources, including time, materials and personnel, are allocated based on the guidelines provided by the governing body, as well as the needs demonstrated on student formative and summative assessments.

In addition to the weekly leadership team meetings, there are also weekly data meetings. The leadership team meets with grade level teams of teachers during data meetings to discuss common assessments and student progress. Current data is displayed in the data room and changes are made to the data walls as students make progress throughout the year. Special attention is given to the early warning indicators during these meetings. We use the MTSS problem-solving process to determine appropriate interventions or enhancements for specific students experiencing either academic or behavioral problems.

Title I Funds and SRI funds were used to purchase instructional support teachers who will serve in a coaching and mentoring capacity. SAI funds were used to purchase an ESE intervention teacher. This teacher will teach and monitor selected ESE students in the areas of writing, mathematics and reading. Title I dollars will also be used to finance a Saturday school tutoring program for struggling intermediate students in the areas of Mathematics 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 their core subject areas. District funds are being used to fund the extra hour of Reading instruction. Students in grades (2-5) are being grouped across the grade level according to their reading level. Extra support is being provided to these intermediate students either as push-in classroom support or pull-out support in order to lower the teacher to student ratio during the extra hour of instructional time.

Resources for parental involvement will be used to provide our families with monthly activities that will build a stronger home-school connection as well as assist parents with strategies to support their child's learning and behavior. These monthly parent events are organized by our parental involvement committee which is coordinated by our Parent Engagement Liaison. In addition, Lockhart supports the neediest families by providing school supplies, funds for field trips, social worker services and specially arranged transportation. Families may also receive donations from various community groups, including The Love Pantry. Lockhart has been identified as a provision 2 school and all students are eligible for breakfast and lunch free of charge.

## 2. School Advisory Council (SAC)

### a. Membership
Identify the name and stakeholder group for each member of the SAC.**:**

| Name | Stakeholder Group |
| --- | --- |
| Karen Lenentine | Education Support Employee |
| Wandalee Ramos | Parent |
| Ella Shanks | Principal |
| Patricia Cotton | Teacher |
| Lena Isaacson | Parent |
| Amy McCarty | Teacher |
| Issa Mercedes | Parent |
| Michelle Roberson | Parent |
| Stephanie Pierce | Education Support Employee |

### b. Duties

***1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes***
The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2).

*a. Evaluation of last year's school improvement plan*

Every SAC meeting is focused on the school improvement goals that are outlined in the School Improvement Plan (SIP). Progress toward the goals is reviewed at each meeting and the SAC members helps with both the mid-year and end of year formal reviews of the plan that are submitted to the CIMS website. A meeting with members of the School Advisory Council was held in May 2017 to evaluate the effectiveness of the 2016-2017 School Improvement Plan, Title I Parental Involvement Plan, as well as the Title I School-Parent-Student Compact. Feedback from this meeting informed the creation of the 2017-2018 School Improvement Plan, Parental Involvement Plan, and School-Parent-Student Compact. In addition, AdvancED surveys were sent to parents, staff members and students eliciting feedback for school improvement. The AdvancED survey data along with the FSA student achievement data from spring of 2017 were used to create the School Improvement Plan for 2017-2018.

*b. Development of this school improvement plan*

Feedback from the evaluation of the 2016-2017 School Improvement Plan was used in creating the 2017-2018 School Improvement Plan. Based on comments from parents and teachers, the parent involvement compacts were edited to include signature lines and individual student data. Student achievement data and parent and staff survey data were used to determine the main goals for the 2017-2018 SIP. The writing of the plan was a collaborative effort between the school leadership team and the SAC chairman. The entire SIP will be presented at a SAC meeting in September 2017.

*c. Preparation of the school's annual budget and plan*

The principal and school bookkeeper prepare the school's annual budget based on the instructional needs of the school with input of the school leadership team, area office and district. Staff representatives are invited to a budget meeting in the spring to review the dollars that have been allocated to Lockhart and offer suggestions and recommendations on how to best utilize the funds. This input is used to make changes prior to the final budget submission.

### 2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

The school improvement funds from last year were used to support teacher professional development and instructional rounds. Approximately $37,000 was spent on substitutes during the 2016-2017 school year. Teachers were also paid stipends for extended planning. These sessions were facilitated by the instructional coaches and teachers worked on planning standards-based lessons and common formative assessments. Approximately $4,000 was spent on stipends for teachers for after-hours work.

### 3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC
Yes

*a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements*

## 3. Literacy Leadership Team (LLT)

### a. Membership
Identify the name and position title for each member of the school-based LLT or similar group, if applicable.**:**

| Name | Title |
|------|-------|
| | Other |
| Munroe, Alexis | Teacher, K-12 |
| Derosier, Deedra | Teacher, K-12 |
| Shanks, Ella | Principal |
| McKenna, Donna | Teacher, K-12 |
| Richardson-Robertson, Cheryl | Teacher, K-12 |
| Rivera, Cathy | Instructional Coach |
| Cotton, Patty | Teacher, K-12 |
| Pierce, Stephanie | Other |
| Harmsen, Emily | Teacher, K-12 |

**b. Duties**

*1. Describe how the LLT or similar group promotes literacy within the school, if applicable*

Lockhart's Literacy Leadership Team (LLT) is comprised of representatives from each grade level along with members of the leadership team and the media specialist. The committee will meet formally on the first Wednesday afternoon of each month and will serve as the steering committee for literacy on our campus. Ms. Rivera, the literacy coach, will facilitate the meetings. The expectation is that each committee member will return to his/her team and share the information discussed as well as bring team concerns and perspectives to the committee meetings for discussion and consideration.

The LLT will focus on building an excitement about literacy on campus. They will encourage the school-wide reading of the Children's Book Award titles in grades (PK-2) and the Sunshine State Books in grades (3-5). We will have a team of intermediate students who will represent our school at the Battle of the Books in the spring. Our primary students will participate in Read For The Record on October 19th with the entire primary grade student population reading the same book, Quackers. They will plan a school book fair to help provide low-cost books to families and teachers. They will plan school-wide events for Celebrate Literacy Week in January. In addition, a family literacy night will be planned that offers parents and students a fun evening while at the same time providing them with tools and resources for extended literacy learning at home. This committee will set school-wide guidelines regarding independent reading using the Accelerated Reader program and will discuss how teachers will set individual student goals and track student progress toward these goals in the classroom. The committee will sponsor reading incentive programs such as "Get Caught Reading." This program encourages students to read any time that they have free moments while on campus. Through partnerships with community members, we will be able to have external incentives such as bicycles and gift cards for top readers.

Another focus for the LLT will be creating school-wide awareness on literacy development and the ELA framework for instruction. The goal is that members of this team would be willing to open their classrooms to other staff members for the purpose of modeling literacy strategies such as guided reading, close reading and interactive writing. The LLT will discuss and evaluate ELA planning and assessment across grade levels and the vertical progression of standards from Kindergarten through Fifth grade. This group will help maintain the leveled book room and make recommendations for supplemental materials that may be appropriate for Lockhart's students.

## D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(IV).

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

To encourage positive working relationships between teachers, Lockhart Elementary provides collaborative planning time twice a week that is facilitated by both the instructional coaches and a school level administrator. Collaborative planning builds a sense of teamwork and an appreciation for the strengths that each individual brings to the team. The expectation is that classroom instruction will reflect the decisions that are made in common planning so that students will experience similar instruction regardless of their class assignment. Grade-level teams are also provided with an extended block of paid planning time every nine weeks to review data and conduct long-term planning. The SharePoint grade level pages are used to encourage the sharing of resources between team members. Our school-wide committees allow opportunities for shared decision making and the vertical alignment of curriculum.

Lockhart Elementary will be participating in the District Professional Learning Community (DPLC) model of professional development. This is a three-year plan for system-wide improvement, whereby teacher designees and the principal attend monthly professional training that focuses on core content knowledge and best practices in pedagogy in order to deliver school-wide, rigorous instruction for students. Strategies to implement the DPLC will include professional development approximately every six weeks from the K-5 teacher representative with the support of district funding for substitutes for class coverage. School-based instructional coaches will then support the teacher leader in creating lesson plans to implement learned practices and provide guidance as needed. Teacher designees then share and model instructional strategies with their peers during collaborative planning sessions where the lesson is carefully reviewed by all team members to ensure rigorous, direct instruction is taking place across all classrooms. Teachers will all be expected to embed student accountable talk and interactive notebooks into their instruction.

Instructional rounds promote shared values and classroom relief time to see other professionals in action. The instructional coach organizes instructional rounds based on deliberate practice elements and school-wide initiatives such as small group, guided instruction. Newer teachers and struggling teachers are provided additional opportunities to visit identified teacher leaders in order to continue to develop their own craft.

To promote positive relationships among our staff members, our FUNShine Committee also hosts monthly social gatherings. These social gatherings allow staff members an opportunity to get to know their colleagues on a more personal level.

**2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school**

As a result of the school receiving two consecutive school grades of a "D," the school is participating in a district-managed turnaround option plan for the 2017-2018 school year. One component of this plan requires that any teachers who had a student achievement rating of unsatisfactory are transferred out of the school. Maintaining an instructional staff with a proven track record of improving student achievement will be critical to the school improvement process.

Since the school is a Title I school, the state requires that Lockhart only hires highly qualified, effective teachers. Hiring at Lockhart is done in a committee format. Teachers and staff assist the administration in both the interviewing and selection of candidates. Selecting the proper candidate requires that the candidate has the skills and knowledge to be an effective teacher and that they have the personality to blend with the other team members and the culture of the school.

Lockhart actively recruits teachers in many different venues including e-recruiting and the job fairs sponsored by the OCPS Human Resources Department. Lockhart also requests college interns. The internship experience is mutually beneficial for both the new teacher and the school. Hosting interns gives the school an opportunity to nurture talent and potential future employees. As the school seeks to broaden the pool of qualified candidates, Lockhart Elementary has partnered with Educational Partners International, L.L.C (EPI). This company is owned and operated by career educators with combined experiences of over 25 years in international teacher recruitment, placement and support. EPI understands the importance of teacher quality and its impact on student performance.

Once the hiring is complete, it is equally important that the school works as a family to retain strong teachers. Lockhart operates as a Professional Learning Community and provides mentors for new teachers as well as staff development to ease the transition into teaching. The new teacher induction program is a year-long process in which teachers and mentors are supported in their roles. It is important that we retain strong teachers at all points in their professional career. Helping teachers feel supported and valued will help them feel satisfied in their current work location. Teachers are given the opportunity to attend professional development and local conferences to extend their learning. They are given the gift of time to work with the other members of the grade level team in order to collaborate and plan long term units. Teachers are also asked to lead projects based on their strengths. These small gifts help teachers to feel valued and increase their overall level of satisfaction.

### 3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

Lockhart follows OCPS expectations regarding mentoring. All new teachers are provided a peer mentor. Other teachers are assigned a mentor on a case by case basis when a need arises. Teachers are also provided the opportunity to work with content coaches to support their understanding of both content standards and pedagogy. Lockhart has both a Literacy coach and a Mathematics/Science coach.

When pairing new teachers with mentors, the instructional coach considers job assignment, classroom proximity and time availability. These relationships are monitored and mentors are adjusted as needed if the dynamics are not appropriate. Mentors and mentees will meet at least monthly and will incorporate the use of materials provided by the district based on author Paula Rutherford's work. A mentoring log is kept by the mentor teacher and this is shared with the instructional coach as a way to monitor the process. The instructional coach provides training for the mentors on how to appropriately mentor another teacher.

## E. Ambitious Instruction and Learning

### 1. Instructional Programs and Strategies

#### a. Instructional Programs

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

Orange County Public Schools has a rigorous textbook adoption process that analyzes the correlation between core program materials and the Florida Standards. However, the textbook is not our sole curriculum. The district provides curriculum resources on the Instructional Management System (IMS). IMS gives teachers digital access to a scope and sequence for each subject area and Curriculum Resource Materials (CRMs), or unit plans. CRMs provide assistance to first-year teachers and teachers new to content or grade levels with the intent (the "why" and "how") to teach standards via strategies and tasks. The CRMs provide teachers with model lesson plans, examples of questioning to engage students in accessing prior knowledge and higher level thinking, and strategies to monitor student learning and make adjustments to meet their needs. One benefit of the CRMs is

that a teacher has access to prior grade-level standards and scales. This information helps teachers understand the vertical alignment of standards so they know what students have previously experienced in prior grades. During common planning, teachers are able to collaborate and develop strategies to build on the student's background knowledge using data and analyzing student product to create targeted lessons that individualizes support for student success. CRMs also have built-in questions that allow teachers to discover what students already know about a topic. Students have the opportunity to share their background knowledge so a teacher knows how to build upon that previous knowledge. Additionally, the CRMs contain additional materials that teachers can use to meet the specific needs of his or her students. These include digital resources as well as print material such as trade books.

The Corrective Program Senior Administrators, in collaboration with the Learning Community Senior Administrator and content area program specialists, will support teachers and school-based instructional coaches with use of the CRMs to best meet the needs of the students in developing their background knowledge in order to be able to make connections and retain new information to meet the rigor of the Florida Standards.

Teachers meet weekly with instructional coaches, a school-based administrator and a representative from The OCPS Corrective Programs Office to develop high quality, standards-based lesson plans. The school uses an instructional focus calendar to define when each state standard will be delivered. Lockhart Elementary is utilizing the district created Curriculum Resource Materials (CRM) in conjunction with the instructional focus calendar to align the instructional tasks with the expectations of the standards. Close attention will be paid to the purposeful planning of opportunities for student accountable talk and the use of writing to process student thinking. Teachers are expected to utilize these standards-based resources to create daily lesson plans that are uploaded to our school's SharePoint site. Classroom visits are conducted by administrators and coaches to see the planned instruction in action. Feedback based on these classroom walk-throughs is provided to teachers so that changes and adjustments can be made as necessary.

Lockhart Elementary will be participating in the District Professional Learning Community (DPLC) model of professional development. Strategies to implement the DPLC will include professional development approximately every six weeks for the K-5 teacher representative with the support of district funding for substitutes for class coverage. School-based instructional coaches will then support the teacher leader in creating lesson plans to implement learned practices and provide guidance as needed. The grade level DPLC members will pay a key role in guiding the work of literacy instruction.

Strategies to increase proficiency rates and learning gains for all populations include a better command of small group instruction. Coaches will facilitate the planning of both whole group and small group targeted instruction in both Mathematics and ELA. iReady diagnostic data will be used to intentionally group students based on instructional needs and teachers will target small group instruction to fill these gaps. Teachers will be provided staff development on the framework for small group instruction along with opportunities to improve their practice through coaching, feedback and modeling. Conversations in common planning will be focused on how teachers can best provide immediate feedback to students in small group settings in order to eliminate misconceptions and accelerate academic progress. Administration will identify model classrooms for small group practice and coaches will facilitate instructional rounds with groups of teachers on campus in order to continuously improve instructional practice.

## b. Instructional Strategies

***1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented***

***to assist students having difficulty attaining the proficient or advanced level on state assessments***

Lockhart Elementary uses iReady in order to gather valid and realiable data points concerning Reading and Mathematics on all students in grades (K-5). The diagnostic is given three times during the school year at regular intervals and the data is used to group and regroup students based on their profiles for targeted instruction. Teachers will utilize the iReady Teacher Toolbox resources to deliver instruction matched to student need in small group.

Lockhart teachers will also utilize the assessments called culminating tasks that are embedded into the district created CRMs. These formative and summative data points are entered into the grade level data matrix and are used to determine appropriate pacing of instruction during the core curriculum. Reteaching and enrichment are added to the pacing as determined by formative assessment results. Data is also used to identify students who need additional intervention in small group or during the extra hour of instruction. As determined by our BPIE self-assessment and reflection, our ESE students require additional support in order to meet grade level expectations. Our ESE teachers will provide targeted instruction in the classroom through the support facilitation model according to each student's IEP goals. Our goal is that our ESE students receive support in the general education classroom so that they do not miss instruction in the core curriculum. iReady, myON, Khan Academy, Xtramath and other forms of technology are used to provide additional support and intervention for all children.

Each grade level has a designated 30-minute block of time for Tier 2 intervention in the daily schedule. Based on formative assessment data, students' needs are addressed by the homeroom teacher during the intervention/enrichment block of time. Tier 2 data is gathered and progress is monitored continuously by the teachers and formally during weekly data review meetings with school administrators. The MTSS coach as well as the school psychologist and staffing specialist/ESOL Curriculum Compliance Teacher (CCT) attend these meetings. As a committee, recommendations are given based on the data presented. The intervention could be intensified or discontinued and another target skill could replace it. If a student is not demonstrating adequate progress, an additional level of support (Tier 3) could be initiated with support from the MTSS coach and the school psychologist. Child study teams work collaboratively to problem solve and to bridge the gaps noted in students' learning.

***2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:***

**Strategy:** Summer Program

**Minutes added to school year:** 6,480

Third Grade Summer Reading Camp is available for those students scoring below a level 2 on the state assessment. Summer Reading Camp is also available for at-risk, below level students in grades (K-2).

*Strategy Rationale*

Additional instruction in reading will help to increase student achievement in reading. Summer instruction helps to reduce the impact of the "summer slide".

*Strategy Purpose(s)*

- Core Academic Instruction

*Person(s) responsible for monitoring implementation of the strategy*
Brown, Tabitha, tabitha.brown@ocps.net

*Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy*

All students (K-3) take iReady diagnostic assessments at the conclusion of summer school. A third grade student scoring in the 50th percentile, a score of 535 or higher, earns good cause for promotion to 4th grade. Information on students who earn good cause for promotion to fourth grade as a result of attending summer school is reported to the district.

**Strategy:** Before School Program

**Minutes added to school year:** 20,000

Targeted students will be invited to arrive early to school in order to spend time using instructional software in the computer lab. Students in grades 4 and 5 will be invited based on their iReady diagnostic scores and their previous year's FSA scores. Students in the lowest 25% will be invited to participate.

*Strategy Rationale*

Many Lockhart students lack either computers or internet access at home. Providing an opportunity for students to use the computer lab in the morning will allow them to reach their required iReady minutes and make better use of the non-instructional time that occurs prior to the first bell of the school day.

*Strategy Purpose(s)*

- Enrichment

*Person(s) responsible for monitoring implementation of the strategy*
Shanks, Ella , ella.shanks@ocps.net

*Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy*

Weekly usage reports will be generated to determine the minutes each child has completed in both ELA and Math for the week as well as the child's pass rate. Students are striving to earn 45 minutes a week and a minimum of an 80 percent pass rate on the iReady program.

**Strategy:** Weekend Program

**Minutes added to school year:** 2,880

Saturday school will take place on select Saturdays for students in grades (2-5). The focus of these classes will be STEM lessons. Students will be engaged in activities that integrate science, technology, engineering design and mathematics.

*Strategy Rationale*

A focus on STEM for students in grades (2-5) will help to build a sustainable science program at Lockhart Elementary.

*Strategy Purpose(s)*

- Core Academic Instruction

- Enrichment

*Person(s) responsible for monitoring implementation of the strategy*
Brown, Tabitha, tabitha.brown@ocps.net

*Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy*

Formative and Summative assessment data will be reviewed to determine if an increase in student achievement has occurred.

**Strategy:** Extended School Day

**Minutes added to school year:** 10,800

Students will be grouped according to their most recent Reading data. Push-in and pull-out support will allow Lockhart to reduce the student to teacher ratio during the extra hour of instruction for the groups who are most at risk of not meeting grade level expectations.

*Strategy Rationale*

Additional, intensive, targeted instruction will increase the percentage of students who are reading at proficiency on the spring 2018 state assessment.

*Strategy Purpose(s)*

- Core Academic Instruction

*Person(s) responsible for monitoring implementation of the strategy*
Shanks, Ella , ella.shanks@ocps.net

*Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy*

The iReady assessment will be administered to (K-5) students three times a year. This data will be reviewed to determine if an increase in student achievement has occurred.

## 2. Student Transition and Readiness

### a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, §
1114(b)(7)(A)(iii)(V).

### 1. 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 has also added a half-day ESE PreK program and a full day PreK ASD program. The general education preschool teacher and the ESE preschool teachers work to offer their students multiple opportunities to work collaboratively with their peers in other classes.

Kindergarten students who will be new to Lockhart Elementary are invited to attend a kindergarten orientation with their parents in the spring. Parents receive a welcome packet, and a presentation is provided for the parents by selected kindergarten teachers. The welcome packet includes information about the curriculum, a typical day in kindergarten, field trips, how the parents can help, etc. The children and their families enjoy the opportunity to visit a kindergarten classroom. Kindergarten parents are also invited to attend a special breakfast with the PTA on the first day of school.

Parents of all students are invited to the "Meet the Teacher" event where they can meet the classroom teacher and hear about the opportunities to become involved at Lockhart Elementary. On the first day of school, all parents are again welcome to visit their children's teachers when they drop their students off on campus.

Lockhart has a close eye on the students who were promoted 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. Therefore, these students are placed with similar students for intensive support during both the intervention block and the extra hour of reading at the end of the day. Depending on their running record data and iReady diagnostic data, these students will be placed in a group with a lower teacher to student ratio and they will be using the LLI system. These students will also be invited to attend our Saturday school program which will focus on reading in the content areas and our morning computer lab time for extra technology practice.

In the spring, fifth grade students visit our feeder middle school and are provided with an orientation session. Personnel from Lockhart Middle School are also invited to visit fifth grade classrooms and answer any questions rising sixth graders may have. Our school's leadership team communicates with middle school counselors to ensure that critical student information is considered when making class placements.

### b. College and Career Readiness

### 1. 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. Lockhart encourages businesses to adopt a classroom so that an ongoing relationship can be developed between the students and a group of professionals.

### 2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

Students are given the opportunity to work through the CAPE modules and earn certifications based on each completed module.

*3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement*

*4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes*

## II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(6).

### A. Problem Identification

#### 1. Data to Support Problem Identification

##### b. Data Uploads
Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.
The following documents were submitted as evidence for this section:

*No files were uploaded*

#### 2. Problem Identification Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Lockhart Elementary earned low scores in the categories related to the percent of students meeting proficiency in both ELA and Mathematics. Only 36% of the students earned a level 3 or above in ELA and Mathematics was only slightly higher at 47% at proficiency. A strength was the learning gains of the lowest 25% in ELA. 51 percent of these students made learning gains. This gain can be attributed to the targeted instruction that was provided during the extra hour of instruction. A weakness for Lockhart Elementary was the learning gains of the lowest 25% in Mathematics. Only 23 percent of these students made adequate gains in learning during the 2016-2017 school year. A strong focus on differentiated, small group instruction will help teachers to better match instruction to the needs of all learners and ultimately improve both the proficiency rates and the percent of students making learning gains.

### B. Problem Analysis Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

Lockhart Elementary had two instructional coaches during the 2016-2017 school year. These coaches coached grade levels. However, neither one of them were content experts in the areas of science and mathematics. This year Lockhart Elementary has hired a Math/Science coach who will be better prepared to facilitate common planning in the areas of Math and Science.

Lockhart Elementary has purchased the iReady MAFS practice books to be used during the intervention block for mathematics. Having a consistent resource will offer more structure to this block of instructional time.

### C. Strategic Goals

# School Improvement Goals

*The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.*

## Problem Solving Key

**G** = Goal     **B =** Barrier     **S** = Strategy

1 = Problem Solving Step     🔑 S123456 = Quick Key

## Strategic Goals Summary

**G1.**     Lockhart Elementary School will increase ELA, Mathematics and Science proficiency in all subgroups. (OCPS Division Priority: Accelerate Student Performance)

**G2.**     Lockhart Elementary School will increase ELA and Mathematics learning gains in the lowest 25%. (OCPS Division Priority: Narrow Achievement Gaps)

**G3.**     Elementary School will increase ELA and Mathematics learning gains in the top 25% (OCPS Division Priority: Ensure Career and College Readiness

## Strategic Goals Detail

*For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.*

**G1.** Lockhart Elementary School will increase ELA, Mathematics and Science proficiency in all subgroups. (OCPS Division Priority: Accelerate Student Performance) 1a

🔍 G095594

## Targets Supported 1b

| Indicator | Annual Target |
|---|---|
| FSA Mathematics Achievement | 60.0 |
| FSA ELA Achievement | 55.0 |
| Statewide Science Assessment Achievement | 50.0 |

## Targeted Barriers to Achieving the Goal 3

- Teachers may not know how to best use the available data to make instructional decisions.

- Classroom behaviors may disrupt the learning environment.

## Resources Available to Help Reduce or Eliminate the Barriers 2

- Lockhart has a science lab containing the necessary materials to offer hands-on lab experiences to children.

- Instructional coaches are focused on specific content areas (Reading and Writing/ Mathematics and Science).

- Lockhart will receive assistance from content experts in the district's Curriculum and Instruction Department.

- Lockhart Elementary has a systematic process for common planning each week with each grade level team.

- The district has provided teachers with new, comprehensive curriculum resource materials (CRM) to assist with lesson planning.

- Teachers have access to iReady diagnostic data and iReady instructional resources for both ELA and Mathematics.

- The master schedule has designated times for both small group instruction and interventions.

- Lockhart Elementary has been granted an extra hour of Reading instruction that has been added to the end of the school day.

## Plan to Monitor Progress Toward G1. 8

Administrators will review behavior data on a regular basis to look for trends and patterns. Decisions to adjust the behavioral plan will be made based on stagnant data or negative data trends.

**Person Responsible**

Ella Shanks

**Schedule**

Weekly, from 8/9/2017 to 5/30/2018

***Evidence of Completion***

School-wide data reports from Classroom DoJo, referral and suspension data, an increase in student achievement data

**G2.** Lockhart Elementary School will increase ELA and Mathematics learning gains in the lowest 25%. (OCPS Division Priority: Narrow Achievement Gaps) 1a

🔍 G095595

### Targets Supported 1b

| Indicator | Annual Target |
|-----------|---------------|
| ELA/Reading Gains | 60.0 |
| FSA ELA Achievement | 55.0 |
| FSA Mathematics Achievement | 60.0 |
| Math Gains | 60.0 |

### Targeted Barriers to Achieving the Goal 3

- Many teachers lack experience with the appropriate coaching of students in a small group setting.

- Teachers may not understand the complexity of the standards and how to best scaffold student understanding to the proper depth of the standard.

### Resources Available to Help Reduce or Eliminate the Barriers 2

- Instructional coaches are focused on specific content areas. (Reading and Writing /Mathematics and Science)

- Lockhart Elementary has a systematic process for common planning each week with each grade level team

- The district has provided teaches with access to new, comprehensive curriculum resource materials (CRMs) to assist with lesson planning.

- Teachers have access to iReady diagnostic data and iReady instructional resources for both ELA and Mathematics.

- The master schedule has designated times for both small group instruction and intervention.

- Lockhart Elementary has been granted an extra hour of reading instruction that has been added to the end of he school day.

- Lockhart Elementary will receive ongoing support from both the Corrective Programs department and the North Learning Community Office.

- Teachers have access to the iReady toolbox, an online resources containing thousands of instructional resources for grades K–8. Teacher toolbox is organized by standard and teachers can quickly find what they are looking for and differentiate instruction with their students who are performing below, on, and above grade level.

**Plan to Monitor Progress Toward G2.** `8`

The administrator will closely monitor student progress toward grade level expectations by reviewing common assessment data, intervention data and iReady data.

### Person Responsible

Ella Shanks

### Schedule

Weekly, from 8/23/2017 to 5/30/2018

### *Evidence of Completion*

Student achievement data and minutes from data meetings that reflect next steps and changes that are being made as a result of student data.

**G3.** Elementary School will increase ELA and Mathematics learning gains in the top 25% (OCPS Division Priority: Ensure Career and College Readiness 1a

🔑 G095596

### Targets Supported 1b

| Indicator | Annual Target |
| --- | --- |
| FSA ELA Achievement | 55.0 |
| FSA Mathematics Achievement | 60.0 |
| ELA/Reading Gains | 60.0 |
| Math Gains | 60.0 |

### Targeted Barriers to Achieving the Goal 3

- Lockhart has a large number (32%) of category 1 teachers (first three years of teaching).

- Offering high quality instruction to students working above grade level may be a challenge.

### Resources Available to Help Reduce or Eliminate the Barriers 2

- iReady reports and instructional resouces

- School-based instructional coaches

- School-based gifted resource teacher

- Extra hour of Reading instruction

- Funding from the district for Saturday school

- Master schedule has designated times for both whole group instruction and differentiated, small group instruction

- Clubs will be created based on staff interest in order to extend student learning and create a positive connection to school.

### Plan to Monitor Progress Toward G3. 8

Administrators will monitor student achievement data to ensure that the enrichment programs are having an impact on the instructional progress of all students, including those in the top 25%.

**Person Responsible**
Ella Shanks

**Schedule**
Weekly, from 8/14/2017 to 5/30/2018

***Evidence of Completion***
Reports generated from iReady documenting the progress of all students, highlighting the students who are considered to be in the top 25%

# Action Plan for Improvement

*For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.*

## Problem Solving Key

**G** = Goal          **B =**
Barrier          **S** = Strategy

1 = Problem Solving Step          S123456 = Quick Key

**G1.** Lockhart Elementary School will increase ELA, Mathematics and Science proficiency in all subgroups. (OCPS Division Priority: Accelerate Student Performance) 1

🔍 G095594

**G1.B4** Teachers may not know how to best use the available data to make instructional decisions. 2

🔍 B257401

**G1.B4.S1** The school will implement systems for the planning and delivery of high quality, standards-based instruction. 4

🔍 S272340

### Strategy Rationale

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

### Action Step 1 5

In order to help teachers to better understand the standards and how to best teach the standards, instructional coaches and school based administrators will facilitate common planning sessions twice a week with grade level teams of teachers.

#### Person Responsible

Cathy Rivera

#### Schedule

Weekly, from 8/7/2017 to 5/30/2018

#### *Evidence of Completion*

High quality lesson plans will be uploaded to SharePoint and there will be evidence of common planning when conducting classroom walk-throughs

### Action Step 2 5

Students will be offered before school, and Saturday opportunities to participate in tutoring and enrichment opportunities in ELA, Mathematics and Science.

#### Person Responsible

Tabitha Brown

#### Schedule

Weekly, from 9/5/2017 to 5/30/2018

#### *Evidence of Completion*

Student sign in sheets to show attendance in these extra opportunities, iReady reports showing increased achievement data for these participating students.

## Action Step 3  5

Science coach will help teachers to better understand how to use hands-on science labs to give students a deep understanding of the science concepts.

### Person Responsible

Pauline Harris

### Schedule

Weekly, from 9/1/2017 to 5/30/2018

### *Evidence of Completion*

Lesson plans that properly integrate hands-on science experiments, classroom observations of teachers facilitating science labs with students, increased student achievement on district science assessments (PMAs) given seven times during the school year

## Action Step 4  5

Lockhart will participate in the District PLC (DPLC) focused on close reading and evidenced based writing.

### Person Responsible

Ella Shanks

### Schedule

Every 2 Months, from 9/1/2017 to 5/31/2018

### *Evidence of Completion*

Follow-up conversations and professional development that the DPLC members will have with their grade level teams when they return to campus, change in teacher practice as a result of the information gleaned from the professional development on close reading, increase in student achievement as a result of participating in close reading lessons

## Action Step 5  5

### Person Responsible

### Schedule

### *Evidence of Completion*

## Plan to Monitor Fidelity of Implementation of G1.B4.S1  6

Administrators will participate in common planning sessions and will conduct regular classroom walk-throughs to see the delivery of the instruction that had been planned.

### Person Responsible

Ella Shanks

### Schedule

Weekly, from 8/28/2017 to 5/30/2018

### *Evidence of Completion*

Classroom walk-throughs entered into iObservation with feedback given to teachers, school-wide frameworks for ELA, Mathematics and the extra hour of instruction, Lesson plans on Sharepoint

## Plan to Monitor Effectiveness of Implementation of G1.B4.S1  7

Administrators will conduct regular classroom walk-throughs to see the delivery of the instruction that had been planned. Close attention will be paid to determine if the established school-wide frameworks are being implemented effectively.

### Person Responsible

Ella Shanks

### Schedule

Daily, from 8/14/2017 to 5/30/2018

### *Evidence of Completion*

Coaching observations entered into iObservation and student achievement data from common formative assesseents

**G1.B4.S2** Teachers and administrators will use data to drive instructional decisions and to appropriately allocate resources. 4

S272341

### Strategy Rationale

Closely monitoring data will allow the teachers and administrators to make changes to the instructional plan in a timely manner.

### Action Step 1 5

Administrators will meet with teachers in grade level teams on a weekly basis to review data from ELA, Mathematics and Science formative assessments and diagnostic assessments.

#### Person Responsible

Ella Shanks

#### Schedule

Weekly, from 8/9/2017 to 5/30/2018

#### *Evidence of Completion*

Data Matrices detailing the different data points collected on each child, minutes from the data meetings detailing the decisions that were made and changes that were made based on the analysis of the data

### Action Step 2 5

Teachers will participate in professional development on the best practices for using iReady with students including the teacher toolbox resources and the various reports that are available to drive instruction.

#### Person Responsible

Ella Shanks

#### Schedule

Semiannually, from 9/13/2017 to 5/31/2018

#### *Evidence of Completion*

Teachers will administer the iReady diagnostic assessments three times during the year. We will see an increase in student achievement on the diagnostic as a result of teachers understanding how to best use the resources available through iReady to target each student's needs and closely monitor each student's progress using the various reports. The district corrective programs department will also conduct monthly walks to collect data and determine next steps for supporting the school.

### Action Step 3 `5`

Teachers will meet with individual students to review student data. Teachers will help students to understand their current level of achievement and to track their progress toward their goals.

#### Person Responsible

Intructional Staff

#### Schedule

Monthly, from 9/1/2017 to 5/31/2018

#### *Evidence of Completion*

Student data notebooks

### Plan to Monitor Fidelity of Implementation of G1.B4.S2 `6`

Administrators will meet with teachers to review the most recent student data and determine what's working and what needs to be changed or altered to better meet students' needs.

#### Person Responsible

Ella Shanks

#### Schedule

Monthly, from 8/9/2017 to 5/31/2018

#### *Evidence of Completion*

School level reports, class level reports and grade level data matrices

### Plan to Monitor Effectiveness of Implementation of G1.B4.S2 `7`

Administrators will review student data and class level data on a regular basis to look for trends and patterns. Teachers will be tiered based on their data and differentiated support will be provided to teachers based on these tiers.

#### Person Responsible

Ella Shanks

#### Schedule

Weekly, from 8/9/2017 to 5/30/2018

#### *Evidence of Completion*

School level reports, class level reports and grade level data matrices

**G1.B6** Classroom behaviors may disrupt the learning environment. 2

🔑 B257403

**G1.B6.S1** Lockhart will consistently implement CHAMPS as our school-wide behavior plan. 4

🔑 S272342

### Strategy Rationale

When a classroom is not structured or experiences too many student disruptions, it impacts the learning of all students in the classroom.

**Action Step 1** 5

Teachers will receive differentiated professional development on the CHAMPS school-wide behavior plan.

#### Person Responsible

Lisa Claxton

#### Schedule

On 8/8/2017

#### *Evidence of Completion*

Teachers will consistently and effectively implement CHAMPS in their classrooms.

**Action Step 2** 5

Teachers will utilize Dolphin Dollars and Classroom DoJo to communicate with parents and to reinforce positive student behaviors.

#### Person Responsible

Tabitha Brown

#### Schedule

Daily, from 8/14/2017 to 5/30/2018

#### *Evidence of Completion*

Classroom DoJo reports and parent contact logs

**Plan to Monitor Fidelity of Implementation of G1.B6.S1** `6`

The CHAMPS Behavior Leadership Council meets monthly to discuss the school-wide implementation of CHAMPS and any adjustments that need to be made based on behavior data.

### Person Responsible

Tabitha Brown

### Schedule

Monthly, from 8/14/2017 to 5/30/2018

### *Evidence of Completion*

Committee sign-in sheets, meeting notes documenting changes that need to be made, current behavior data from the online discipline log and referrals.

**Plan to Monitor Effectiveness of Implementation of G1.B6.S1** `7`

The school administrators will meet weekly with the leadership team to review the most current behavior data and allocate resources.

### Person Responsible

Ella Shanks

### Schedule

Weekly, from 8/18/2017 to 5/25/2018

### *Evidence of Completion*

An increase in positive choices made by students, a decrease in referrals and suspensions

**G2.** Lockhart Elementary School will increase ELA and Mathematics learning gains in the lowest 25%. (OCPS Division Priority: Narrow Achievement Gaps) 1

🔍 G095595

**G2.B2** Many teachers lack experience with the appropriate coaching of students in a small group setting. 2

🔍 B257406

**G2.B2.S1** Instructional coaches will provide professional learning on best practices for prompting students in small group Mathematics and small group Reading lessons. 4

🔍 S272343

### Strategy Rationale

When teachers appropriately prompt and scaffold student understanding of new content, student achievement will increase.

**Action Step 1** 5

Instructional coaches will provide job embedded professional development on levels of questioning and proper student prompting.

#### Person Responsible

Ella Shanks

#### Schedule

Weekly, from 8/7/2017 to 5/30/2018

#### *Evidence of Completion*

Conversations that occur during weekly common planning sessions, classroom visits that demonstrate a change in practice as a result of the time spent in common planning.

**Plan to Monitor Fidelity of Implementation of G2.B2.S1** 6

Administrators will participate in common planning to ensure that the planning protocol is being followed properly.

#### Person Responsible

Ella Shanks

#### Schedule

Weekly, from 8/7/2017 to 5/30/2018

#### *Evidence of Completion*

High quality lessons will be created with appropriate questions and student prompting. Classroom walk-throughs will be conducted by administrators and feedback will be provided to teachers based on the classroom observations.

**Plan to Monitor Effectiveness of Implementation of G2.B2.S1** `7`

Classroom observations will be conducted to see a change in teacher practice as a result of the job embedded professional development.

### Person Responsible

Ella Shanks

### Schedule

Weekly, from 8/7/2017 to 5/30/2018

### *Evidence of Completion*

Classroom walk-through schedules with evidence of teacher feedback entered into iObservation

**G2.B5** Teachers may not understand the complexity of the standards and how to best scaffold student understanding to the proper depth of the standard. 2

🔍 B257409

**G2.B5.S1** Instructional coaches will provide school-level Professional Development on differentiating instruction and appropriate student feedback. 4

🔍 S272346

### Strategy Rationale

If teachers improve their pedagogy and the feedback that they provide to students, student achievement will increase.

### Action Step 1 5

Instructional coaches will provide professional learning opportunities on the framework for small group instruction (for ELA and Mathematics), the best use of instructional tools and formative assessments to drive next steps in the instructional process.

#### Person Responsible

Cathy Rivera

#### Schedule

Every 6 Weeks, from 7/31/2017 to 8/11/2017

#### *Evidence of Completion*

The teachers will review class data and group students accordingly. They will use this data to plan data-based targeted small group lesson plans. Student groups will be submitted to coaches and lesson plans will be uploaded to SharePoint.

### Action Step 2 5

Instructional coaches will model best practices in differentiating instruction and student feedback for classroom teachers.

#### Person Responsible

Cathy Rivera

#### Schedule

Monthly, from 9/4/2017 to 5/30/2018

#### *Evidence of Completion*

School administration will meet weekly with coaches to review coaching logs and to analyze evidence of change in teacher professional practice as a result of the coaching support.

**Action Step 3** `5`

Instructional coaches will facilitate instructional rounds focused on differentiated instruction and standards aligned practices.

### Person Responsible

Cathy Rivera

### Schedule

Quarterly, from 9/11/2017 to 5/30/2018

### *Evidence of Completion*

Teacher will submit reflections as a result of participating in the instructional rounds. Administrators will conduct classroom visits to see a documented change in classroom practice as a result of participating in instructional rounds.

**Action Step 4** `5`

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.

### Person Responsible

Intructional Staff

### Schedule

Monthly, from 8/14/2017 to 5/30/2018

### *Evidence of Completion*

Students will maintain personal data notebooks. When asked, students will be able to verbalize their goals and explain their current level of performance and what steps they are going to take to grow towards their goal (s).

**Plan to Monitor Fidelity of Implementation of G2.B5.S1** `6`

The administrator will review coaching logs to ensure coaches are supporting the appropriate teachers based on data.

### Person Responsible

Ella Shanks

### Schedule

Weekly, from 8/18/2017 to 5/30/2018

### *Evidence of Completion*

Minutes from leadership team meetings where coaches explain the work with teachers that they have done during the previous week, school administrators will document class observations following a teacher's work with the content coaches

**Plan to Monitor Effectiveness of Implementation of G2.B5.S1** `7`

Classroom observations will be conducted by the administrator to determine the level of implementation of the newly learned strategies by classroom teachers.

### Person Responsible

Ella Shanks

### Schedule

Weekly, from 8/28/2017 to 5/30/2018

### *Evidence of Completion*

Observations entered into iObservation and coaching feedback provided to teachers

**G2.B5.S2** Administration and instructional coaches will provide feedback to teachers on lesson plans and delivery of standards-based differentiated instruction. 4

🔑 S272347

### Strategy Rationale

Research shows that people need an opportunity to practice with accurate and actionable feedback in order to show a change in practice.

### Action Step 1 5

Teachers will participate in weekly common planning sessions facilitated by school based administrators, coaches and the grade level District Professional Learning Community (DPLC) member. Teachers will submit lesson plans for both whole group and small group instruction to the SharePoint site at least two weeks prior to the start of the instructional unit.

#### Person Responsible

Ella Shanks

#### Schedule

Weekly, from 7/31/2017 to 5/30/2018

#### *Evidence of Completion*

High quality, standards-based lessons will be posted to the SharePoint site. Lesson plans will include: The standards being taught, the daily target(s), the scale that shows the progression of learning over the course of the unit, the formative assessments that will be used to monitor progress, the daily lesson sequence with embedded accommodations to support the needs of all learners (ie. SWD, ELL), centers (for ELA & Math), plans for teacher led small group instruction and resources being used.

### Action Step 2 5

Administration and instructional coaches will provide feedback to teachers on both lesson plans and instructional delivery of these plans.

#### Person Responsible

Ella Shanks

#### Schedule

Weekly, from 8/14/2017 to 5/30/2018

#### *Evidence of Completion*

Oral feedback on lesson plans will be given by instructional coaches during the weekly common planning sessions. The principal and assistant principal will give written feedback to teams using a school created feedback document. Changes in classroom teacher practice as a result of this feedback will be documented by coaching observations in iObservation.

**Action Step 3** 5

Teachers will reflect on feedback in iObservation and student performance data in order to make adjustments to practice as needed.

### Person Responsible

Ella Shanks

### Schedule

Weekly, from 8/23/2017 to 5/23/2018

### *Evidence of Completion*

Conversations that occur weekly in PLC's and weekly data meetings as documented in the meeting minutes

**Plan to Monitor Fidelity of Implementation of G2.B5.S2** 6

Quality standards-based lesson plans will be created to include evidence of differentiation in the form of both whole group and small group plans.

### Person Responsible

Ella Shanks

### Schedule

Weekly, from 8/11/2017 to 5/30/2018

### *Evidence of Completion*

Lesson plans posted to the SharePoint site and classroom visits that reflect the instruction that was planned

**Plan to Monitor Effectiveness of Implementation of G2.B5.S2** `7`

The administrators and the instructional coaches will conduct classroom visits to observe the implementation of the instruction that was planned collaboratively in grade level meetings.

### Person Responsible

Ella Shanks

### Schedule

Weekly, from 8/14/2017 to 5/30/2018

### *Evidence of Completion*

Observations entered into iObservation and coaching feedback provided to teachers by both the principal and the instructional coaches, observations may also be recorded on the district created corrective programs walk-through form

**Plan to Monitor Effectiveness of Implementation of G2.B5.S2** `7`

**G3.** Elementary School will increase ELA and Mathematics learning gains in the top 25% (OCPS Division Priority: Ensure Career and College Readiness [1]

🔑 G095596

**G3.B1** Lockhart has a large number (32%) of category 1 teachers (first three years of teaching). [2]

🔑 B257411

**G3.B1.S1** Lockhart Elementary will develop a comprehensive new teacher induction program to ensure the success of teachers entering the profession. [4]

🔑 S272348

### Strategy Rationale

Research shows that when new teachers are supported, they are more successful and they remain in the profession longer.

**Action Step 1** [5]

All new teachers will be assigned a mentor and will work with their mentor to complete both the OCPS new teacher program and the Lockhart Elementary new teacher series.

#### Person Responsible

Pauline Harris

#### Schedule

Monthly, from 8/14/2017 to 5/30/2018

#### *Evidence of Completion*

Copies of the schedule for the Lockhart Elementary new teacher program, coaching logs documenting times the new teacher and mentor met to collaborate

**Action Step 2** [5]

Instructional coaches will offer coaching and modeling to the new teachers as directed by the school administrators.

#### Person Responsible

Ella Shanks

#### Schedule

Weekly, from 8/28/2017 to 5/30/2018

#### *Evidence of Completion*

**Plan to Monitor Fidelity of Implementation of G3.B1.S1** `6`

School administrators will monitor the implementation of the new teacher induction program to determine if it is sufficiently meeting the needs of our newest staff members.

### Person Responsible

Ella Shanks

### Schedule

Weekly, from 8/14/2017 to 5/30/2018

### *Evidence of Completion*

Classroom walk-throughs and feedback to new teachers as a result of the classroom visits Copies of the school documents explaining the tiers of support offered to all staff members

**Plan to Monitor Effectiveness of Implementation of G3.B1.S1** `7`

School administrators will monitor the professional practice of the new teachers to determine if the level of support needs to be adjusted.

### Person Responsible

Ella Shanks

### Schedule

Weekly, from 8/14/2017 to 5/30/2018

### *Evidence of Completion*

Classroom walk-throughs and feedback to new teachers as a result of the classroom visits Copies of the school documents explaining the tiers of support offered to all staff members

**G3.B2** Offering high quality instruction to students working above grade level may be a challenge. 2

🔑 B257412

**G3.B2.S1** Lockhart Elementary will intentionally plan enrichment opportunities for students who are working at or above grade level to extend their learning. 4

🔑 S272349

### Strategy Rationale

All students, including those who are working above grade level, are entitled to high quality instruction at their current level of performance.

**Action Step 1** 5

Saturday school will be offered to students who are in the top 25% of their class in grades 4 and 5 for the purpose of enrichment.

#### Person Responsible

Tabitha Brown

#### Schedule

Biweekly, from 9/16/2017 to 4/22/2018

#### *Evidence of Completion*

Attendance at Saturday school will be monitored and students will be encouraged to attend. Students who are in the top 25% at the beginning of the year will continue to make gains throughout the school year.

**Action Step 2** 5

A variety of before school and after school clubs will be offered to students.

#### Person Responsible

Tabitha Brown

#### Schedule

Monthly, from 9/1/2017 to 5/30/2018

#### *Evidence of Completion*

Participation in school clubs will be monitored and students will be encouraged to attend. There will be an increase in the AdvancED survey data indicators that deal with having high expectations of students (i.e. "In my school my principal and my teachers want every student to learn" and "In my school my teachers use different activities to help me learn).

**Action Step 3** `5`

Instructional coaches and administrators will work closely with teachers to use the extra hour of instruction to target the needs of all learners, including those who are working at or above grade level.

### Person Responsible

Ella Shanks

### Schedule

Weekly, from 8/7/2017 to 5/30/2018

### *Evidence of Completion*

Copies of the Lockhart instructional framework for the extra hour of instruction, documentation of how students have been grouped and regrouped for the extra hour of instruction, classroom walk-throughs that show a consistent implementation of the framework, iReady diagnostic data that shows that the students in the top 25% are continuing to make learning gains throughout the year

**Plan to Monitor Fidelity of Implementation of G3.B2.S1** `6`

The administrators will conduct classroom visits to ensure a consistent implementation of the enrichment programs.

### Person Responsible

Ella Shanks

### Schedule

Weekly, from 8/14/2017 to 5/30/2018

### *Evidence of Completion*

Observations from classroom visits

**Plan to Monitor Effectiveness of Implementation of G3.B2.S1** `7`

Administrators will monitor student achievement data to ensure that the enrichment programs are having an impact on the instructional progress of all students, including those in the top 25%.

### Person Responsible

Ella Shanks

### Schedule

Weekly, from 8/14/2017 to 5/30/2018

### *Evidence of Completion*

Reports generated from iReady documenting the progress of all students, highlighting the students who are considered in the top 25%

## IV. Implementation Timeline

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/End Date |
|---|---|---|---|---|---|
| **2018** | | | | | |
| G1.B4.S1.A5 🔑 A365353 | [no content entered] | | No Start Date | | No End Date once |
| G1.B6.S1.A1 🔑 A365357 | Teachers will receive differentiated professional development on the CHAMPS school-wide behavior... | Claxton, Lisa | 8/8/2017 | Teachers will consistently and effectively implement CHAMPS in their classrooms. | 8/8/2017 one-time |
| G2.B5.S1.A1 🔑 A365361 | Instructional coaches will provide professional learning opportunities on the framework for small... | Rivera, Cathy | 7/31/2017 | The teachers will review class data and group students accordingly. They will use this data to plan data-based targeted small group lesson plans. Student groups will be submitted to coaches and lesson plans will be uploaded to SharePoint. | 8/11/2017 every-6-weeks |
| G3.B2.S1.A1 🔑 A365370 | Saturday school will be offered to students who are in the top 25% of their class in grades 4 and 5... | Brown, Tabitha | 9/16/2017 | Attendance at Saturday school will be monitored and students will be encouraged to attend. Students who are in the top 25% at the beginning of the year will continue to make gains throughout the school year. | 4/22/2018 biweekly |
| G2.B5.S2.A3 🔑 A365367 | Teachers will reflect on feedback in iObservation and student performance data in order to make... | Shanks, Ella | 8/23/2017 | Conversations that occur weekly in PLC's and weekly data meetings as documented in the meeting minutes | 5/23/2018 weekly |
| G1.B6.S1.MA1 🔑 M391231 | The school administrators will meet weekly with the leadership team to review the most current... | Shanks, Ella | 8/18/2017 | An increase in positive choices made by students, a decrease in referrals and suspensions | 5/25/2018 weekly |
| G2.B5.S1.A3 🔑 A365363 | Instructional coaches will facilitate instructional rounds focused on differentiated instruction... | Rivera, Cathy | 9/11/2017 | Teacher will submit reflections as a result of participating in the instructional rounds. Administrators will conduct classroom visits to see a documented change in classroom practice as a result of participating in instructional rounds. | 5/30/2018 quarterly |
| G1.B4.S1.A3 🔑 A365351 | Science coach will help teachers to better understand how to use hands-on science labs to give... | Harris, Pauline | 9/1/2017 | Lesson plans that properly integrate hands-on science experiments, classroom observations of teachers facilitating science labs with students, increased student achievement on district science assessments (PMAs) given seven times during the school year | 5/30/2018 weekly |
| G1.MA1 🔑 M391233 | Administrators will review behavior data on a regular basis to look for trends and patterns.... | Shanks, Ella | 8/9/2017 | School-wide data reports from Classroom DoJo, referral and suspension data, an increase in student achievement data | 5/30/2018 weekly |
| G1.B4.S1.A1 🔑 A365349 | In order to help teachers to better understand the standards and how to best teach the standards,... | Rivera, Cathy | 8/7/2017 | High quality lesson plans will be uploaded to SharePoint and there will be evidence of common planning when conducting classroom walk-throughs | 5/30/2018 weekly |
| G1.B4.S1.MA1 🔑 M391228 | Administrators will participate in common planning sessions and will conduct regular classroom... | Shanks, Ella | 8/28/2017 | Classroom walk-throughs entered into iObservation with feedback given to teachers, school-wide frameworks for ELA, Mathematics and the extra hour of instruction, Lesson plans on Sharepoint | 5/30/2018 weekly |
| G1.B6.S1.MA1 🔑 M391232 | The CHAMPS Behavior Leadership Council meets monthly to discuss the school-wide implementation of... | Brown, Tabitha | 8/14/2017 | Committee sign-in sheets, meeting notes documenting changes that need to be made, current behavior data from the online discipline log and referrals. | 5/30/2018 monthly |

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/End Date |
|---|---|---|---|---|---|
| G1.B4.S1.MA1 M391227 | Administrators will conduct regular classroom walk-throughs to see the delivery of the instruction... | Shanks, Ella | 8/14/2017 | Coaching observations entered into iObservation and student achievement data from common formative assesseents | 5/30/2018 daily |
| G1.B6.S1.A2 A365358 | Teachers will utilize Dolphin Dollars and Classroom DoJo to communicate with parents and to... | Brown, Tabitha | 8/14/2017 | Classroom DoJo reports and parent contact logs | 5/30/2018 daily |
| G2.B2.S1.MA1 M391234 | Classroom observations will be conducted to see a change in teacher practice as a result of the job... | Shanks, Ella | 8/7/2017 | Classroom walk-through schedules with evidence of teacher feedback entered into iObservation | 5/30/2018 weekly |
| G2.B2.S1.MA1 M391235 | Administrators will participate in common planning to ensure that the planning protocol is being... | Shanks, Ella | 8/7/2017 | High quality lessons will be created with appropriate questions and student prompting. Classroom walk-throughs will be conducted by administrators and feedback will be provided to teachers based on the classroom observations. | 5/30/2018 weekly |
| G2.B2.S1.A1 A365359 | Instructional coaches will provide job embedded professional development on levels of questioning... | Shanks, Ella | 8/7/2017 | Conversations that occur during weekly common planning sessions, classroom visits that demonstrate a change in practice as a result of the time spent in common planning. | 5/30/2018 weekly |
| G2.B5.S1.MA1 M391238 | Classroom observations will be conducted by the administrator to determine the level of... | Shanks, Ella | 8/28/2017 | Observations entered into iObservation and coaching feedback provided to teachers | 5/30/2018 weekly |
| G2.B5.S1.MA1 M391239 | The administrator will review coaching logs to ensure coaches are supporting the appropriate... | Shanks, Ella | 8/18/2017 | Minutes from leadership team meetings where coaches explain the work with teachers that they have done during the previous week, school administrators will document class observations following a teacher's work with the content coaches | 5/30/2018 weekly |
| G3.MA1 M391247 | Administrators will monitor student achievement data to ensure that the enrichment programs are... | Shanks, Ella | 8/14/2017 | Reports generated from iReady documenting the progress of all students, highlighting the students who are considered to be in the top 25% | 5/30/2018 weekly |
| G2.B5.S1.A2 A365362 | Instructional coaches will model best practices in differentiating instruction and student feedback... | Rivera, Cathy | 9/4/2017 | School administration will meet weekly with coaches to review coaching logs and to analyze evidence of change in teacher professional practice as a result of the coaching support. | 5/30/2018 monthly |
| G1.B4.S1.A2 A365350 | Students will be offered before school, and Saturday opportunities to participate in tutoring and... | Brown, Tabitha | 9/5/2017 | Student sign in sheets to show attendance in these extra opportunities, iReady reports showing increased achievement data for these participating students. | 5/30/2018 weekly |
| G2.B5.S1.A4 A365364 | Teachers will conduct data chats with students on a monthly basis. Teachers will support students... | Staff, Intructional | 8/14/2017 | Students will maintain personal data notebooks. When asked, students will be able to verbalize their goals and explain their current level of performance and what steps they are going to take to grow towards their goal (s). | 5/30/2018 monthly |
| G3.B1.S1.MA1 M391243 | School administrators will monitor the professional practice of the new teachers to determine if... | Shanks, Ella | 8/14/2017 | Classroom walk-throughs and feedback to new teachers as a result of the classroom visits Copies of the school documents explaining the tiers of support offered to all staff members | 5/30/2018 weekly |
| G2.B5.S2.MA1 M391240 | The administrators and the instructional coaches will conduct classroom visits to observe the... | Shanks, Ella | 8/14/2017 | Observations entered into iObservation and coaching feedback provided to teachers by both the principal and the instructional coaches, observations may also be recorded on | 5/30/2018 weekly |

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/End Date |
|---|---|---|---|---|---|
| | | | | the district created corrective programs walk-through form | |
| G3.B1.S1.A1 🔑 A365368 | All new teachers will be assigned a mentor and will work with their mentor to complete both the... | Harris, Pauline | 8/14/2017 | Copies of the schedule for the Lockhart Elementary new teacher program, coaching logs documenting times the new teacher and mentor met to collaborate | 5/30/2018 monthly |
| G3.B1.S1.A2 🔑 A365369 | Instructional coaches will offer coaching and modeling to the new teachers as directed by the... | Shanks, Ella | 8/28/2017 | | 5/30/2018 weekly |
| G3.B2.S1.MA1 🔑 M391245 | Administrators will monitor student achievement data to ensure that the enrichment programs are... | Shanks, Ella | 8/14/2017 | Reports generated from iReady documenting the progress of all students, highlighting the students who are considered in the top 25% | 5/30/2018 weekly |
| G3.B2.S1.MA1 🔑 M391246 | The administrators will conduct classroom visits to ensure a consistent implementation of the... | Shanks, Ella | 8/14/2017 | Observations from classroom visits | 5/30/2018 weekly |
| G2.MA1 🔑 M391242 | The administrator will closely monitor student progress toward grade level expectations by... | Shanks, Ella | 8/23/2017 | Student achievement data and minutes from data meetings that reflect next steps and changes that are being made as a result of student data. | 5/30/2018 weekly |
| G3.B2.S1.A2 🔑 A365371 | A variety of before school and after school clubs will be offered to students. | Brown, Tabitha | 9/1/2017 | Participation in school clubs will be monitored and students will be encouraged to attend. There will be an increase in the AdvancED survey data indicators that deal with having high expectations of students (i.e. "In my school my principal and my teachers want every student to learn" and "In my school my teachers use different activities to help me learn). | 5/30/2018 monthly |
| G3.B2.S1.A3 🔑 A365372 | Instructional coaches and administrators will work closely with teachers to use the extra hour of... | Shanks, Ella | 8/7/2017 | Copies of the Lockhart instructional framework for the extra hour of instruction, documentation of how students have been grouped and regrouped for the extra hour of instruction, classroom walk-throughs that show a consistent implementation of the framework, iReady diagnostic data that shows that the students in the top 25% are continuing to make learning gains throughout the year | 5/30/2018 weekly |
| G1.B4.S2.MA1 🔑 M391229 | Administrators will review student data and class level data on a regular basis to look for trends... | Shanks, Ella | 8/9/2017 | School level reports, class level reports and grade level data matrices | 5/30/2018 weekly |
| G2.B5.S2.A2 🔑 A365366 | Administration and instructional coaches will provide feedback to teachers on both lesson plans and... | Shanks, Ella | 8/14/2017 | Oral feedback on lesson plans will be given by instructional coaches during the weekly common planning sessions. The principal and assistant principal will give written feedback to teams using a school created feedback document. Changes in classroom teacher practice as a result of this feedback will be documented by coaching observations in iObservation. | 5/30/2018 weekly |
| G1.B4.S2.A1 🔑 A365354 | Administrators will meet with teachers in grade level teams on a weekly basis to review data from... | Shanks, Ella | 8/9/2017 | Data Matrices detailing the different data points collected on each child, minutes from the data meetings detailing the decisions that were made and changes that were made based on the analysis of the data | 5/30/2018 weekly |

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/End Date |
|---|---|---|---|---|---|
| G2.B5.S2.A1 🔑 A365365 | Teachers will participate in weekly common planning sessions facilitated by school based... | Shanks, Ella | 7/31/2017 | High quality, standards-based lessons will be posted to the SharePoint site. Lesson plans will include: The standards being taught, the daily target(s), the scale that shows the progression of learning over the course of the unit, the formative assessments that will be used to monitor progress, the daily lesson sequence with embedded accommodations to support the needs of all learners (ie. SWD, ELL), centers (for ELA & Math), plans for teacher led small group instruction and resources being used. | 5/30/2018 weekly |
| G2.B5.S2.MA1 🔑 M391241 | Quality standards-based lesson plans will be created to include evidence of differentiation in the... | Shanks, Ella | 8/11/2017 | Lesson plans posted to the SharePoint site and classroom visits that reflect the instruction that was planned | 5/30/2018 weekly |
| G3.B1.S1.MA1 🔑 M391244 | School administrators will monitor the implementation of the new teacher induction program to... | Shanks, Ella | 8/14/2017 | Classroom walk-throughs and feedback to new teachers as a result of the classroom visits Copies of the school documents explaining the tiers of support offered to all staff members | 5/30/2018 weekly |
| G1.B4.S2.A3 🔑 A365356 | Teachers will meet with individual students to review student data. Teachers will help students to... | Staff, Intructional | 9/1/2017 | Student data notebooks | 5/31/2018 monthly |
| G1.B4.S2.A2 🔑 A365355 | Teachers will participate in professional development on the best practices for using iReady with... | Shanks, Ella | 9/13/2017 | Teachers will administer the iReady diagnostic assessments three times during the year. We will see an increase in student achievement on the diagnostic as a result of teachers understanding how to best use the resources available through iReady to target each student's needs and closely monitor each student's progress using the various reports. The district corrective programs department will also conduct monthly walks to collect data and determine next steps for supporting the school. | 5/31/2018 semiannually |
| G1.B4.S2.MA1 🔑 M391230 | Administrators will meet with teachers to review the most recent student data and determine what's... | Shanks, Ella | 8/9/2017 | School level reports, class level reports and grade level data matrices | 5/31/2018 monthly |
| G1.B4.S1.A4 🔑 A365352 | Lockhart will participate in the District PLC (DPLC) focused on close reading and evidenced based... | Shanks, Ella | 9/1/2017 | Follow-up conversations and professional development that the DPLC members will have with their grade level teams when they return to campus, change in teacher practice as a result of the information gleaned from the professional development on close reading, increase in student achievement as a result of participating in close reading lessons | 5/31/2018 every-2-months |

# V. Professional Development Opportunities

*Professional development opportunities identified in the SIP as action steps to achieve the school's goals.*

**G1.** Lockhart Elementary School will increase ELA, Mathematics and Science proficiency in all subgroups. (OCPS Division Priority: Accelerate Student Performance)

**G1.B4** Teachers may not know how to best use the available data to make instructional decisions.

**G1.B4.S1** The school will implement systems for the planning and delivery of high quality, standards-based instruction.

### PD Opportunity 1

In order to help teachers to better understand the standards and how to best teach the standards, instructional coaches and school based administrators will facilitate common planning sessions twice a week with grade level teams of teachers.

#### Facilitator

Cathy Rivera and Pauline Harris

#### Participants

All instructional Staff, including ESE resource teachers

#### Schedule

Weekly, from 8/7/2017 to 5/30/2018

### PD Opportunity 2

Lockhart will participate in the District PLC (DPLC) focused on close reading and evidenced based writing.

#### Facilitator

Consultants hired from the district

#### Participants

Grade level representatives who will train the rest of the staff

#### Schedule

Every 2 Months, from 9/1/2017 to 5/31/2018

**G1.B4.S2** Teachers and administrators will use data to drive instructional decisions and to appropriately allocate resources.

### PD Opportunity 1

Teachers will participate in professional development on the best practices for using iReady with students including the teacher toolbox resources and the various reports that are available to drive instruction.

#### Facilitator

iReady Consultant

#### Participants

Instructional Staff and Administrators

#### Schedule

Semiannually, from 9/13/2017 to 5/31/2018

**G1.B6** Classroom behaviors may disrupt the learning environment.

**G1.B6.S1** Lockhart will consistently implement CHAMPS as our school-wide behavior plan.

### PD Opportunity 1

Teachers will receive differentiated professional development on the CHAMPS school-wide behavior plan.

#### Facilitator

Lisa Claxton

#### Participants

All instructional personnel

#### Schedule

On 8/8/2017

**G2.** Lockhart Elementary School will increase ELA and Mathematics learning gains in the lowest 25%. (OCPS Division Priority: Narrow Achievement Gaps)

**G2.B2** Many teachers lack experience with the appropriate coaching of students in a small group setting.

**G2.B2.S1** Instructional coaches will provide professional learning on best practices for prompting students in small group Mathematics and small group Reading lessons.

### PD Opportunity 1

Instructional coaches will provide job embedded professional development on levels of questioning and proper student prompting.

#### Facilitator

Cathy Rivera and Pauline Harris

#### Participants

All instructional Staff

#### Schedule

Weekly, from 8/7/2017 to 5/30/2018

**G2.B5** Teachers may not understand the complexity of the standards and how to best scaffold student understanding to the proper depth of the standard.

**G2.B5.S1** Instructional coaches will provide school-level Professional Development on differentiating instruction and appropriate student feedback.

### PD Opportunity 1

Instructional coaches will provide professional learning opportunities on the framework for small group instruction (for ELA and Mathematics), the best use of instructional tools and formative assessments to drive next steps in the instructional process.

#### Facilitator

Pauline Harris and Cathy Rivera

#### Participants

All (K-5) instructional staff

#### Schedule

Every 6 Weeks, from 7/31/2017 to 8/11/2017

**PD Opportunity 2**

Instructional coaches will facilitate instructional rounds focused on differentiated instruction and standards aligned practices.

### Facilitator

Pauline Harris and Cathy Rivera

### Participants

All instructional personnel

### Schedule

Quarterly, from 9/11/2017 to 5/30/2018

**G3.** Elementary School will increase ELA and Mathematics learning gains in the top 25% (OCPS Division Priority: Ensure Career and College Readiness

**G3.B1** Lockhart has a large number (32%) of category 1 teachers (first three years of teaching).

**G3.B1.S1** Lockhart Elementary will develop a comprehensive new teacher induction program to ensure the success of teachers entering the profession.

### PD Opportunity 1

All new teachers will be assigned a mentor and will work with their mentor to complete both the OCPS new teacher program and the Lockhart Elementary new teacher series.

### Facilitator

School instructional coach and school administrators

### Participants

New teachers and their assigned mentors

### Schedule

Monthly, from 8/14/2017 to 5/30/2018

**PD Opportunity 2**

Instructional coaches will offer coaching and modeling to the new teachers as directed by the school administrators.

### Facilitator

School instructional coaches and school administrators

### Participants

New teachers

### Schedule

Weekly, from 8/28/2017 to 5/30/2018

## VI. Technical Assistance Items

*Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.*

## VII. Budget

| 1 | G1.B4.S1.A1 | In order to help teachers to better understand the standards and how to best teach the standards, instructional coaches and school based administrators will facilitate common planning sessions twice a week with grade level teams of teachers. | | | | $58,224.00 |
|---|---|---|---|---|---|---|
| | Function | Object | Budget Focus | Funding Source | FTE | 2017-18 |
| | 0000 | 300-Purchased Services | 0421 - Lockhart Elementary | UniSIG | | $1,500.00 |
| | | *Notes: Lockhart will invite a published author to visit campus and present to children.* | | | | |
| | 0000 | 500-Materials and Supplies | 0421 - Lockhart Elementary | UniSIG | | $2,011.00 |
| | | *Notes: Bare books will be purchased so that students and teachers can take one piece of exemplary writing to the published phase. All students will have a book to share at the Young Author's Conference.* | | | | |
| | 0000 | 300-Purchased Services | 0421 - Lockhart Elementary | UniSIG | | $9,960.00 |
| | | *Notes: Dollars will be used to pay a Kagan consultatnt to train teachers on how to be better prepared to embed collaborative structures into their lesson plans across all content areas.* | | | | |
| | 2120 | 100-Salaries | 0421 - Lockhart Elementary | UniSIG | | $11,400.00 |
| | | *Notes: Dollars will be used to pay teachers to stay beyond the regular duty day to attend Kagan PD.* | | | | |
| | 0000 | 500-Materials and Supplies | 0421 - Lockhart Elementary | UniSIG | | $1,353.00 |
| | | *Notes: Teachers will all receive copies of Dinah Zike's book on foldables. This will assist with our school-wide implementation of interactive notebooks.* | | | | |
| | 2120 | 100-Salaries | 0421 - Lockhart Elementary | UniSIG | | $32,000.00 |
| | | *Notes: Teachers will be paid for two, four hour planning nights each quin. These late night planning sessions, facilitated by the coaches, will help all teachers to be best prepared to deliver the rigrous content.* | | | | |
| 2 | G1.B4.S1.A2 | Students will be offered before school, and Saturday opportunities to participate in tutoring and enrichment opportunities in ELA, Mathematics and Science. | | | | $13,600.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2017-18 |
| | 3354 | 239-Other | 0421 - Lockhart Elementary | UniSIG | | $5,200.00 |
| | | *Notes: Bus services will be provided to students attending Saturday school.* | | | | |
| | 0000 | 239-Other | 0421 - Lockhart Elementary | UniSIG | | $1,400.00 |
| | | *Notes: Funds will be used to take an end of year academic field trip for those students who have regular Saturday school attendance.* | | | | |
| | 0000 | 510-Supplies | 0421 - Lockhart Elementary | UniSIG | | $6,000.00 |
| | | *Notes: Curriculum nights will be planned for parents. These nights will give parents a better understanding of how to support students at home n all content areas.* | | | | |
| | 0000 | 500-Materials and Supplies | 0421 - Lockhart Elementary | UniSIG | | $1,000.00 |
| | | *Notes: Books will be purchased for students to enhance their summer reading in grades (3-5).* | | | | |

| 3 | G1.B4.S1.A3 | **Science coach will help teachers to better understand how to use hands-on science labs to give students a deep understanding of the science concepts.** | | | | **$875.00** |
|---|---|---|---|---|---|---|
| | Function | Object | Budget Focus | Funding Source | FTE | 2017-18 |
| | 0000 | 500-Materials and Supplies | 0421 - Lockhart Elementary | UniSIG | | $875.00 |
| | | | *Notes: Materials from J & J Educational Bootcamp: These materials will be used to support Science instruction in grades 4 and 5. The school has already purchased the science bootcamp workbooks. These supplemental items will enhance our instructional delivery and student understanding.* | | | |
| 4 | G1.B4.S1.A4 | **Lockhart will participate in the District PLC (DPLC) focused on close reading and evidenced based writing.** | | | | **$0.00** |
| 5 | G1.B4.S1.A5 | | | | | **$0.00** |
| 6 | G1.B4.S2.A1 | **Administrators will meet with teachers in grade level teams on a weekly basis to review data from ELA, Mathematics and Science formative assessments and diagnostic assessments.** | | | | **$66,991.60** |
| | Function | Object | Budget Focus | Funding Source | FTE | 2017-18 |
| | 2110 | 130-Other Certified Instructional Personnel | 0421 - Lockhart Elementary | UniSIG | | $66,991.60 |
| | | | *Notes: Five degreed, hourly and certified tutors will be hired to work with students in the lowest 30% in ELA and Math. Tutors will work with students over the course of 26 weeks an average of 20 hours a week.* | | | |
| 7 | G1.B4.S2.A2 | **Teachers will participate in professional development on the best practices for using iReady with students including the teacher toolbox resources and the various reports that are available to drive instruction.** | | | | **$1,500.00** |
| | Function | Object | Budget Focus | Funding Source | FTE | 2017-18 |
| | 0000 | 510-Supplies | 0421 - Lockhart Elementary | UniSIG | | $1,500.00 |
| | | | *Notes: Individual ear buds will be purchased for each child (K-5) so that they can maximize their iReady usage and fully hear the computer aided instructed that is being delivered.* | | | |
| | | | 0421 - Lockhart Elementary | UniSIG | | $0.00 |
| | | | *Notes: Curriculum nights will be planned for parents. These nights will give parents a better understanding of how to support students at home n all content areas.* | | | |
| 8 | G1.B4.S2.A3 | **Teachers will meet with individual students to review student data. Teachers will help students to understand their current level of achievement and to track their progress toward their goals.** | | | | **$12,641.00** |
| | Function | Object | Budget Focus | Funding Source | FTE | 2017-18 |
| | 0000 | 500-Materials and Supplies | 0421 - Lockhart Elementary | UniSIG | | $10,166.00 |
| | | | *Notes: A large percentage of Lockhart's instructional staff have three or less years of experience. As a result, these teachers lack some of the tools that it takes to complete a classroom, such as a classroom library. Providing these teachers with an age appropriate classroom library, will give students access to appropriate text during the ELA block and centers. Teachers will ensure that students are selecting texts matched to their level based on the student data chats.* | | | |
| | 0000 | 500-Materials and Supplies | 0421 - Lockhart Elementary | UniSIG | | $2,475.00 |
| | | | *Notes: Student magazines give students access to high interest, non-fiction text on current events and topics. The Scholastic magazines come with teacher lesson plans* | | | |

| | | | |
|---|---|---|---|
| | | that will assist teachers with embedding these tools into whole group, small group and centers. Magazines are another tool that help teachers match students to appropriate leveled text. | |
| 9 | G1.B6.S1.A1 | Teachers will receive differentiated professional development on the CHAMPS school-wide behavior plan. | $0.00 |
| 10 | G1.B6.S1.A2 | Teachers will utilize Dolphin Dollars and Classroom DoJo to communicate with parents and to reinforce positive student behaviors. | $0.00 |
| 11 | G2.B2.S1.A1 | Instructional coaches will provide job embedded professional development on levels of questioning and proper student prompting. | $0.00 |
| 12 | G2.B5.S1.A1 | Instructional coaches will provide professional learning opportunities on the framework for small group instruction (for ELA and Mathematics), the best use of instructional tools and formative assessments to drive next steps in the instructional process. | $6,187.50 |

| | Function | Object | Budget Focus | Funding Source | FTE | 2017-18 |
|---|---|---|---|---|---|---|
| | 0000 | 500-Materials and Supplies | 0421 - Lockhart Elementary | UniSIG | | $6,187.50 |
| | | | *Notes: Fouintas and Pinnell leveled Literacy Intervention (LLI) gold Kit levels O-T. This would be used for interventions in grades 4 & 5 for students in the lowest 30% The school already owns one of these kits. However, LLI is being used in both grades 4 and 5 with the lowest students during the extra hour of instruction. An additional kit will allow us to better share the resources between the teachers so that the program can be implemented with fidelity.* | | | |

| | | | |
|---|---|---|---|
| 13 | G2.B5.S1.A2 | Instructional coaches will model best practices in differentiating instruction and student feedback for classroom teachers. | $0.00 |
| 14 | G2.B5.S1.A3 | Instructional coaches will facilitate instructional rounds focused on differentiated instruction and standards aligned practices. | $10,180.90 |

| | Function | Object | Budget Focus | Funding Source | FTE | 2017-18 |
|---|---|---|---|---|---|---|
| | 2110 | 140-Substitute Teachers | 0421 - Lockhart Elementary | General Fund | | $5,000.00 |
| | | | *Notes: Subs will allow teachers class coverage to participate in instructional rounds.* | | | |
| | 2110 | 140-Substitute Teachers | 0421 - Lockhart Elementary | UniSIG | | $5,180.90 |

| | | | |
|---|---|---|---|
| 15 | G2.B5.S1.A4 | 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. | $0.00 |
| 16 | G2.B5.S2.A1 | Teachers will participate in weekly common planning sessions facilitated by school based administrators, coaches and the grade level District Professional Learning Community (DPLC) member. Teachers will submit lesson plans for both whole group and small group instruction to the SharePoint site at least two weeks prior to the start of the instructional unit. | $0.00 |
| 17 | G2.B5.S2.A2 | Administration and instructional coaches will provide feedback to teachers on both lesson plans and instructional delivery of these plans. | $0.00 |
| 18 | G2.B5.S2.A3 | Teachers will reflect on feedback in iObservation and student performance data in order to make adjustments to practice as needed. | $0.00 |
| 19 | G3.B1.S1.A1 | All new teachers will be assigned a mentor and will work with their mentor to complete both the OCPS new teacher program and the Lockhart Elementary new teacher series. | $0.00 |

| 20 | G3.B1.S1.A2 | Instructional coaches will offer coaching and modeling to the new teachers as directed by the school administrators. | | | | $0.00 |
|----|-------------|--------------------------------------------------------------------------------------------------------------------------|---|---|---|---|
| 21 | G3.B2.S1.A1 | Saturday school will be offered to students who are in the top 25% of their class in grades 4 and 5 for the purpose of enrichment. | | | | $0.00 |
| 22 | G3.B2.S1.A2 | A variety of before school and after school clubs will be offered to students. | | | | $21,640.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2017-18 |
| | 2110 | 100-Salaries | 0421 - Lockhart Elementary | UniSIG | | $8,820.00 |
| | | *Notes: Jumpstart Kindergarten summer program will be 18 days long. Camp will be 6 hours a day. There will be two teachers paid to teach this class.* | | | | |
| | 0000 | 500-Materials and Supplies | 0421 - Lockhart Elementary | UniSIG | | $1,000.00 |
| | | *Notes: Materials for Jumpstart Kindergarten summer program in the summer of 2018* | | | | |
| | 2110 | 100-Salaries | 0421 - Lockhart Elementary | UniSIG | | $8,820.00 |
| | | *Notes: 18 day summer STEM camp will be offered for rising 4th and 5th graders. This will be 6 hours a day and two teachers will be paid to teach this class.* | | | | |
| | 0000 | 690-Computer Software | 0421 - Lockhart Elementary | UniSIG | | $3,000.00 |
| | | *Notes: A school site license for Science Gizmos will be purchased to engage students in challenging Math and Science concepts.* | | | | |
| 23 | G3.B2.S1.A3 | Instructional coaches and administrators will work closely with teachers to use the extra hour of instruction to target the needs of all learners, including those who are working at or above grade level. | | | | $10,000.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2017-18 |
| | 0000 | 500-Materials and Supplies | 0421 - Lockhart Elementary | UniSIG | | $10,000.00 |
| | | *Notes: Novel sets will be purchased so that teachers can plan high level, rigorous instruction for students who are performing in the top 25%.* | | | | |
| | | | | | Total: | $201,840.00 |