

Orange County Public Schools

Lockhart Elementary



2021-22 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	5
Needs Assessment	11
Planning for Improvement	19
Positive Culture & Environment	25
Budget to Support Goals	26

Lockhart Elementary

7500 EDGEWATER DR, Orlando, FL 32810

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

Demographics

Principal: Alyson Muse

Start Date for this Principal: 7/22/2017

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	<i>[Data Not Available]</i>
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students Students With Disabilities White Students
School Grades History	2018-19: D (40%) 2017-18: C (46%) 2016-17: D (40%) 2015-16: D (36%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	N/A
Support Tier	TIER 1
ESSA Status	[not available]
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

With the support of families and the community, we create enriching and diverse pathways to lead our students to success.

Provide the school's vision statement.

To ensure every student has a promising and successful future.

School Leadership Team

Membership

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

Name	Title	Job Duties and Responsibilities
Muse, Alyson	Principal	<p>As an instructional leader, the principal communicates the vision for academic success for students based on high standards and rigorous instruction. The principal carefully reviews school data and creates a school vision for continuous improvement. The principal gains buy-in for the plan from all stakeholders and ensures that all the appropriate personnel including teachers and support staff are in place in order to successfully accomplish the desired outcomes. The principal monitors classroom instruction and provides feedback to teachers accordingly. The principal facilitates and participates in regularly scheduled PLC's, professional learning, and data meetings. The principal regularly reviews new data and oversees the school-wide implementation of the intervention process and acquisition of needed resources, monitors completion of team duties, and oversees all operations of the school.</p>
Burgess, Sheleen	Assistant Principal	<p>The assistant principal supports the principal in all administrative duties listed above. Together the principal and the assistant principal serve as the instructional leaders on campus.</p>
Watts, Holly	Other	<p>MTSS Coach</p> <p>Ms. Watts is our MTSS coach/interventionist. Ms. Watts coaches teachers on collecting and analyzing data in order to best support students during all tiers of instruction: Tier 1, Tier 2 and Tier 3. She schedules and facilitates monthly MTSS meetings with teachers and content specialists on campus so that the team can closely track student progress and identify new support systems for students when the data suggests that a change may be necessary. As an interventionist, she is knowledgeable about different diagnostic tools and the various intervention materials and strategies that are available to use with children. She will teach her own small group intervention lessons in both Reading and Mathematics to students who have been identified as needing an additional layer of support.</p>
Harris, Deidre	Guidance Counselor	<p>The guidance counselor provides social/emotional support by eliminating or diminishing social and psychological barriers to learning by working with students individually or within small group counseling sessions. The counselor teaches students problem-solving and conflict resolution skills. She also acts as a liaison between home and school by communicating with</p>

Name	Title	Job Duties and Responsibilities
		<p>parents as a partner in a child’s emotional well-being. The guidance counselor conducts parenting classes on helpful topics that impact learning in order to address the needs of the whole child. Additionally, she serves as the facilitator of the Threat Assessment Team and participates in</p>
<p>Mason, Stephanie</p>	<p>Staffing Specialist</p>	<p>Ms. Mason serves as the Staffing Specialist/ELL Compliance Specialist. The staffing specialist helps analyze data and assists with determining next steps as a member of the MTSS team. The staffing specialist manages all documents in order for the school to be in compliance with ESE and ESOL regulations. The staffing specialist may work with the ESE and the ELL support staff to create an appropriate schedule, conducts IEP meetings and staffing meetings. The staffing specialist facilitates collaborative efforts between the classroom teacher, school resource personnel and the parent/s to act in making the best academic and personal decisions regarding individual students.</p>
<p>Sutton, Shayne</p>	<p>Behavior Specialist</p>	<p>Ms. Sutton serves as the behavior specialist. The behavior specialist provides school-wide professional learning regarding the behavior management framework in all classrooms. The behavior specialist provides teachers with classroom support and feedback to ensure a safe, cooperative environment for learning to take place. Resources, such as behavior contracts, for at-risk students are carefully considered and shared by the behavior specialist. The behavior specialist participates in The Behavior Council, a group comprised of representatives from all grade levels. This group reviews current behavior data and makes recommendations for adjustments to the school-wide behavior framework and incentive plans based on this data. The behavior specialist also serves as a member of the Dolphin Support team to work in collaboration with all parties that serve in the best interest of students. The behavior specialist offers socials skills group for students in need and also serves as a liaison with outside agencies that offer support to students and families.</p>
<p>Thompson, Carla</p>	<p>Instructional Coach</p>	<p>ELA</p> <p>Carla Thompson - 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</p>

Name	Title	Job Duties and Responsibilities
		<p>instructional coach helps teachers understand the district-created Curriculum Resource Materials (CRMs) that enable them to teach students to the full rigor of the standards. Guidance is provided for teachers in the selection and use of instructional materials and practices for initial instruction, both whole group and small group instruction, and interventions. The instructional coach will review current data points and make recommendations for instructional changes and analyze the effectiveness of curriculum resources. The instructional coach may also support teachers with data collection and analysis as a member of the MTSS team. Furthermore, the instructional coach provides job-embedded professional learning through the modeling of lessons and best practices and providing coaching feedback to teachers to improve their craft.</p>
<p>Nelson, Adrienne</p>	<p>Math Coach</p>	<p>Math/Science Coach</p> <p>Annie Nelson - The instructional coach facilitates professional learning to assist teachers with effective instructional practices based on student data. The instructional coach facilitates weekly common planning sessions with grade level teams. In these sessions, the instructional coach helps teachers understand the district-created Curriculum Resource Materials (CRMs) that enable them to teach students to the full rigor of the standards. Guidance is provided for teachers in the selection and use of instructional materials and practices for initial instruction, both whole group and small group instruction, and interventions. The instructional coach will review current data points and make recommendations for instructional changes and analyze the effectiveness of curriculum resources. The instructional coach may also support teachers with data collection and analysis as a member of the MTSS team. Furthermore, the instructional coach provides job-embedded professional learning through the modeling of lessons and best practices and providing coaching feedback to teachers to improve their craft.</p>

Demographic Information

Principal start date

Saturday 7/22/2017, Alyson Muse

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

0

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

10

Total number of teacher positions allocated to the school

29

Total number of students enrolled at the school

379

Identify the number of instructional staff who left the school during the 2020-21 school year.

Identify the number of instructional staff who joined the school during the 2021-22 school year.

8

Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	31	46	59	53	54	62	0	0	0	0	0	0	0	305
Attendance below 90 percent	17	16	20	21	11	22	0	0	0	0	0	0	0	107
One or more suspensions	0	2	0	2	3	2	0	0	0	0	0	0	0	9
Course failure in ELA	0	0	0	0	5	3	0	0	0	0	0	0	0	8
Course failure in Math	0	0	0	0	3	6	0	0	0	0	0	0	0	9
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	6	0	0	0	0	0	0	0	6
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	6	0	0	0	0	0	0	0	6
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	1	0	1	4	9	0	0	0	0	0	0	0	15

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Date this data was collected or last updated

Tuesday 6/8/2021

2020-21 - As Reported

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

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	1	0	3	12	17	0	0	0	0	0	0	0	33

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	2	0	1	0	0	0	0	0	0	0	0	0	3
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

2020-21 - Updated

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

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	1	0	3	12	17	0	0	0	0	0	0	0	33

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	2	0	1	0	0	0	0	0	0	0	0	0	3
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Part II: Needs Assessment/Analysis

School Data Review

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement	35%			40%	57%	57%	43%	56%	56%
ELA Learning Gains	35%			53%	58%	58%	48%	55%	55%
ELA Lowest 25th Percentile	38%			42%	52%	53%	42%	48%	48%
Math Achievement	42%			43%	63%	63%	52%	63%	62%
Math Learning Gains	35%			40%	61%	62%	52%	57%	59%
Math Lowest 25th Percentile	38%			31%	48%	51%	47%	46%	47%
Science Achievement	31%			32%	56%	53%	35%	55%	55%

Grade Level Data Review - State Assessments

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	36%	55%	-19%	58%	-22%
Cohort Comparison						
04	2021					
	2019	45%	57%	-12%	58%	-13%
Cohort Comparison		-36%				
05	2021					
	2019	33%	54%	-21%	56%	-23%
Cohort Comparison		-45%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	39%	62%	-23%	62%	-23%
Cohort Comparison						
04	2021					
	2019	52%	63%	-11%	64%	-12%
Cohort Comparison		-39%				
05	2021					
	2019	31%	57%	-26%	60%	-29%
Cohort Comparison		-52%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	30%	54%	-24%	53%	-23%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

K-5 iReady Reading and Math diagnostic data
 5th grade Science PMA data

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	12%	30%	33%
	Economically Disadvantaged	10%	31%	29%
	Students With Disabilities	14%	0%	0%
	English Language Learners	0%	0%	0%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	12%	25%	33%
	Economically Disadvantaged	12%	24%	33%
	Students With Disabilities	0%	0%	0%
	English Language Learners	12%	0%	0%

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	10%	15%	13%
	Economically Disadvantaged	11%	15%	12%
	Students With Disabilities	0%	0%	20%
	English Language Learners	0%	0%	0%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	2%	8%	8%
	Economically Disadvantaged	3%	3%	8%
	Students With Disabilities	0%	0%	0%
	English Language Learners	0%	0%	0%

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	10%	20%	33%
	Economically Disadvantaged	9%	17%	26%
	Students With Disabilities	0%	0%	20%
	English Language Learners	33%	43%	43%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	2%	8%	25%
	Economically Disadvantaged	0%	6%	17%
	Students With Disabilities	0%	0%	0%
	English Language Learners	17%	29%	43%
Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	15%	20%	18%
	Economically Disadvantaged	13%	20%	20%
	Students With Disabilities	20%	20%	0%
	English Language Learners	0%	0%	0%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	5%	12%	18%
	Economically Disadvantaged	7%	16%	20%
	Students With Disabilities	0%	0%	20%
	English Language Learners	0%	0%	0%

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	9%	3%	9%
	Economically Disadvantaged	4%	2%	4%
	Students With Disabilities	0%	0%	0%
	English Language Learners	13%	0%	0%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	2%	3%	11%
	Economically Disadvantaged	0%	4%	11%
	Students With Disabilities	0%	0%	0%
	English Language Learners	0%	0%	0%
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	47%	42%	38%
	Economically Disadvantaged	36%	29%	29%
	Students With Disabilities	14%	13%	0%
	English Language Learners	50%	18%	11%

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD				9							
ELL	40			33							
BLK	31	40	60	36	38	50	29				
HSP	45			65							
WHT	40	18		44	18		27				
FRL	29	29	40	39	33		22				
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	8	13		12	20	20					
ELL	23	48		33	44	36	10				
BLK	38	57	45	37	38	30	27				
HSP	42	43		50	43		20				

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
WHT	46	52		54	42		62				
FRL	36	57	53	41	38	35	24				
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	15	42	27	12	47	40	20				
ELL	31	71		34	59						
BLK	40	42	32	48	49	46	30				
HSP	45	68		55	64		38				
WHT	49	42		66	54						
FRL	40	45	42	49	50	44	33				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	[not available]
OVERALL Federal Index – All Students	41
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	76
Total Points Earned for the Federal Index	330
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	5
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	2
English Language Learners	
Federal Index - English Language Learners	50
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0

Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	41
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	60
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	29
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	40
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

There were very little to no gains from Fall to Spring in ELA and Math for students in the Students with Disabilities (SWD) and English Language Learners (ELL) subgroups. However, there are learning gains for our first and third grade students in ELA and Math, including the students in Economically Disadvantaged (ED) subgroup. Fourth grade made gains in math for all students and ED. Overall, all grade levels made gains in math whereas Fifth grade students did not show any gains in ELA.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Based on the 2019 state assessments, only 31% of students in grades 3-5 demonstrated learning gains in Math based on previous year's state assessment. Based on the 2020-21 Science PMA data and 2019 Science Assessment, Science continues to be one of the subjects that demonstrates the greatest need for improvement. Additionally, SWD and ELL students show significant needs of improvement for both ELA and Math.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

The factors that contributed to this year's low performance are a lack of consistency in reteach/reassess skills from prior units and inadequate services for SWD and ELL subgroups.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Based on the 2019 state assessment data, ELA learning gains showed an improvement of 5 percentage points. Using the progress monitoring data, Students in 3rd grade showed the most gains in ELA proficiency.

What were the contributing factors to this improvement? What new actions did your school take in this area?

The school implemented close reading strategies that incorporated the use of student writing, accountable talk and cooperative structures, as well as text dependent questions constructed to measure student understanding of targeted state standards. Students were awarded multiple opportunities throughout the day to integrate interactive notebooks, written peer feedback and group activities to answer text dependent questions and reflect on their own thinking. Additionally, a framework for small group instruction was implemented and monitored throughout the school year.

What strategies will need to be implemented in order to accelerate learning?

Strategies for our ESE and ELL students that should be implemented are as follows. Teachers use explicit instruction when students are learning new material and complex concepts and skills. They strategically choose examples and non-examples and language to facilitate student understanding, anticipate common misconceptions, highlight essential content, and remove distracting information. They model and scaffold steps or processes needed to understand content and concepts, apply skills and complete tasks successfully and independently. Additionally, frontload academic vocabulary and

build background knowledge. For all students, we will continue to implement the DPLC's Five Core Skills to utilize academic discourse to answer text-dependent questions.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Provide differentiated professional development each month that will include the following:

Small group instruction

Differentiated centers

Text-dependent writing

Foundations of Reading

Data based decision making

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Grade level teams as well as the leadership team, will monitor, measure and modify after each formative and summative assessment. Coaches will support teachers through job-embedded trainings, coaching, and modeling continuously.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Differentiation

Area of Focus Description and Rationale: Lockhart Elementary will focus on differentiating instruction in order to increase learning gains for the lowest 25% in ELA and Math. We will also increase student proficiency for Science in 5th grade. When teachers appropriately prompt and scaffold student understanding of new content, student achievement will increase for all students.

Measureable Outcome: ELA learning gains for the lowest 25% will increase by 10%, from 42% to 52%. Math learning gains for the lowest 25% will increase by 20%, from 31% to 51%. Science scores will increase by 20% from 32% to 52%.

Monitoring: Using the four guiding questions for PLC we will analyze tier I data to provide for teachers to take collective responsibility for student learning rather than in isolation. Monitor, measure, and modify after both common and formative assessments; discuss trends and needs identified by the data during meetings. Utilize data to inform instruction including such strategies as reteaching, acceleration, scaffolding, and differentiation. Classroom Walk-through will focus on academic discourse and writing to demonstrate learning.

Person responsible for monitoring outcome: Alyson Muse (alyson.muse@ocps.net)

Evidence-based Strategy: Lockhart will use data-based decision-making to drive instruction, consistently monitoring academic growth and providing relevant interventions in ELA, Math, and Science monitored through the MTSS process.

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

Action Steps to Implement

1. Collaboratively plan lessons are aligned to the standards, while providing effective and differentiated instruction based on demonstrated student needs.
2. Implement the effective PLCs to ensure that all students achieve at high levels.
3. Monitor and ensure transfer to collaborative planning to instruction.
4. Provide strategic coaching support focused on data analysis and differentiating instruction, to include modeling, side by side teaching and actionable feedback.

Person Responsible Alyson Muse (alyson.muse@ocps.net)

1. Develop an MTSS framework and provide PD on data collection.
2. Monthly Support meetings to discuss Tier II and Tier III data

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

No description entered

Person Responsible Alyson Muse (alyson.muse@ocps.net)

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

Area of Focus Description and Rationale: Lockhart Elementary will Increase learning gains for Students with Disabilities (SWD) and English Language Learners (ELL) in ELA (ESSA). Based on the 2019 state assessment data, neither increased in learning gains. SWD scored 15% as measured by ESSA and ELL students scored 36% as measured by ESSA.

Measureable Outcome: SWD will increase by 10 percentage points from 15% to 25% and ELL students will also increase by 10 percentage points from 36% to 46%.

Monitoring: Frequent actionable feedback and classroom walk-through during support facilitation and ELL services. Monitor, measure, and modify when reviewing data.

Person responsible for monitoring outcome: Alyson Muse (alyson.muse@ocps.net)

Evidence-based Strategy: Build a system to analyze data, instructional practices, and make data-driven adjustments that improve student outcomes. After teachers implement instruction with accommodations and strategies, they will monitor student progress and make data-driven adjustments. Implement support facilitation for SWD with fidelity. A cohesive schedule will be developed to ensure each SWD and ELL students are provided appropriate supports. ESE support facilitation teacher will receive collaborative teaching strategies.

Rationale for Evidence-based Strategy: Successful implementation will produce learning gains as evidenced in increased percentage of scholars scoring at 70% or above on each common assessments. We will celebrate successful implementation by identifying model classrooms

Action Steps to Implement

1. ESE and ELL schedule monitored for instructional time of pull-out and push-in support (POPI).
2. ESE and ELL student data monitored weekly by teachers of SWD as well as instructional team.
3. ESE students curriculum adjusted to reflect data collected for IEP goals.
4. Provide overview of support facilitation and expectations for SWD and ELL student support.

Person Responsible Stephanie Mason (stephanie.mason@ocps.net)

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

Area of Focus Description and Rationale: Integrate and monitor resources and strategies that strengthen a culture for social and emotional learning to grow every student academically, socially, and emotionally. Academic learning is enhanced when students have opportunities to interact with others and make meaningful connections to subject material. By strengthening our school's culture for social and emotional learning, we will address the following school needs: Lockhart Elementary will continue to support social emotional learning through the Sanford Harmony SEL Curriculum, integrate PBIS through Conscious Discipline and CHAMPS as a school-wide system to promote positive behavior. Additionally, we will refine our MTSS-Behavior system for specified students. In order to see academic achievement increase, we must foster a safe and positive learning environment that ensures that our students are in school, learning. Our Parent Engagement Liaison and Guidance Counselor will provide parent trainings using "Active Parenting". Additionally, a weekly newsletter will be shared with the community that includes SEL strategies.

Measureable Outcome: The number of discipline incidents that results in a referral will decrease by 10% through discipline referral data. Additionally, we should see an increase of students perceptions of physical and psychological safety at school by 10% as displayed on the panorama SEL student survey.

Monitoring: Using an SEL classroom walk-through tool to monitor the fidelity of the Sanford Harmony lessons and provide actionable feedback. Biweekly meetings to discuss behavior trends.

Person responsible for monitoring outcome: Alyson Muse (alyson.muse@ocps.net)

Evidence-based Strategy: Referral data will be monitored to measure the effectiveness of PBIS, CHAMPS and Trauma Informed strategies implementation. There will also be documented MTSS Meetings involving behavior. Teachers will continue to teach SEL curriculum, Sanford Harmony, and infuse it into their social studies and health block.

Rationale for Evidence-based Strategy: The support team will collect data to track trends and form specific plans to meet the students' needs. The behavior specialist will meet once every two weeks to discuss MTSS in regards to specific students and their needs.

Action Steps to Implement

- Monitor, Measure, and Modify
1. Review discipline data with staff and provide overview of code of conduct.
 2. Evaluate the climate and culture for social and emotional learning to implement necessary responsive practices
 3. Implement a continuous improvement plan for social and emotional learning & leadership that uses cycles of professional learning.
 4. Evaluate the impact of cycles of professional learning on improvement efforts
 5. Monitor, measure, and modify the plan for continuous improvement in social and emotional learning & leadership using data-based instructional leadership to positively impact climate and culture

Person Responsible Shayne Sutton (shayne.sutton@ocps.net)

Provide refresher training of SEL curriculum (Sanford Harmony) and Safe Spaces to ensure caring classrooms are developed.

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

1. Dolphin Support Team will meet biweekly to review behavior data.
2. The Behavior Council will meet monthly to review behavior data and make recommendations for adjustment to school-wide behavior framework.
3. Integrating aligned Instructional and SEL Strategies
 - a. Identify student social and emotional learning needs to prepare for academic instruction
 - b. Determine cognitive and conative strategies that align with the standard
 - c. Interpret standards and student needs to intentionally integrate aligned instructional strategies

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

Deliberate School SEL Supports for Families

1. Identify strategies to support family engagement based on Panorama Family Members Survey - Barriers to Engagement that relates to strengthening communication, building community and creating connections such as:
 - a. Strengthening Communication
 - b. Create and facilitate opportunities to welcome families and introduce key staff (back to school night, Open House, principal breakfast)
 - c. Weekly school-wide digital communication to inform students and families of how they can connect to the school events and resources

Person Responsible Alyson Muse (alyson.muse@ocps.net)

Building Community

1. Establish a family resource center where families can access resources and information to support student and school success
2. Create a welcoming environment where family culture and languages are recognized and respected (staff greetings, office appeal)
3. Host events, workshops and opportunities that are relational, connected to family interests and culture, and are linked to learning

Person Responsible Stephanie Pierce (stephanie.pierce@ocps.net)

#4. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:	On the most recent Florida Standards Assessment (FSA), data indicated that (50% or more) 64% of students scored below a level 3 in English Language Arts (ELA).
Measureable Outcome:	The 2022 ELA FSA will show an increase of at least 15 percentage points from 36% to 51%
Monitoring:	We plan to monitor through implementation of the K-12 Reading plan, iReady diagnostics, iReady Growth Monitoring, Classroom Walkthrough data, District Common Assessments as well as Progress Monitoring assessments.
Person responsible for monitoring outcome:	Alyson Muse (alyson.muse@ocps.net)
Evidence-based Strategy:	Teach students to decode words, analyze word parts, and write and recognize words. This selected instructional practices has a strong level of evidence, as noted in this link for the IES Guide for Foundational Skills to Support Reading for Understanding. The following strategy was selected because the evidence-based practices address the identified need and proven record of effectiveness for the targeted population. Resource links: IES Guide for Foundational Skills to Support Reading for Understanding. Schoolwide Improvement Plan Evidence Based Strategies
Rationale for Evidence-based Strategy:	

Action Steps to Implement

Strengthen the common planning process.	
<ul style="list-style-type: none"> - Use the district created K-2 and 3-5 Common Planning Resources to guide the agenda and discussions - Include foundational planning in K-2 	
Person Responsible	Carla Thompson (carla.thompson@ocps.net)
Classroom walkthroughs are conducted regularly and ELA feedback is provided; when needed adjustments are made in common planning/PLCs.	
Person Responsible	Alyson Muse (alyson.muse@ocps.net)
Ensure the 90 minute reading block contains statutory requirements.	
<ul style="list-style-type: none"> - 6 components of reading (as noted in Florida’s Formula for success) - Daily inclusion of on-level whole group instruction, and differentiated small group instruction 	
Person Responsible	Alyson Muse (alyson.muse@ocps.net)
Standards Based Unit Assessment (SBUA) Data and Foundational Assessment Data is used to plan small group instruction and differentiation opportunities.	
Person Responsible	Carla Thompson (carla.thompson@ocps.net)
MTSS Problem Solving Teams meet regularly to ensure:	
<ul style="list-style-type: none"> - Students are appropriately identified. - Students are matched to appropriate interventions and intensity. - Data analysis is routinely part of the process, and adjustments are made to interventions based on the 	

MTSS

- Problem Solving Team's findings.

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

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Lockhart is considered to be in the very high category for the 2019-20 school incident rating. There were 14 violent incidents documented during the 2019-20 school year where threat or intimidation was the highest recorded. During the 2021-22 school year, Lockhart will be intensely focused on SEL by providing Sanford Harmony lessons daily as well as providing a framework for behavior. Teachers will receive a refresher in the SEL curriculum and professional development in Trauma-Informed practices. The behavior data will be reviewed biweekly by the support team and modifications will be fluid.

Part IV: Positive Culture & Environment

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

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

Describe how the school addresses building a positive school culture and environment.

To establish a positive school culture and climate, all schools engage in ongoing, district-wide professional learning on leveraging social and emotional learning as well as leadership for student success. Through a distributive leadership model, schools use social and emotional learning to strengthen team dynamics and collaboration in order to build academic expertise in all students. Through this professional learning, schools across the district use the CASEL Core Competencies as a common language to support a positive culture of social and emotional learning and connect cognitive and conative strategies to support student success. A core team of teachers and administrators from each school, which includes a mental health designee, attend this district-wide professional learning throughout the year. The core team works with a broader school team and is charged with personalizing and implementing professional learning for staff and families, based on school and community needs. School leadership teams collaborate with students, staff, and families, through processes such as the School Advisory Council, to reflect on implementation and determine next steps. Development of positive culture and environment is further enhanced through school-based and district-wide opportunities focused on building capacity in families to support continuous school

improvement and student success. Schools strategically utilize staff to bridge the community and school, connect families with resources, and build a culture for authentic family engagement in school staff.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

- Parents
- School Advisory Council
- PTA
- School Staff
- Partners in Education

Part V: Budget

1	III.A.	Areas of Focus: Instructional Practice: Differentiation				\$3,627.35
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	6200	130-Other Certified Instructional Personnel	0421 - Lockhart Elementary	UniSIG	0.02	\$528.00
			<i>Notes: Extended Media hours will be offered twice per month for families. 1 Instructional staff for 12 weeks, 2 hours per week @22.00 per hour.</i>			
	6200	210-Retirement	0421 - Lockhart Elementary	UniSIG		\$57.12
			<i>Notes: Retirement benefits for 1 Instructional staff for 12 weeks, 2 hours per week.</i>			
	6200	220-Social Security	0421 - Lockhart Elementary	UniSIG		\$40.39
			<i>Notes: Social Security benefits for 1 Instructional staff for 12 weeks, 2 hours per week.</i>			
	6200	240-Workers Compensation	0421 - Lockhart Elementary	UniSIG		\$1.84
			<i>Notes: Workers Compensation benefits for 1 Instructional staff for 12 weeks, 2 hours per week</i>			
	6400	390-Other Purchased Services	0421 - Lockhart Elementary	UniSIG		\$3,000.00
			<i>Notes: Substitutes will be provided for individual monthly data chats with administration. 22 teachers, 45 minutes each teacher. This will be individual data meetings whereas PLC review data as a grade level.</i>			
			0421 - Lockhart Elementary			\$0.00
			0421 - Lockhart Elementary			\$0.00
			0421 - Lockhart Elementary			\$0.00
			0421 - Lockhart Elementary			\$0.00
2	III.A.	Areas of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups				\$153,664.78
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	130-Other Certified Instructional Personnel	0421 - Lockhart Elementary	UniSIG	1.0	\$57,589.00
			<i>Notes: Supplemental Resource teacher for intervention in the classroom assisting with Tier 3 interventions, grades 3-5 Reading and Math.</i>			
	5100	210-Retirement	0421 - Lockhart Elementary	UniSIG		\$6,231.12
			<i>Notes: Retirement benefits for a Resource teacher for intervention in the classroom</i>			
	5100	220-Social Security	0421 - Lockhart Elementary	UniSIG		\$4,405.56

Orange - 0421 - Lockhart Elementary - 2021-22 SIP

			<i>Notes: Social Security benefits for a Resource teacher for intervention in the classroom</i>			
5100	231-Health and Hospitalization	0421 - Lockhart Elementary	UniSIG			\$9,289.00
			<i>Notes: Health Insurance benefits for a Resource teacher for intervention in the classroom</i>			
5100	232-Life Insurance	0421 - Lockhart Elementary	UniSIG			\$40.66
			<i>Notes: Life Insurance benefits for a Resource teacher for intervention in the classroom</i>			
5100	240-Workers Compensation	0421 - Lockhart Elementary	UniSIG			\$201.56
			<i>Notes: Workers Compensation benefits for a Resource teacher for intervention in the classroom</i>			
5100	250-Unemployment Compensation	0421 - Lockhart Elementary	UniSIG			\$7.48
			<i>Notes: Unemployment Compensation benefits for a Resource teacher for intervention in the classroom</i>			
5100	290-Other Employee Benefits	0421 - Lockhart Elementary	UniSIG			\$1,389.04
			<i>Notes: Other Employee benefits for a Resource teacher for intervention in the classroom</i>			
5100	160-Other Support Personnel	0421 - Lockhart Elementary	UniSIG	1.0		\$24,531.36
			<i>Notes: A Program Assistant to provide one on one and small group supplemental tutoring in the classroom. Position will assist with K-5 ELL subgroup Reading.</i>			
5100	210-Retirement	0421 - Lockhart Elementary	UniSIG			\$2,654.29
			<i>Notes: Retirement Benefits for Program Assistant to provide one on one and small group supplemental tutoring in the classroom.</i>			
5100	220-Social Security	0421 - Lockhart Elementary	UniSIG			\$1,876.64
			<i>Notes: Social Security Benefits for Program Assistant to provide one on one and small group supplemental tutoring in the classroom.</i>			
5100	231-Health and Hospitalization	0421 - Lockhart Elementary	UniSIG			\$9,289.00
			<i>Notes: Health Insurance Benefits for a program Assistant to provide one on one and small group supplemental tutoring in the classroom.</i>			
5100	232-Life Insurance	0421 - Lockhart Elementary	UniSIG			\$17.31
			<i>Notes: Life Insurance Benefits for a Program Assistant to provide one on one and small group supplemental tutoring in the classroom.</i>			
5100	240-Workers Compensation	0421 - Lockhart Elementary	UniSIG			\$85.85
			<i>Notes: Workers Compensation benefits for a Program Assistant to provide one on one and small group supplemental tutoring in the classroom.</i>			
5100	250-Unemployment Compensation	0421 - Lockhart Elementary	UniSIG			\$3.18
			<i>Notes: Unemployment Compensation Benefits for a Program Assistant to provide one on one and small group supplemental tutoring in the classroom.</i>			
5100	290-Other Employee Benefits	0421 - Lockhart Elementary	UniSIG			\$591.69
			<i>Notes: Other Employee Benefits for a Program Assistant to provide one on one and small group supplemental tutoring in the classroom.</i>			
5900	120-Classroom Teachers	0421 - Lockhart Elementary	UniSIG	0.53		\$25,200.00
			<i>Notes: 3 Tutors x15 weeks x 15 hours each @ 35.00 per hour targeting students 1-year below diagnostic in i-Ready.</i>			
5900	210-Retirement	0421 - Lockhart Elementary	UniSIG			\$2,726.64
			<i>Notes: Retirement Benefits for 3 Tutors x15 weeks x 15 hours each @ 35.00 per hour.</i>			

Orange - 0421 - Lockhart Elementary - 2021-22 SIP

	5900	220-Social Security	0421 - Lockhart Elementary	UniSIG		\$1,927.80
			<i>Notes: Social Security Benefits for 3 Tutors x15 weeks x 15 hours each @ 35.00 per hour.</i>			
	5900	240-Workers Compensation	0421 - Lockhart Elementary	UniSIG		\$93.71
			<i>Notes: Workers Compensation Benefits for 3 Tutors x15 weeks x 15 hours each @ 35.00 per hour.</i>			
	5100	510-Supplies	0421 - Lockhart Elementary	UniSIG		\$5,513.89
			<i>Notes: Allowable for classroom supplies not to exceed 5%.</i>			
3	III.A.	Areas of Focus: Culture & Environment: Social Emotional Learning				\$0.00
4	III.A.	Areas of Focus: Instructional Practice: ELA				\$0.00
					Total:	\$165,157.50