

Orange County Public Schools

Lockhart Elementary



2015-16 School Improvement Plan

Lockhart Elementary

3607 DAMON RD, Orlando, FL 32703

www.ocps.net/lc/north/elo

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	100%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	83%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	C*	C	C	B

**Preliminary 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.

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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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 resources available to support the goals and barriers that could hinder achieving those goals (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 is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	3	Ella Thompson
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

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

Provide the school's vision statement

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

School Environment

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

Lockhart teachers and staff understand that one of the keys to building strong relationships is a true understanding of the students we serve. To learn about the culture of our students and their families, we send home surveys at the beginning of the year that request information about the children's home lives. Teachers communicate with parents on a regular basis to ensure that we are aware of any changes that may occur in a child's life.

Parents are encouraged to come to school several times throughout the year for formal events including meet the teacher, open house and conference nights. We also encourage families to come to school and share details of their family traditions and customs with the class. Songs and dances from other cultures are shared during the holiday season in music class and students enjoy a multicultural celebration in the homeroom classrooms. 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 share with other ELL parents.

To build strong relationships with our students, teachers make an effort to interact with the children beyond the scope of the academic day. This includes informal chats on the playground or during lunch, and sometimes even attendance at after school activities and weekend sporting events.

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

Our school stresses a culture of mutual respect and understanding. Students are taught to use kind words and helping hands. This school mantra is echoed in our school song and in classrooms on a daily basis. The principal and the dean meet with all students by grade level during the first week of school to review the code of student conduct and outline school-wide expectations.

To ensure that students always feel safe while on campus, all available personnel participate in morning and afternoon duty during which time they monitor the campus and provide supervision. Lockhart has a behavior council that consists of teachers from every grade level. This committee helps to set school-wide behavior policies and expectations so that adults can consistently promote appropriate student behaviors. We have procedures in place for moving about the campus, morning arrival, and afternoon dismissal. 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. Our school has met with the behavior contact for our learning community and is taking steps toward becoming an official CHAMPS school.

In the event of an emergency, students would be able to react appropriately to either an evacuation or a lock-down. As a school we practice our procedures on a regular basis and have our plans posted in a prominent location in every classroom across campus. Specific personnel are designated as team leaders who provide guidance during emergency situations.

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

Our school will be utilizing the CHAMPS program in all classrooms and common areas. Our CHAMPS leadership team, consisting of the leadership team and representatives from both primary and intermediate classrooms, will attend the required training and will meet with the behavior contact to tailor a plan to ensure that all Lockhart staff have the appropriate tools and training to implement the CHAMPS program fairly and consistently.

CHAMPS expectations are clearly indicated and posted in the classroom 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 and/or calls to the home. The expectation is that parents will sign the planners nightly and teachers will check the planners for communication on a daily basis.

In the event of a disciplinary incident, teachers are instructed to consistently follow their classroom behavior plans. Grade level teams 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.

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, we utilize all available adults on campus. Our dean of students works with individual students and/or targeted groups of students to instruct them on proper peer interactions, coping skills, and behaviors. Lockhart is searching for Additions volunteers who may be willing to serve as mentors for additional students in need of support.

The dean also acts as a liaison between the school and families regarding behaviors and social skills. The dean is our point of contact for Lakeside Counseling services. She ensures that families are given the proper paperwork if students could benefit from counseling services.

Lockhart is also a Learning for Life school. This program provides resources and support for character education lessons. Each month there is a different character trait that is taught and reinforced in the classrooms. The school recognizes students who have done an exceptional job of applying the monthly character trait in their every day lives.

Our school social worker and school psychologist are available as needed. These professionals work with families experiencing difficulties ensuring that their families' basic needs are met. The social worker has been able to help families get access to optometrists and eye glasses so that students are better prepared to focus on academics.

Lockhart also has a love pantry for families in need of food. Identified families are invited to come to school to pick up bags of food on a regular basis. The pantry is maintained by both our school health assistant and our registrar. Lockhart also maintains a uniform pool. This closet has uniforms in multiple sizes for both boys and girls. Identified families are provided with uniforms free of charge.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

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 bi-weekly with grade level teams to discuss student progress, interventions that have been implemented and teacher concerns. In this meeting we talk about trends and patterns across the entire grade level and 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

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

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	18	13	11	13	18	9	82
One or more suspensions	1	3	3	3	3	2	15
Course failure in ELA or Math	19	18	28	42	39	42	188
Level 1 on statewide assessment	0	0	0	0	0	0	

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	
Students exhibiting two or more indicators	4	6	7	8	10	6	41

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

Attendance is monitored closely. The attendance clerk pulls weekly attendance reports. These reports will identify any students who have 5 or more unexcused absences. With 5 unexcused absences, a letter is generated for the parents to remind them of the mandatory attendance policy. The letter is both mailed home and sent home with the child. After 10 days of unexcused absences, the teacher alerts the attendance clerk in the front office. 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 referred to the Department of Children and Families.

The focus at Lockhart is keeping 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 continued behavior concerns will be assigned a mentor to touch base with them on a regular basis.

Lockhart believes that all students can learn. We 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 offers after-school tutoring for struggling students in grades (3-5). In addition, summer school is provided to struggling students in grades (K-3).

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

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

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/174917>.

Description

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

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

We participate in the district-wide Partners in Education program which links our school with local businesses that are able to provide us with goods and services. Ms. Cathy Rivera has created a new profile for Lockhart Elementary (volunteer.ocps.net) that lists the variety of ways that partners can decide to make a difference in the lives of the Lockhart students. Ms. Rivera makes contact with local businesses to nurture these relationships. Often times she meets with businesses after hours in order to share the needs of our school and determine the best way for us to partner. She expresses the importance of their role in the success of our students.

Lockhart has had the pleasure of a long-term relationship with the Central Florida Hotel Lodging Association (CFHLA). This organization has provided technology, school supplies, uniforms for students and rewards for teachers. The Hotel Lodging Association hosts a bowl-a-thon every year where 100% of the profit are donated to Lockhart staff and students. The Lockhart Baptist Church has also been a long-time partner with the school. Whether it is a donation of school supplies, the donation of time, or a luncheon for our teachers, it is important that we always thank our partners so that they understand how much we value their relationship. A thank-you comes in many forms, from hand-written thank-yous from students, to a public thank-you on our school marquee.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership:

Name	Title
Shanks, Ella	Principal
Powell, Jessica	Instructional Coach
Walker, Saralyn	Other
Betancourt, Elizabeth	Instructional Technology
Fleming, Vernelle	Other
Claxton, Lisa	Dean
Rivera, Cathy	Instructional Coach

Duties

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

Principal: Reviews all data and oversees school wide implementation of intervention process and acquisition of needed resources, monitors completion of team duties, oversees all operations of the school

Staffing Specialist: Helps analyze data and determines next steps as a member of the MTSS team, ensures compliance with ESE and ESOL regulations, works with the ESE and the ELL support staff to create an appropriate schedule, Conducts IEP meetings and staffing meetings

Instructional Coach: Facilitates resources for interventions, assists with data collection and analysis as a member of the MTSS team, attends monthly data review meetings with grade level teams, provides instructional support in the areas of reading and mathematics, Oversees curriculum resources and programs, acquires needed materials, acts as testing coordinator and parent involvement advocate

Dean: Facilitates conversations about behavior, ensures a safe, cooperative environment for learning to take place, aligns resources for at-risk students, provides instructional support in the areas behavior intervention, Serves as a member of the MTSS team for behavior

Technology Support Representative: Provides technology support and manages online instructional programs

School Secretary: Orders and receives supplies and materials needed for instruction, ensures timely hiring of personnel and staffing of substitutes

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 allocating time, money and personnel appropriately according to need. If OCPS is going to be 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 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 school document exists for teachers that showcases curriculum resources and how they may be best used to support student learning. The Leadership Team meets weekly to monitor school initiatives and school-wide trends, including classroom observation data. Resources are allocated based on the guidelines provided by the governing body as well as by the needs demonstrated on formative and summative student assessments.

In addition to the weekly leadership team meetings, there are also bi-weekly data meetings. The leadership team meets with grade level teams of teachers during data meetings to discuss common assessments and student progress. The MTSS team will meet with grade level PLCs monthly using the 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. Title I dollars will also be used to finance an after school tutoring program for struggling intermediate students. 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. Resources for Parent Involvement will 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. We support our homeless families by providing school supplies, funds for field trips, social worker services, free breakfast, and bus transportation. Families may also receive donations from various community groups, including The Love Pantry. SAI funds will be used to purchase an intervention teacher. This teacher will teach and monitor selected ESE students in the areas of writing, mathematics and reading. As a provision 2 school, all Lockhart students are eligible for breakfast and lunch free of charge.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Jessica Powell	Education Support Employee
Karen Lenetine	Teacher
Lucretia Windom	Business/Community
Wandalee Ramos	Parent
Ella Shanks	Principal
Patricia Cotton	Teacher
Marissa Mahler	Teacher
Catherine Mohr	Teacher
Donna McKenna	Teacher
Lena Isaacson	Parent
Kellie Wade	Teacher
Amy McCarty	Teacher
Marcner Noel	Parent
Riveline Muscadin	Parent
Eunice Toussaint	Parent
Lener Charles	Parent

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

A meeting with members of the School Advisory Council was held in May 2015 to evaluate the effectiveness of and give feedback regarding the 2014-2015 School Improvement and Parental Involvement Plans, as well as the Title 1 School-Parent-Student Compact. In addition, informal surveys were sent to parents and staff members eliciting feedback on the School Improvement Plan. Feedback from this meeting and those surveys informed the creation of the 2015-2016 School Improvement Plan, Parental Involvement Plan, and School-Parent-Student Compact.

Development of this school improvement plan

Feedback from the evaluation of the 2014-2015 School Improvement Plan was used in creating the 2015-2016 School Improvement Plan. Based on comments from parents, the compacts were edited significantly. Student achievement data and parent and staff survey data were used to determine the main goals for the 2015-2016 SIP. The entire SIP was presented in draft form at a SAC meeting in

September 2015, and revisions were made at that time based on comments and suggestions from the SAC members present.

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. Teachers are invited to review the draft budget once it has been completed and offer suggestions/recommendations.

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

\$0 school improvement funds were allocated last year as a part of the 2014-2015 budget.

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

Yes

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

Literacy Leadership Team (LLT)

Membership:

Name	Title
Powell, Jessica	Instructional Coach
Mann-Spears, Dian	Paraprofessional
Munroe, Alexis	Teacher, K-12
Derosier, Deedra	Teacher, K-12
Meshulam, Cherie	Teacher, K-12
Jossendal, Natalie	Teacher, K-12
Convers, Patty	Teacher, K-12
Shanks, Ella	Principal

Duties

Describe how the LLT promotes literacy within the school

The Literacy Leadership Team will meet monthly to set school-wide guidelines regarding independent reading and incentives, small group instruction in Reading, and the entire ELA framework. The team will plan a Family Literacy Night, a school book fair, and events for Celebrate Literacy Week. They will discuss and evaluate ELA planning and assessment across grade levels, check for foundational skills, and vertical progression of standards. The team will also analyze school-level ELA data when available.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

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

To encourage positive working relationships between teachers, we provide collaborative planning time on early-release Wednesdays. Grade-level teams are also provided with a block of planning time every nine weeks to review data and conduct long-term planning. Teachers are working together to plan instructional units with the guidance of members of the leadership team. The SharePoint collaboration website is used to encourage sharing of resources between team members.

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.

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

The district requires that we hire highly qualified, effective teachers. Hiring is usually a committee decision. Teachers and staff assist 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.

Lockhart searches for teachers in many different venues including e-recruiting and the job fairs sponsored by the HR department. Lockhart also enjoys receiving interns. This experience is mutually beneficial for both the new teacher and the school. Hosting interns gives us an opportunity to nurture talent and potential future employees.

Once the hiring is complete, it is important that we do what we can as a school family to retain strong teachers. We operate as a Professional Learning Community and provide mentors for new teachers as well as staff development to ease the transition into teaching. Our 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. Teachers are also given opportunities to lead projects based on their strengths. They are given the gift of time to work with the other members of the grade level team to collaborate and plan long term units. These small gifts help teachers to feel valued and increase their overall level of satisfaction.

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 a school-based instructional coach who is available for support. One instructional coach supports the teachers in the primary grades (K-2) and the second instructional coach supports the teachers in the intermediate grades (3-5).

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 use of materials provided by the district based on 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.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

The district 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 access to a scope and sequence for each subject area and Measurement Topic Plans (MTPs) or unit plans. These resources are aligned to the expectations of the Florida Standards. With the help of school-based coaches, 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 to see the planned instruction in action. Feedback is provided to teachers so that changes and adjustments can be made as necessary.

Instructional Strategies

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

Formative and summative data is 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 either in the classroom in small groups or during an additional intervention period outside of the core. IStation and other forms of technology are used to provide additional support and intervention. 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. Data is graphed and progress is monitored continuously by the teachers and formally during biweekly data review meetings. The MTSS coach as well as the school psychologist and staffing specialist/ESOL 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. Teachers work to bridge the gaps noted in students' learning.

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: 0

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

Strategy Rationale

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

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Powell, Jessica, jessica.powell@ocps.net

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

IStation data is collected on each summer school student at both the beginning and end of summer school. This data is reported to the district.

Strategy: After School Program

Minutes added to school year: 0

3rd Grade Reading Acceleration Program supported by MAO

Strategy Rationale

Additional instruction in the core curriculum areas will increase student achievement.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Powell, Jessica, jessica.powell@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: After School Program

Minutes added to school year: 0

Academic Tutoring Services After-school Tutoring Program

Strategy Rationale

Additional instruction in the core curriculum areas will increase student achievement.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Powell, Jessica, jessica.powell@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.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

A teacher from the Early Learning Coalition is housed at Lockhart Elementary. She works collaboratively with selected day care centers that feed into our school. She provides professional development for day care providers as well as provides assistance with planning and delivering of curriculum and assessment to students. This support is provided to better enable the day care centers to prepare preschool-age children for the transition into kindergarten. She also provides training and support to the parents of preschool children. This year Lockhart Elementary is hosting our own half day Pre-kindergarten program designed to ready four year olds for kindergarten the following year.

Kindergarten students 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 that includes information about the curriculum, a typical day in kindergarten, field trips, how the parents can help, etc. The children enjoy the opportunity to visit a kindergarten classroom.

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

Fifth grade students visit local middle schools and are provided with an orientation session. Personnel from area middle schools are also invited to visit fifth grade classrooms and answer any questions rising sixth graders may have.

College and Career Readiness

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.

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

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

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

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

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:

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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.

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.

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.** Increase achievement of all students by focusing on differentiated instruction and closely monitoring student progress toward grade level standards (Narrow achievement gaps)

- G2.** Increase student achievement in science and language arts through the purposeful planning of rigorous standards-based instruction (Accelerate Student Performance).

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Increase achievement of all students by focusing on differentiated instruction and closely monitoring student progress toward grade level standards (Narrow achievement gaps) 1a

G072886

Targets Supported 1b

Indicator	Annual Target
AMO Reading - SWD	
AMO Reading - ELL	
AMO Math - SWD	
AMO Math - ELL	

Resources Available to Support the Goal 2

- Instructional coaches focused on particular grade levels, (K-2) and (3-5)
- HMH Core and Intervention materials
- School Psychologist
- Measures of Academic Progress assessment (MAP)
- Designated times for both small group instruction and intervention in master schedule on a daily basis

Targeted Barriers to Achieving the Goal 3

- Teacher knowledge on best practices for differentiating instruction to support all students
- Lack of student diagnostic data to determine differentiation

Plan to Monitor Progress Toward G1. 8

Grade level teams and leadership team will meet to review common formative assessments and analyze resulting student performance data.

Person Responsible

Ella Shanks

Schedule

Biweekly, from 9/14/2015 to 6/3/2016

Evidence of Completion

common assessment data

G2. Increase student achievement in science and language arts through the purposeful planning of rigorous standards-based instruction (Accelerate Student Performance). 1a

G072887

Targets Supported 1b

Indicator	Annual Target
FSA - English Language Arts - Achievement	69.0
FCAT 2.0 Science Proficiency	50.0

Resources Available to Support the Goal 2

- District Measurement Topic Plans
- Safari Montage resources
- Journeys curriculum materials
- FSA item specifications
- CPALMS curriculum resources
- Portable science labs
- Science Fusion curriculum materials
- Instructional Coaches (2)

Targeted Barriers to Achieving the Goal 3

- A need to maximize the time spent in common planning

Plan to Monitor Progress Toward G2. 8

Leadership team will evaluate grade level common assessments and analyze resulting student performance data with teams.

Person Responsible

Ella Shanks

Schedule

Biweekly, from 9/14/2015 to 9/14/2015

Evidence of Completion

common assessment, minutes, student data board

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. Increase achievement of all students by focusing on differentiated instruction and closely monitoring student progress toward grade level standards (Narrow achievement gaps) **1**

 G072886

G1.B1 Teacher knowledge on best practices for differentiating instruction to support all students **2**

 B190294

G1.B1.S1 Provide school-level Professional Development on differentiating instruction. **4**

 S201678

Strategy Rationale

Teachers will be better equipped to differentiate instruction once provided professional development.

Action Step 1 **5**

Provide school-level professional development on differentiating instruction.

Person Responsible

Cathy Rivera

Schedule

Monthly, from 11/4/2015 to 2/24/2016

Evidence of Completion

agendas, sign in sheets

Action Step 2 5

Teachers will have the opportunity to observe coaches modeling techniques for differentiating instruction.

Person Responsible

Cathy Rivera

Schedule

Monthly, from 11/11/2015 to 3/2/2016

Evidence of Completion

observation notes and reflections

Action Step 3 5

Instructional Coach will facilitate Instructional Rounds.

Person Responsible

Jessica Powell

Schedule

Semiannually, from 12/1/2015 to 4/15/2016

Evidence of Completion

observation notes and reflections

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Principal will monitor and attend school Professional Development

Person Responsible

Ella Shanks

Schedule

Monthly, from 9/1/2015 to 6/1/2016

Evidence of Completion

sign in sheets, presentations and resources posted to school Sharepoint site

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Principal and designee will review lesson plans for evidence of planning for differentiation.

Person Responsible

Ella Shanks

Schedule

Biweekly, from 11/9/2015 to 6/3/2016

Evidence of Completion

lesson plans with feedback

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Leadership team will conduct classroom walk-throughs to see evidence of change in teacher practice and provide actionable feedback to teachers.

Person Responsible

Ella Shanks

Schedule

Every 3 Weeks, from 11/9/2015 to 6/3/2016

Evidence of Completion

iobservation reports

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Grade level teams will meet with leadership team to discuss progress of all students, in particular students with multiple Early Warning Indicators, SWD and ELL students.

Person Responsible

Ella Shanks

Schedule

Biweekly, from 9/14/2015 to 6/3/2016

Evidence of Completion

meeting minutes and sign in sheets

G1.B5 Lack of student diagnostic data to determine differentiation **2**

 B190298

G1.B5.S1 All students K-2 will be administered the Measures of Academic Progress assessment, which will provide diagnostic data in Reading and Math. **4**

 S201679

Strategy Rationale

Diagnostic data from the assessment will be used by teachers to generate interventions.

Action Step 1 **5**

Teachers will use the data from MAP to diagnose specific academic concerns and create lessons to target these needs.

Person Responsible

Cathy Rivera

Schedule

Triannually, from 9/14/2015 to 6/1/2016

Evidence of Completion

Student data results and lesson plans aligned to the needs of the assessment results

Plan to Monitor Fidelity of Implementation of G1.B5.S1 **6**

The principal will meet with grade level teams to talk about tier 2 and tier 3 data to determine the effectiveness of the intervention.

Person Responsible

Ella Shanks

Schedule

Monthly, from 9/14/2015 to 6/1/2016

Evidence of Completion

Student formative data and lesson plans

Plan to Monitor Effectiveness of Implementation of G1.B5.S1 7

Teachers will present evidence of student achievement as a result of the targeted instruction.

Person Responsible

Ella Shanks

Schedule

Monthly, from 9/14/2015 to 12/1/2015

Evidence of Completion

Student data files and samples of student progress graphs

G2. Increase student achievement in science and language arts through the purposeful planning of rigorous standards-based instruction (Accelerate Student Performance). 1

 G072887

G2.B2 A need to maximize the time spent in common planning 2

 B190300

G2.B2.S2 Instructional coaches will provide instructional support during common planning time. 4

 S201685

Strategy Rationale

Instructional coaches will facilitate grade level common planning to serve as a resource and increase efficiency of planning time.

Action Step 1 5

Instructional support team will attend grade-level common planning to ensure best practices in planning.

Person Responsible

Jessica Powell

Schedule

Monthly, from 8/24/2015 to 5/31/2016

Evidence of Completion

agendas with attendance records, lesson plans

Plan to Monitor Fidelity of Implementation of G2.B2.S2 6

Principal will review lesson plans and provide feedback as appropriate

Person Responsible

Ella Shanks

Schedule

Weekly, from 9/8/2015 to 6/3/2016

Evidence of Completion

lesson plans with revisions, PLC agendas will be uploaded to school Sharepoint site

Plan to Monitor Effectiveness of Implementation of G2.B2.S2 7

Leadership team will all offer evaluative and coaching feedback to teachers using the Marzano observation tool.

Person Responsible

Ella Shanks

Schedule

Every 3 Weeks, from 9/15/2015 to 5/1/2016

Evidence of Completion

observation reports

Plan to Monitor Effectiveness of Implementation of G2.B2.S2 7

The Leadership Team will meet weekly to discuss trends and make a plan for differentiated teacher support.

Person Responsible

Ella Shanks

Schedule

Weekly, from 10/2/2015 to 5/1/2016

Evidence of Completion

team meeting minutes, coaches' schedules

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Orange - 0421 - Lockhart Elementary - 2015-16 SIP
Lockhart Elementary

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A1	Provide school-level professional development on differentiating instruction.	Rivera, Cathy	11/4/2015	agendas, sign in sheets	2/24/2016 monthly
G1.B5.S1.A1	Teachers will use the data from MAP to diagnose specific academic concerns and create lessons to target these needs.	Rivera, Cathy	9/14/2015	Student data results and lesson plans aligned to the needs of the assessment results	6/1/2016 triannually
G2.B2.S2.A1	Instructional support team will attend grade-level common planning to ensure best practices in planning.	Powell, Jessica	8/24/2015	agendas with attendance records, lesson plans	5/31/2016 monthly
G1.B1.S1.A2	Teachers will have the opportunity to observe coaches modeling techniques for differentiating instruction.	Rivera, Cathy	11/11/2015	observation notes and reflections	3/2/2016 monthly
G1.B1.S1.A3	Instructional Coach will facilitate Instructional Rounds.	Powell, Jessica	12/1/2015	observation notes and reflections	4/15/2016 semiannually
G1.MA1	Grade level teams and leadership team will meet to review common formative assessments and analyze resulting student performance data.	Shanks, Ella	9/14/2015	common assessment data	6/3/2016 biweekly
G1.B1.S1.MA1	Principal and designee will review lesson plans for evidence of planning for differentiation.	Shanks, Ella	11/9/2015	lesson plans with feedback	6/3/2016 biweekly
G1.B1.S1.MA3	Leadership team will conduct classroom walk-throughs to see evidence of change in teacher practice and provide actionable feedback to teachers.	Shanks, Ella	11/9/2015	lobservation reports	6/3/2016 every-3-weeks
G1.B1.S1.MA4	Grade level teams will meet with leadership team to discuss progress of all students, in particular students with multiple Early Warning Indicators, SWD and ELL students.	Shanks, Ella	9/14/2015	meeting minutes and sign in sheets	6/3/2016 biweekly
G1.B1.S1.MA1	Principal will monitor and attend school Professional Development	Shanks, Ella	9/1/2015	sign in sheets, presentations and resources posted to school Sharepoint site	6/1/2016 monthly
G1.B5.S1.MA1	Teachers will present evidence of student achievement as a result of the targeted instruction.	Shanks, Ella	9/14/2015	Student data files and samples of student progress graphs	12/1/2015 monthly
G1.B5.S1.MA1	The principal will meet with grade level teams to talk about tier 2 and tier 3 data to determine the effectiveness of the intervention.	Shanks, Ella	9/14/2015	Student formative data and lesson plans	6/1/2016 monthly
G2.MA1	Leadership team will evaluate grade level common assessments and analyze resulting student performance data with teams.	Shanks, Ella	9/14/2015	common assessment, minutes, student data board	9/14/2015 biweekly
G2.B2.S2.MA1	Leadership team will all offer evaluative and coaching feedback to teachers using the Marzano lobservation tool.	Shanks, Ella	9/15/2015	lobservation reports	5/1/2016 every-3-weeks
G2.B2.S2.MA3	The Leadership Team will meet weekly to discuss trends and make a plan for differentiated teacher support.	Shanks, Ella	10/2/2015	team meeting minutes, coaches' schedules	5/1/2016 weekly
G2.B2.S2.MA1	Principal will review lesson plans and provide feedback as appropriate	Shanks, Ella	9/8/2015	lesson plans with revisions, PLC agendas will be uploaded to school Sharepoint site	6/3/2016 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

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

G1. Increase achievement of all students by focusing on differentiated instruction and closely monitoring student progress toward grade level standards (Narrow achievement gaps)

G1.B1 Teacher knowledge on best practices for differentiating instruction to support all students

G1.B1.S1 Provide school-level Professional Development on differentiating instruction.

PD Opportunity 1

Provide school-level professional development on differentiating instruction.

Facilitator

Cathy Rivera

Participants

all instructional personnel + paras

Schedule

Monthly, from 11/4/2015 to 2/24/2016

PD Opportunity 2

Instructional Coach will facilitate Instructional Rounds.

Facilitator

Jessica Powell

Participants

all instructional staff

Schedule

Semiannually, from 12/1/2015 to 4/15/2016

G1.B5 Lack of student diagnostic data to determine differentiation

G1.B5.S1 All students K-2 will be administered the Measures of Academic Progress assessment, which will provide diagnostic data in Reading and Math.

PD Opportunity 1

Teachers will use the data from MAP to diagnose specific academic concerns and create lessons to target these needs.

Facilitator

Cathy Rivera

Participants

Teachers of students in grades (K-2)

Schedule

Triannually, from 9/14/2015 to 6/1/2016

Technical Assistance Items

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

Budget

Budget Data

1	G1.B1.S1.A1	Provide school-level professional development on differentiating instruction.				\$1,750.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
		120-Classroom Teachers	0421 - Lockhart Elementary	General Fund		\$1,750.00
<i>Notes: Professional books will be purchased to be used as a book study to learn more about strategies for differentiating.</i>						
2	G1.B1.S1.A2	Teachers will have the opportunity to observe coaches modeling techniques for differentiating instruction.				\$25.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	1142	239-Other	0421 - Lockhart Elementary	General Fund		\$25.00
<i>Notes: Copies and other resources for help with the modeling process</i>						
3	G1.B1.S1.A3	Instructional Coach will facilitate Instructional Rounds.				\$3,375.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
		140-Substitute Teachers	0421 - Lockhart Elementary	Title I Part A		\$3,375.00
<i>Notes: Substitutes will be used to relieve teachers. This will give them an opportunity to visit other classrooms to see differentiated instruction and deliberate practice elements in action.</i>						
4	G1.B5.S1.A1	Teachers will use the data from MAP to diagnose specific academic concerns and create lessons to target these needs.				\$25.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	1142	239-Other	0421 - Lockhart Elementary	General Fund		\$25.00
<i>Notes: Copies and other resources for professional development</i>						
5	G2.B2.S2.A1	Instructional support team will attend grade-level common planning to ensure best practices in planning.				\$5,063.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
		140-Substitute Teachers	0421 - Lockhart Elementary	Title II		\$5,063.00
<i>Notes: Substitutes will be used to relieve teachers. This will give teams of teachers an opportunity once a marking period to meet with coaches and plan for rigorous, standards-based instruction.</i>						
Total:						\$10,238.00