

Lockhart Middle

3411 DOCTOR LOVE RD, Orlando, FL 32810

www.ocps.net/lc/north/mlo

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Middle	Yes	100%
Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	85%

School Grades History

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

**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
Focus	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 our 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

Our administration and teachers do home visits and make every effort to communicate with parents. We are a Title I school and the majority of our teachers are Ruby Payne trained. Since our school has a small student population we are able to get to know all of our students and form connections through intentionally building relationships. We also have a food pantry and clothes closet open to support the financial needs of our students and their families. We also have a yearly Bring Your Parent to School Day to build the two way communication between the school and family as well as having each teacher send out a weekly e-mail update to parents about events and student progress.

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

We have spent the last two years making sure our expectations are clear and that we are consistent across the campus. We have communicated to students that learning is our purpose for being here at Lockhart. We have increased communication among the administration, faculty and staff and from school to home. We have three guidance counselors- one for each grade level so that they can prevent issues from arising that may hinder student success. When issues arise for our students, these counselors are able to deal with them immediately to maintain as much normalcy and consistency for our students.

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 administrative discipline team meets throughout the summer to come to develop a consistent system for every aspect of discipline from dress code to tardiness and our Positive Behavior System. We have school-wide protocols and common procedures that are communicated to faculty and staff during pre-planning and reinforced throughout the school year. Teachers that are new to our school get more extensive training as part of the orientation program. We take time during the first couple weeks of school to make sure that students know what our expectations are and continue to remind and reinforce them throughout the year. We make sure that both teachers and administrators are consistent with upholding school wide expectations. As a administrative team we make sure that we are in constant communication so that we communicate a consistent message school-wide. The advisory board for discipline is the discipline PLC which includes teachers and classified employees. In order to remove students with disruptive behavior while maintaining the content instruction, PLC team members use each others' classrooms to redirect students who would normally would be

removed from the learning environment. This buddy system allows students to refocus and engage while not losing instructional time. Common procedures for all classrooms allow for students to have clear expectations on how to collect supplies, submit bellwork, and other classroom processes which will increase instructional time on task and eliminate disruptive behaviors.

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

Our counselors and mentors see students one-on-one and also hold small groups to provide support for the social and emotional needs within our school. When the need arises guidance counselors can refer students and families for counseling opportunities off campus and in some cases we will have the school social worker or school psychologist to help our families access additional resources. In addition, our deans serve as mentors and resources for services as they interact with students on a daily basis during lunches and related administrative duties or behavioral counseling.

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

Our MTSS team is comprised of administrators, guidance counselors, the staffing specialist, the CCT, the school psychologist and the school social worker. This team meets bimonthly to strategically focus on variables that are keeping students from being successful such as attendance, behavior, and other issues. The MTSS team comes up with interventions and track students to see if those interventions worked or if additional interventions are needed.

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
	6	7	8	
Attendance below 90 percent	58	59	70	187
One or more suspensions	32	45	46	123
Course failure in ELA or Math	11	44	52	107
Level 1 on statewide assessment	0	0	0	

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

Indicator	Grade Level			Total
	6	7	8	
Students exhibiting two or more indicators	16	32	39	87

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

We conducted home visits to students that were academically struggling within the first marking period. We provide after school tutoring three times a week with free transportation and meal services to all level 1 and 2 students. These student receive tutoring on campus during and after the school day. Instructional coaches form groups to provide remediation on targeted skills during lunch in efforts

to minimize loss of classroom instruction. We have ongoing supply checks which regularly monitors and provides school supplies to students that are unable to acquire them independently. We implemented both a behavior support plan which acknowledges good behavior, as well as consequences for undesirable behavior and several programs to encourage academic achievement. We have recovery courses for students that are falling behind in core subjects. In our Turn Around Program we provide academic time and assistance to students who have a GPA under a 2.0. This programs provides dinner and transportation to the students who would normally not be able to stay after school hours thus increasing participation in the program.

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/176132>.

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

Dr. Johnson, our ADDITIONS and Partners In Education Coordinator lives in the community and is constantly making new connections and inviting the community members and resources into our school. The Lockhart Community Group hold their monthly meetings on our campus and they are actively involved in supporting the needs of our school. The Lockhart Community members have held a writing competition and volunteer during FCAT and EOC testing. We also have other great partnerships such as The Cox Media Group who volunteer on our campus throughout the school year.

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
Kirby, Allison	Principal
Brown, Kelly	Assistant Principal
Sanchez, Oscar	Assistant Principal
Slaughter, Angela	Instructional Coach
Gore, James	Dean
Duhart, Stephanie	Dean
Moore, Cheryl	Instructional Coach
Gregory, Cleve	Instructional Coach
Anderson, Janet	Instructional Media

Duties

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

Allison Kirby - Principal - oversees leadership team and leadership team meetings, which steers instruction.
 Kelly Brown - Assistant Principal of Instruction - oversees Guidance, MTSS team and other resources such as ESE and ESOL as well as overall master schedule.
 Oscar Sanchez - Assistant Principal and 6th Grade Administrator - oversees discipline for the entire school, which impacts academics.
 James Gore and Stephanie Duhart- Deans- oversee discipline, positive behavioral programs and attendance over their designated students.
 Cheryl Moore, CJ Gregory, and Angela Slaughter - instructional coaches-
 Janet Anderson- Instruction Media/Technology-

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 MTSS team is made up of administrators, coaches, support personnel and teachers. The team meets twice a month to discuss and make a plan for student and/or classroom concerns. PLC data meetings are held at the end of each unit to discuss trends and plan for any necessary re-teaching of concepts. PLCs are structured through grade level subject areas which allow teachers to focus on instruction and obtain collaborative support. Student work is a focus of PLCs as they calibrate and form fluid student groups to enhance differentiated instruction. Data, PLC, and MTSS meeting notes are all posted on Sharepoint and monitored by administration. Progress reports, benchmark tests, common assessments and other data will also be uploaded and monitored. Intentional efforts are made to ensure timely feedback to the uploaded documents.
 Title I funds are used to purchase coaching positions for reading and mathematics. These coaches train and support teachers, as well as students. These funds are also used in conjunction with SAI funds to provide remediation and enrichment before and after school as well as Saturdays and programs throughout the summer. Title I funds have been allocated to provide additional training for teachers. Some of the trainings recently provided include; Instructional Centers, AVID Strategies, CHAMPS, MTSS Overview, Interactive Smart Boards, Edmodo, Common Core shifts, Marzano strategies, deliberate practice implementation, as well as Webb's DOK and rigor within the classroom. Title III funds are used to purchase a part-time Curriculum Compliance Teacher to serve our ELL

population.

The District Homeless Social Worker provides resources (clothing, school supplies, social service referrals) for students identified as homeless under the McKinney-Vento Act.

We also have several Violence Prevention Programs which include:

Bullying Prevention: The Olweus Bullying Prevention Program has been implemented and has components for staff, students, parents and community members.

Suicide Prevention: A curriculum has been implemented for the awareness and prevention of suicide.

Crisis Intervention: We have a guidance counselor for each grade level to deal with crisis.

Nutrition Programs provide all of our students free breakfast and lunch as well as free snacks from our after school program.

We offer a College & Career Information Technology class here on our campus where students can earn an industry certification which is provided through federal funding.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Allison Kirby	Principal
Cheryl Moore	Teacher
David McConnell	Teacher
Felicia Presely	Education Support Employee
Wandy Ramos	Parent
Danny Moran	Parent
Jocelyn Harper	Parent
Alice Church	Parent
Jeannette Brown	Student
Roger Barrios	Student

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

The SIP will be presented to our SAC members in order to solicit input. The SIP is revisited at SAC meetings throughout the year in order to verify that we implementing our strategies with fidelity. The leadership team monitors the School Improvement Plan throughout the year to make adjustments as needed. This gives both parents and community members the opportunity to learn more about how the school functions and provide an avenue for input.

Development of this school improvement plan

The SAC reviews student achievement data at the beginning of the year to guide the development of the School Improvement Plan. The committee determines changes that may need to occur based on the effectiveness of the previous years' SIP. Parent and community feedback is crucial to developing the school improvement plan at Lockhart Middle School.

Preparation of the school's annual budget and plan

The principal shares the school budget with SAC and solicits input at a SAC meeting when the budget is prepared.

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

\$27,500 of school improvement funds will be used for substitutes in order for teachers to attend professional development opportunities throughout the school.

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
Brown, Kelly	Assistant Principal
Kirby, Allison	Principal
Slaughter, Angela	Instructional Coach
Sanchez, Oscar	Assistant Principal
Anderson, Janet	Instructional Media
McConnell, David	Teacher, K-12
Gregory, Cleve	Instructional Coach
McConnell, Gabriela	Teacher, K-12
Moore, Cheryl	Instructional Coach
Moore, Ryan	Teacher, K-12

Duties**Describe how the LLT promotes literacy within the school**

- ~ Battle of the Books
- ~ AR points competition
- ~ various essay and oration contests
- ~ Reading Lounge - before and after school in the Media Center
- ~ "I Read to the Principal" - sharing non-fiction leisure reading with principal
- ~ Spelling Bee
- ~ The Great Lancer Scavenger Hunt - critical thinking scavenger hunt to help 8th grade students review concepts learned throughout the school year
- ~ Lunch Time Reading Groups
- ~ Accelerated Reader
- ~ Scrabble Club - meets once a week and open to all students
- ~ Book Cart - the Media Specialist will take books to the cafeteria and to classrooms to make checking out books easier
- ~ Book Talks
- ~ Literacy Night
- ~ Book Fairs

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

All departments have common planning periods. Teachers within the same subject and grade level are PLC (professional learning community) members and when possible have their classrooms next to each other or in close proximity. This allows those teachers to plan together, create and compare common assessment results and collaborate to support each other and make sure all students are achieving academic success.

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

We promote ownership of professional development within the school by including teachers in the needs assessment and decision making process of selecting professional development training. We will focus our PLCs on planning this year to align everything we do with Marzano strategies and Standards Based Instruction. All new teachers receive a mentor, a coach, a curriculum leader and a PLC partner(s), as well as our CRT Angela Slaughter as support.

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

Our first year teachers have been paired with veteran teachers who are strong teachers and love to mentor and share ideas. All of our pairs will meet consistently but will also visit other classrooms to discuss observed strategies and how those strategies can be implemented in the mentee's classroom. Our CRT will work in conjunction with the principal and assistant principals to provide individualized support based on the instructional needs of the teacher. The Lockhart Cycle is a two-week process where a teacher is paired with a leadership team member. The team conducts learning walks by visiting other classrooms and discussing/reflecting based on the Marzano Model. The process runs throughout the year and includes new and veteran teachers.

Mentee Mentor

Natalie Aristor Aimee Lewis

Charlotte Cuevas Shelly Kranyik

Tonya Jones Angela Slaughter

Sharron James Stephanie Kasper

Leslie Allen Bronwen Rocha

Alec Taunton Cheryl Johnson

Jennifer Moats-Cunningham Natasha Taylor

Elizabeth O'Donnell Jean Stoney

Kimberly Cove Barbara Sandlak

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

1. Our Mathematics department is using the Success for All/Power i3 program along with seven other Orange County middle schools. This is the second year of implementation of the Power i3 program. The program is based on collaborative learning and aligns with the new Florida Standards.

2. Our Language Arts department is using the Spring Board curriculum as a supplement resource to support standards based education program. We also plan to meet with ELA teachers from the other middle schools in the North Learning Community to create better and more valid common assessments that may be used to measure student performance on the standards across schools.
3. Our Science department hosts planning forums with other middle schools in the North Learning Community. Our science teachers also observe and are in contact with high school science teachers to make sure that our high school honors courses taught at the middle school level are rigorous and aligned with the high school expectations.
4. Our Social Studies department is using DBQs (document based questioning) every nine weeks, as well as iCivics within the 7th grade Civic courses.
5. Our Reading department is using the OCPs recommended programs: Read 180, Systems 44 and Achieve 3000.
6. Our Spanish teacher has observed and collaborates with Spanish teachers at both feeder high schools to ensure the Spanish 1 and Spanish 2 curriculum is aligned with the high schools/ expectations.

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

Data is used by the guidance counselors to ensure that students are properly placed in classes to give them the support that they need while still being academically challenged. Data is used constantly by instructional coaches and teachers to make sure that students are mastering concepts. When the data indicates that they are deficient the teachers then reteach those concepts. The administrative and resource teams use data to indicate which instructional resources need to be utilized for tutoring. We offer Saturday boot camps driven by the student academic achievement data. In order to disaggregate data all core content areas will input common assessment data into Performance Matters. PLCs and administrators will be able to clearly analyze data in order to make instructional decisions.

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: After School Program

Minutes added to school year: 6,480

Lancer Zone- Three times a week students stay after school and are tutored by classroom teachers in mathematics and reading strategies in an effort to reinforce what students learned in their classes during the school day. Ms. Jeremy oversees the program.

Strategy Rationale

Many times teachers do not have time for remediation while they are moving ahead with the grade level skills and concepts. This allows students to learn or master skills they may not have learned or mastered previously without losing instructional time in their classes.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Kirby, Allison, allison.kirby@ocps.net

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

We used our benchmark data to see what skills our students needed extra support with and taught those skills in Lancer Zone. The MobyMax program also has reports that are shared with both classroom teachers and parents.

Strategy: Weekend Program

Minutes added to school year: 2,400

Teacher planning and professional development will be offered on Saturdays and Wednesday afternoons.

Strategy Rationale

Teachers want and need extra time to plan and for professional development, but they also realized that when they are not with their students they lose instructional time. Many teachers are willing to come in on a Saturday or stay longer on Wednesdays.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Kirby, Allison, allison.kirby@ocps.net

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

Teachers are surveyed as to what they would like to learn and then they are surveyed again after the training to make sure that they received the information that they needed.

Strategy: Extended School Day

Minutes added to school year: 15,750

Boys & Girls' Club - Our Boys & Girls' Club offers many different activities that educate as well as broadening students' horizons. The club offers activities like African drumming to drama to knitting. The students have the ability to participate in activities that they would never get to do at home. They are supervised by teachers and other school personnel, with no cost to the parents.

Strategy Rationale

We are able to offer experiences that our students would not normally get like robotics and STEM. This expands their world view and lets them see more possibilities for their lives.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Sanchez, Oscar, oscar.sanchez@ocps.net

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

Boys & Girls' Club of Central Florida collects detailed reports about attendance and other areas. They also survey their members to see where their interests lie so that they can offer those classes and experiences.

Strategy: Weekend Program

Minutes added to school year: 720

Saturday Boot Camps - These boot camps are specifically focused on skills that are necessary for all students at a particular grade level to master in order to be successful. We also use their Saturdays to enrich the curriculum for proficient students in order to prevent a backslide through project based learning. Cheryl Moore, Angela Slaughter and Cleve Gregory will head up these camps, depending upon what the focus of the camp is.

Strategy Rationale

When the data tells us that the majority of our students are missing particular skills/concepts we offer boot camps to reteach these skills and concepts so that teachers can keep moving forward in their classrooms, but students still have an opportunity to master the skills/concepts.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Slaughter, Angela, angela.slaughter@ocps.net

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

We use benchmark and common assessment data to figure out which skills our students are lacking or forgetting so that those are the skills that we focus on for the camps.

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

For our incoming sixth graders we do many things to make the transition to middle school easier and exciting. In the spring our sixth grade guidance counselor, sixth grade administrator, band teacher, chorus teacher, orchestra teacher and AVID teacher visit each feeder elementary to give some basic information and answer questions about middle school programs and expectations. In May each feeder elementary school brings all 5th graders to campus for a school day orientation. We also have an Orientation Night where students and their parents can visit, tour and gather information on Lockhart Middle.

We have much the same format for our eighth graders that are transitioning to high school. The guidance counselors from the high schools visit our school and our students get to visit the high school campus during the day and through evening parent orientations.

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

Since we are a small school we have fostered relationships with our students. Administration and guidance counselors see students' strengths and start talking to them before eighth grade about possible magnet programs or areas of specialty that they may want to pursue. We contact our feeder high schools in certain cases to make sure that students that have special interests are placed correctly so that they do not miss opportunities. We make efforts to educate students about scholarships and the requirements for college and career admissions. Some students are already making college visits through school sponsored field trips. This is a great experience for them and makes them hungry and excited for their college or post secondary experience. We also offer many high school credit courses and have a certified AVID program.

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

We have a very strong AVID program at Lockhart Middle School and AVID strategies are infused throughout the school. Students that are not in the program benefit from AVID strategies campus wide. Even though we are one of the smallest middle schools in the county, we are eighth in the county for offering accelerated classes. We offer high school sciences, Algebra I, Geometry, Spanish I and II and a College and Career computer class. We also have Project Lead the Way which is an engineering program for students that are geared towards the S.T.E.M. disciplines. Students are also able to earn CAPE Industry certifications in word processing, spreadsheets and other software programs.

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

Lockhart Middle has been increasing rigor and high expectations for our students by strengthening core instruction. This better prepares students for the transition to high school, college and beyond. The CAPE Industry certifications will be a focus in many ELA and Math courses. We are building the foundation to extend our STEM program to become a middle school magnet to create a pipeline to our district magnet programs.

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 the use and effectiveness of differentiated instruction to increase student achievement.
(Invest in Human Capital & Accelerating Student Performance)

- G2.** Strengthen core instruction by using Marzano strategies to increase student achievement.
(Invest in Human Capital & Accelerating 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 the use and effectiveness of differentiated instruction to increase student achievement. (Invest in Human Capital & Accelerating Student Performance) 1a

G073152

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	70.0
Math Gains	70.0
FCAT 2.0 Science Proficiency	50.0

Resources Available to Support the Goal 2

- Human Resources: coaches, administration, county-level support personnel, mentors
- iObservation
- PDS Online and other professional development
- Marzano

Targeted Barriers to Achieving the Goal 3

- Teachers have not had enough time to do quality planning for core instruction.
- There has not been enough funding for programs and supplies that teachers want and need.

Plan to Monitor Progress Toward G1. 8

Making sure that PLC teachers are collaborating and planning together.

Person Responsible

Allison Kirby

Schedule

Weekly, from 8/24/2015 to 6/8/2016

Evidence of Completion

Informal observations of all PLC members to see if there is evidence of collaborative planning (common to scales and lesson plans) and visits to PLC meetings to see evidence of discussion on differentiated instruction and data analysis

G2. Strengthen core instruction by using Marzano strategies to increase student achievement. (Invest in Human Capital & Accelerating Student Performance) 1a

G073153

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	70.0
Math Gains	70.0
FCAT 2.0 Science Proficiency	50.0

Resources Available to Support the Goal 2

- Human Resources: coaches, administration, county-level support personnel, mentors
- iObservation
- PDS Online and other professional development
- Marzano
- Observation blitzes- feedback in a non-threatening manner

Targeted Barriers to Achieving the Goal 3

- Teachers have not had enough time to do quality planning for core instruction.
- There has not been enough funding for programs and supplies that teachers want and need.
- We have too many students receiving Tier 3 interventions.

Plan to Monitor Progress Toward G2. 8

Making sure that PLC teachers are collaborating and planning together.

Person Responsible

Allison Kirby

Schedule

Weekly, from 8/10/2015 to 6/10/2016

Evidence of Completion

Informal observations of all PLC members to see if there is evidence of planning (common board, learning goal, scales and lesson plans), common assessments should show commonalities and trends across PLCs.

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 the use and effectiveness of differentiated instruction to increase student achievement. (Invest in Human Capital & Accelerating Student Performance) **1**

 G073152

G1.B1 Teachers have not had enough time to do quality planning for core instruction. **2**

 B191102

G1.B1.S1 By having common planning for PLCs, this gives teachers more time to collaborate and plan ways to differentiate instruction for students. **4**

 S202548

Strategy Rationale

The PLC time should be focused on quality instruction and teachers can meet every day during planning if needed.

Action Step 1 **5**

Make sure PLC teachers are collaborating and planning effectively together for differentiated instruction

Person Responsible

Allison Kirby

Schedule

Weekly, from 8/24/2015 to 6/8/2016

Evidence of Completion

PLC notes, lesson plans, data from common assessments and observations.

Action Step 2 5

Build capacity of instructional coaches and teacher-leaders by sending them to Marzano training and having more qualified observers to give feedback.

Person Responsible

Allison Kirby

Schedule

Weekly, from 8/31/2015 to 6/3/2016

Evidence of Completion

iObservation Data, PLC notes, Professional Development based on observation trends

Action Step 3 5

CRT and teacher-leaders are participating in common assessment professional development to disseminate to all PLCs at the building level.

Person Responsible

Angela Slaughter

Schedule

Monthly, from 11/2/2015 to 6/3/2016

Evidence of Completion

PLC Binder checks, Common Assessment Review and Data

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

Administrators and Instructional Coaches will monitor PLCs through visits and monthly PLC Binder checks.

Person Responsible

Allison Kirby

Schedule

Monthly, from 9/7/2015 to 6/3/2016

Evidence of Completion

PLC Binder rubrics and sample PLC notes from administrators and coaches.

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

Administrators will review instructional focus calendars and conduct classroom observations to ensure lessons include differentiation and reach appropriate DOK level for the standard(s) being taught.

Person Responsible

Allison Kirby

Schedule

Biweekly, from 9/7/2015 to 6/3/2016

Evidence of Completion

PLC Binder checks, lesson plans, instructional focus calendars and classroom observations.

G1.B1.S2 Paid Saturday and extended Wednesday sessions for PLCs. 4

 S202549

Strategy Rationale

Teachers need and want more time to plan, but we all realized that instructional time is wasted when we have substitutes, so planning on Saturdays makes sense for everyone.

Action Step 1 5

Professional development will be scheduled for Saturdays and Wednesdays when possible

Person Responsible

Allison Kirby

Schedule

Monthly, from 9/21/2015 to 5/20/2016

Evidence of Completion

Sign in sheets and reflection forms

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Keep records of professional development

Person Responsible

Allison Kirby

Schedule

Monthly, from 8/24/2015 to 6/8/2016

Evidence of Completion

Professional development records

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Are teachers using the information/skills that they learned in their classroom

Person Responsible

Allison Kirby

Schedule

Weekly, from 9/7/2015 to 5/27/2016

Evidence of Completion

Observations and lesson plans

G2. Strengthen core instruction by using Marzano strategies to increase student achievement. (Invest in Human Capital & Accelerating Student Performance) 1

G073153

G2.B1 Teachers have not had enough time to do quality planning for core instruction. 2

B191105

G2.B1.S1 By having common planning for PLCs, this gives teachers more time to collaborate and plan together. 4

S202552

Strategy Rationale

The PLC time should be focused on quality instruction and teachers can meet every day during planning if needed.

Action Step 1 5

Make sure that PLC teachers are planning together and collaborating effectively.

Person Responsible

Allison Kirby

Schedule

Weekly, from 8/17/2015 to 6/10/2016

Evidence of Completion

PLC notes, lesson plans, data from common assessments and minis and observations

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Making sure teachers are working together and have consistent lesson plans that reflect the Florida Standards

Person Responsible

Allison Kirby

Schedule

Weekly, from 8/17/2015 to 6/8/2016

Evidence of Completion

Lesson Plans, Common Assessment Data and Observations

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Are PLC teachers truly collaborating and planning together?

Person Responsible

Allison Kirby

Schedule

Weekly, from 8/17/2015 to 6/8/2016

Evidence of Completion

During informal observations and walkthroughs is there evidence of planning? Shared lesson plans and PLC notes.

G2.B1.S2 Paid Saturday and extended Wednesday sessions for PLCs. 4

 S202553

Strategy Rationale

Teachers need and want more time to plan, but we all realized that instructional time is wasted when we have substitutes, so planning on Saturdays makes sense for everyone.

Action Step 1 5

Professional development will be scheduled for Saturdays and Wednesdays when possible.

Person Responsible

Allison Kirby

Schedule

Monthly, from 9/19/2015 to 5/21/2016

Evidence of Completion

sign-in sheets and reflection forms

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Keep records of professional development

Person Responsible

Allison Kirby

Schedule

Monthly, from 8/17/2015 to 6/8/2016

Evidence of Completion

sign in sheets, training agendas

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

Are teachers using the information/skills that they learned in their classrooms?

Person Responsible

Allison Kirby

Schedule

Weekly, from 9/8/2015 to 5/27/2016

Evidence of Completion

observations, lesson plans

G2.B2 There has not been enough funding for programs and supplies that teachers want and need. 2

B191106

G2.B2.S1 Teachers and county-level personnel can facilitate professional development instead of bringing people from outside the county. 4

S202554

Strategy Rationale

We have staff right here on our campus that have received extensive training in specific areas. We also have experts at the county level that are available to us for professional development.

Action Step 1 5

Find out who is an "expert" at certain strategies and send people for county professional developments to become "experts".

Person Responsible

Allison Kirby

Schedule

Monthly, from 8/3/2015 to 6/10/2016

Evidence of Completion

Keep track of the professional development offered and who is facilitating.

Action Step 2 5

Thursday mornings are voluntary professional development sessions offered by teachers who have attended county and/or state professional development or are experts in a certain strategy.

Person Responsible

Angela Slaughter

Schedule

Weekly, from 9/7/2015 to 6/3/2016

Evidence of Completion

Professional Development Calendar, Sign In Sheets, Agendas and iObservation data based on strategies to see if training was implemented and effective

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

We need to make sure that we are offering professional development on a regular basis and that most of them are facilitated in-house.

Person Responsible

Angela Slaughter

Schedule

Monthly, from 8/3/2015 to 6/10/2016

Evidence of Completion

master calendar, professional development agendas and handouts

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

We need to make sure that we are not spending a lot of money on outside sources for professional development if we already have the resources available to us.

Person Responsible

Allison Kirby

Schedule

Monthly, from 8/17/2015 to 6/8/2016

Evidence of Completion

master calendar, budget reports

G2.B2.S2 Use A Gift for Teaching and apply for available grants. 4

 S202555

Strategy Rationale

We are a Title I school and many times we give basic supplies to students. In order for teachers not to spend money out of their own pockets we are encouraging them to utilize A Gift for Teaching so that our students still get the supplies that they need but our teachers do not spend their own money.

Action Step 1 5

Making sure our teachers are taking advantage of A Gift for Teaching so that they do not have to spend their own money or school money.

Person Responsible

Angela Slaughter

Schedule

Monthly, from 8/17/2015 to 5/27/2016

Evidence of Completion

receipts from A Gift for Teaching

Action Step 2 5

Pencil Boy Express (mobile Gift for Teaching truck) will visit Lockhart MS to provide supplies to teachers. This allows teachers to maximize instructional time by providing supplies to all students daily.

Person Responsible

Allison Kirby

Schedule

On 2/5/2016

Evidence of Completion

As part of Lockhart common procedures, all teachers keep a supply station stocked with pencils, paper and other supplies needed for classroom instruction. Teacher surveys report that instructional time has increased by 5-8 minutes per period when supplies are provided.

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

Are teachers using this free resource?

Person Responsible

Allison Kirby

Schedule

Monthly, from 8/17/2015 to 5/27/2016

Evidence of Completion

receipts from A Gift for Teaching

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

Are teachers ordering less basic supplies?

Person Responsible

Allison Kirby

Schedule

Monthly, from 8/17/2015 to 6/8/2016

Evidence of Completion

budget orders from departments

G2.B2.S3 Use software that is already available to us instead of buying more. Provide professional development for the software. 4

 S202556

Strategy Rationale

Teachers sometimes request new computer software to be purchased, but Orange County provides schools with some quality programs so we need to make sure that we are utilizing what is already provided for us.

Action Step 1 5

Make sure that teachers are using supplies and software that is already available to them.

Person Responsible

Oscar Sanchez

Schedule

Monthly, from 8/10/2015 to 5/27/2016

Evidence of Completion

Offer professional developments for software that teachers have access to and look for those programs in the lesson plans and during observations.

Action Step 2 5

Instructional Coaches and teacher-leaders become experts by working with the software and consultants, and in turn provide professional development/model/assist teachers on a daily basis.

Person Responsible

Angela Slaughter

Schedule

Monthly, from 8/31/2015 to 6/3/2016

Evidence of Completion

Reports from software programs, Instructional Coach calendars

Plan to Monitor Fidelity of Implementation of G2.B2.S3 6

Are teachers utilizing the software available to them?

Person Responsible

Oscar Sanchez

Schedule

Monthly, from 8/17/2015 to 5/27/2016

Evidence of Completion

software reports, lesson plans, observations, progress book

Plan to Monitor Effectiveness of Implementation of G2.B2.S3 7

Are teachers using software that is already available to them?

Person Responsible

Oscar Sanchez

Schedule

Monthly, from 8/17/2015 to 5/27/2016

Evidence of Completion

software reports, observations, lesson plans, progress book

G2.B2.S4 Utilize Title 1 funds to purchase programs and equipment to aide in pacing and students' cognitive engagement, for instance student response systems and timer tools. 4

 S202557

Strategy Rationale

We want to give teachers and students the tools that they need to be successful.

Action Step 1 5

Purchasing programs and equipment to aide students and teachers.

Person Responsible

Allison Kirby

Schedule

Monthly, from 8/17/2015 to 6/10/2016

Evidence of Completion

Do we have programs and materials that are research-based and are we utilizing those programs and materials?

Plan to Monitor Fidelity of Implementation of G2.B2.S4 6

Make sure that programs and materials that have been purchased are being used.

Person Responsible

Allison Kirby

Schedule

Weekly, from 8/17/2015 to 6/8/2016

Evidence of Completion

lesson plans, observations, reports generated from programs

Plan to Monitor Effectiveness of Implementation of G2.B2.S4 7

Are the programs and materials having the desired effect on instruction?

Person Responsible

Allison Kirby

Schedule

Weekly, from 8/17/2015 to 6/8/2016

Evidence of Completion

observations, benchmark data and reports generated from programs

G2.B3 We have too many students receiving Tier 3 interventions. 2

 B191107

G2.B3.S1 All teachers need to have standards-based instruction. 4

 S202558

Strategy Rationale

Teachers need to make sure that they are using their time to teach the standards.

Action Step 1 5

Our county-provided curriculum aligns with the state standards. Teachers need to teach the curriculum with fidelity.

Person Responsible

Kelly Brown

Schedule

Daily, from 8/17/2015 to 6/8/2016

Evidence of Completion

observations, lesson plans, input from district coaches

Action Step 2 5

PLCs are required to write common assessments through the backwards design process that addresses essential standards at the appropriate DOK level.

Person Responsible

Kelly Brown

Schedule

Evidence of Completion

Administrators and Instructional Coaches visit PLCs, check PLC Binders monthly, and offer learning cycles to PLCs that need assistance.

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

When observations are done, we need to make sure that the teacher is teaching the standards on the lesson plan.

Person Responsible

Allison Kirby

Schedule

Daily, from 9/7/2015 to 6/8/2016

Evidence of Completion

matching lesson plans and standards to what is observed in classes

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

Common assessment data will be used to see if standards are effectively being taught.

Person Responsible

Allison Kirby

Schedule

Weekly, from 8/28/2015 to 6/8/2016

Evidence of Completion

common assessment data and benchmark data

G2.B3.S2 Instructional coaches will model effective instruction for the teachers. 4

S202559

Strategy Rationale

Sometimes teachers need to see what effective, bell-to-bell, standards-based instruction looks like.

Action Step 1 5

Instructional coaches will model lessons for teachers.

Person Responsible

Allison Kirby

Schedule

Weekly, from 8/17/2015 to 5/27/2016

Evidence of Completion

Instructional coaches will report weekly during leadership meetings which teachers they have been working with and what has occurred.

Plan to Monitor Fidelity of Implementation of G2.B3.S2 6

We have a two-week cycle where instructional coaches are focusing on a particular teacher.

Person Responsible

Allison Kirby

Schedule

Weekly, from 8/17/2015 to 5/27/2016

Evidence of Completion

We share this information in leadership meetings, but informal teacher observations should tell us whether or not the teacher is using the modeling they have observed in their own teaching.

Plan to Monitor Effectiveness of Implementation of G2.B3.S2 7

iObservation observations will be done regularly to see if teachers are improving their craft.

Person Responsible

Allison Kirby

Schedule

Monthly, from 9/8/2015 to 4/29/2016

Evidence of Completion

observations

G2.B3.S3 Lockhart Learning Cycle to aid teachers in peer observations, reflections and Marzano elements. 4

 S202560

Strategy Rationale

Give teachers more feedback and support to enhance their instruction.

Action Step 1 5

The administrative team will conduct two week learning cycles to aid teachers in peer observations, reflections and Marzano elements.

Person Responsible

Allison Kirby

Schedule

Weekly, from 9/8/2015 to 5/27/2016

Evidence of Completion

Are teachers using the feedback they get to improve instruction?

Plan to Monitor Fidelity of Implementation of G2.B3.S3 6

Check-ins at weekly leadership team meetings.

Person Responsible

Allison Kirby

Schedule

Weekly, from 9/8/2015 to 5/27/2016

Evidence of Completion

Each person has to submit a completed packet at the end of the cycle.

Plan to Monitor Effectiveness of Implementation of G2.B3.S3 7

Do we see improvement in instruction after the cycle?

Person Responsible

Allison Kirby

Schedule

Weekly, from 9/8/2015 to 5/27/2016

Evidence of Completion

observations

G2.B3.S4 Simplified common board configuration to focus on daily targets and formative assessments.

4

 S202561

Strategy Rationale

We need to make sure that we are meeting our targets daily and not getting off task.

Action Step 1 5

Design a simplified common board configuration and implement it school-wide.

Person Responsible

Allison Kirby

Schedule

On 6/8/2016

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G2.B3.S4 6

Common board configurations will be checked to make sure they align with the daily instruction.

Person Responsible

Allison Kirby

Schedule

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

Evidence of Completion

observations

Plan to Monitor Effectiveness of Implementation of G2.B3.S4 7

Is there a clear goal for the day and does the common board match the instruction?

Person Responsible

Allison Kirby

Schedule

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

Evidence of Completion

observations

G2.B3.S5 Use after school tutoring for remediation, intervention and enrichment. Provide transportation so all students can attend. Align after school activities with core curriculum and instruction. 4

 S202562

Strategy Rationale

Our after school programs should be supporting what we are doing during the school day.

Action Step 1 5

We need to make sure that all of our after school efforts directly support what we are doing during the school day in our core instruction.

Person Responsible

Allison Kirby

Schedule

Weekly, from 9/8/2015 to 5/27/2016

Evidence of Completion

programs are research-based and approved by Orange County

Plan to Monitor Fidelity of Implementation of G2.B3.S5 6

Are the teachers implementing the programs with fidelity?

Person Responsible

Allison Kirby

Schedule

Monthly, from 9/7/2015 to 5/27/2016

Evidence of Completion

Monthly testing and monitoring reports generated from the programs being used.

Plan to Monitor Effectiveness of Implementation of G2.B3.S5 7

Are we getting the results that we expected from tutoring?

Person Responsible

Allison Kirby

Schedule

Monthly, from 10/14/2015 to 5/27/2016

Evidence of Completion

Monitoring monthly reports to see if students coming to tutoring on a regular basis are showing gains.

Appendix 1: Implementation Timeline

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

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	Make sure PLC teachers are collaborating and planning effectively together for differentiated instruction	Kirby, Allison	8/24/2015	PLC notes, lesson plans, data from common assessments and observations.	6/8/2016 weekly
G1.B1.S2.A1	Professional development will be scheduled for Saturdays and Wednesdays when possible	Kirby, Allison	9/21/2015	Sign in sheets and reflection forms	5/20/2016 monthly
G2.B1.S1.A1	Make sure that PLC teachers are planning together and collaborating effectively.	Kirby, Allison	8/17/2015	PLC notes, lesson plans, data from common assessments and minis and observations	6/10/2016 weekly
G2.B1.S2.A1	Professional development will be scheduled for Saturdays and Wednesdays when possible.	Kirby, Allison	9/19/2015	sign-in sheets and reflection forms	5/21/2016 monthly
G2.B2.S1.A1	Find out who is an "expert" at certain strategies and send people for county professional developments to become "experts".	Kirby, Allison	8/3/2015	Keep track of the professional development offered and who is facilitating.	6/10/2016 monthly
G2.B2.S2.A1	Making sure our teachers are taking advantage of A Gift for Teaching so that they do not have to spend their own money or school money.	Slaughter, Angela	8/17/2015	receipts from A Gift for Teaching	5/27/2016 monthly
G2.B2.S3.A1	Make sure that teachers are using supplies and software that is already available to them.	Sanchez, Oscar	8/10/2015	Offer professional developments for software that teachers have access to and look for those programs in the lesson plans and during observations.	5/27/2016 monthly
G2.B2.S4.A1	Purchasing programs and equipment to aide students and teachers.	Kirby, Allison	8/17/2015	Do we have programs and materials that are research-based and are we utilizing those programs and materials?	6/10/2016 monthly
G2.B3.S1.A1	Our county-provided curriculum aligns with the state standards. Teachers need to teach the curriculum with fidelity.	Brown, Kelly	8/17/2015	observations, lesson plans, input from district coaches	6/8/2016 daily
G2.B3.S2.A1	Instructional coaches will model lessons for teachers.	Kirby, Allison	8/17/2015	Instructional coaches will report weekly during leadership meetings which teachers they have been working with and what has occurred.	5/27/2016 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B3.S3.A1	The administrative team will conduct two week learning cycles to aid teachers in peer observations, reflections and Marzano elements.	Kirby, Allison	9/8/2015	Are teachers using the feedback they get to improve instruction?	5/27/2016 weekly
G2.B3.S4.A1	Design a simplified common board configuration and implement it school-wide.	Kirby, Allison	8/10/2015		6/8/2016 one-time
G2.B3.S5.A1	We need to make sure that all of our after school efforts directly support what we are doing during the school day in our core instruction.	Kirby, Allison	9/8/2015	programs are research-based and approved by Orange County	5/27/2016 weekly
G1.B1.S1.A2	Build capacity of instructional coaches and teacher-leaders by sending them to Marzano training and having more qualified observers to give feedback.	Kirby, Allison	8/31/2015	iObservation Data, PLC notes, Professional Development based on observation trends	6/3/2016 weekly
G2.B2.S1.A2	Thursday mornings are voluntary professional development sessions offered by teachers who have attended county and/or state professional development or are experts in a certain strategy.	Slaughter, Angela	9/7/2015	Professional Development Calendar, Sign In Sheets, Agendas and iObservation data based on strategies to see if training was implemented and effective	6/3/2016 weekly
G2.B2.S2.A2	Pencil Boy Express (mobile Gift for Teaching truck) will visit Lockhart MS to provide supplies to teachers. This allows teachers to maximize instructional time by providing supplies to all students daily.	Kirby, Allison	11/9/2015	As part of Lockhart common procedures, all teachers keep a supply station stocked with pencils, paper and other supplies needed for classroom instruction. Teacher surveys report that instructional time has increased by 5-8 minutes per period when supplies are provided.	2/5/2016 one-time
G2.B2.S3.A2	Instructional Coaches and teacher-leaders become experts by working with the software and consultants, and in turn provide professional development/model/assist teachers on a daily basis.	Slaughter, Angela	8/31/2015	Reports from software programs, Instructional Coach calendars	6/3/2016 monthly
G2.B3.S1.A2	PLCs are required to write common assessments through the backwards design process that addresses essential standards at the appropriate DOK level.	Brown, Kelly	Administrators and Instructional Coaches visit PLCs, check PLC Binders monthly, and offer learning cycles to PLCs that need assistance.	one-time	
G1.B1.S1.A3	CRT and teacher-leaders are participating in common assessment professional development to disseminate to all PLCs at the building level.	Slaughter, Angela	11/2/2015	PLC Binder checks, Common Assessment Review and Data	6/3/2016 monthly
G1.MA1	Making sure that PLC teachers are collaborating and planning together.	Kirby, Allison	8/24/2015	Informal observations of all PLC members to see if there is evidence of collaborative planning (common to scales and lesson plans) and visits to PLC meetings to see evidence of discussion on differentiated instruction and data analysis	6/8/2016 weekly
G1.B1.S1.MA1	Administrators will review instructional focus calendars and conduct classroom observations to ensure lessons include differentiation and	Kirby, Allison	9/7/2015	PLC Binder checks, lesson plans, instructional focus calendars and classroom observations.	6/3/2016 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	reach appropriate DOK level for the standard(s) being taught.				
G1.B1.S1.MA1	Administrators and Instructional Coaches will monitor PLCs through visits and monthly PLC Binder checks.	Kirby, Allison	9/7/2015	PLC Binder rubrics and sample PLC notes from administrators and coaches.	6/3/2016 monthly
G1.B1.S2.MA1	Are teachers using the information/ skills that they learned in their classroom	Kirby, Allison	9/7/2015	Observations and lesson plans	5/27/2016 weekly
G1.B1.S2.MA1	Keep records of professional development	Kirby, Allison	8/24/2015	Professional development records	6/8/2016 monthly
G2.MA1	Making sure that PLC teachers are collaborating and planning together.	Kirby, Allison	8/10/2015	Informal observations of all PLC members to see if there is evidence of planning (common board, learning goal, scales and lesson plans), common assessments should show commonalities and trends across PLCs.	6/10/2016 weekly
G2.B1.S1.MA1	Are PLC teachers truly collaborating and planning together?	Kirby, Allison	8/17/2015	During informal observations and walkthroughs is there evidence of planning? Shared lesson plans and PLC notes.	6/8/2016 weekly
G2.B1.S1.MA1	Making sure teachers are working together and have consistent lesson plans that reflect the Florida Standards	Kirby, Allison	8/17/2015	Lesson Plans, Common Assessment Data and Observations	6/8/2016 weekly
G2.B2.S1.MA1	We need to make sure that we are not spending a lot of money on outside sources for professional development if we already have the resources available to us.	Kirby, Allison	8/17/2015	master calendar, budget reports	6/8/2016 monthly
G2.B2.S1.MA1	We need to make sure that we are offering professional development on a regular basis and that most of them are facilitated in-house.	Slaughter, Angela	8/3/2015	master calendar, professional development agendas and handouts	6/10/2016 monthly
G2.B3.S1.MA1	Common assessment data will be used to see if standards are effectively being taught.	Kirby, Allison	8/28/2015	common assessment data and benchmark data	6/8/2016 weekly
G2.B3.S1.MA1	When observations are done, we need to make sure that the teacher is teaching the standards on the lesson plan.	Kirby, Allison	9/7/2015	matching lesson plans and standards to what is observed in classes	6/8/2016 daily
G2.B1.S2.MA1	Are teachers using the information/ skills that they learned in their classrooms?	Kirby, Allison	9/8/2015	observations, lesson plans	5/27/2016 weekly
G2.B1.S2.MA1	Keep records of professional development	Kirby, Allison	8/17/2015	sign in sheets, training agendas	6/8/2016 monthly
G2.B2.S2.MA1	Are teachers ordering less basic supplies?	Kirby, Allison	8/17/2015	budget orders from departments	6/8/2016 monthly
G2.B2.S2.MA1	Are teachers using this free resource?	Kirby, Allison	8/17/2015	receipts from A Gift for Teaching	5/27/2016 monthly
G2.B3.S2.MA1	iObservation observations will be done regularly to see if teachers are improving their craft.	Kirby, Allison	9/8/2015	observations	4/29/2016 monthly
G2.B3.S2.MA1	We have a two-week cycle where instructional coaches are focusing on a particular teacher.	Kirby, Allison	8/17/2015	We share this information in leadership meetings, but informal teacher observations should tell us whether or not the teacher is using the modeling they have observed in their own teaching.	5/27/2016 weekly
G2.B2.S3.MA1	Are teachers using software that is already available to them?	Sanchez, Oscar	8/17/2015	software reports, observations, lesson plans, progress book	5/27/2016 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B2.S3.MA1	Are teachers utilizing the software available to them?	Sanchez, Oscar	8/17/2015	software reports, lesson plans, observations, progress book	5/27/2016 monthly
G2.B3.S3.MA1	Do we see improvement in instruction after the cycle?	Kirby, Allison	9/8/2015	observations	5/27/2016 weekly
G2.B3.S3.MA1	Check-ins at weekly leadership team meetings.	Kirby, Allison	9/8/2015	Each person has to submit a completed packet at the end of the cycle.	5/27/2016 weekly
G2.B2.S4.MA1	Are the programs and materials having the desired effect on instruction?	Kirby, Allison	8/17/2015	observations, benchmark data and reports generated from programs	6/8/2016 weekly
G2.B2.S4.MA1	Make sure that programs and materials that have been purchased are being used.	Kirby, Allison	8/17/2015	lesson plans, observations, reports generated from programs	6/8/2016 weekly
G2.B3.S4.MA1	Is there a clear goal for the day and does the common board match the instruction?	Kirby, Allison	9/8/2015	observations	6/8/2016 weekly
G2.B3.S4.MA1	Common board configurations will be checked to make sure they align with the daily instruction.	Kirby, Allison	9/8/2015	observations	6/8/2016 weekly
G2.B3.S5.MA1	Are we getting the results that we expected from tutoring?	Kirby, Allison	10/14/2015	Monitoring monthly reports to see if students coming to tutoring on a regular basis are showing gains.	5/27/2016 monthly
G2.B3.S5.MA1	Are the teachers implementing the programs with fidelity?	Kirby, Allison	9/7/2015	Monthly testing and monitoring reports generated from the programs being used.	5/27/2016 monthly

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 the use and effectiveness of differentiated instruction to increase student achievement. (Invest in Human Capital & Accelerating Student Performance)

G1.B1 Teachers have not had enough time to do quality planning for core instruction.

G1.B1.S1 By having common planning for PLCs, this gives teachers more time to collaborate and plan ways to differentiate instruction for students.

PD Opportunity 1

Make sure PLC teachers are collaborating and planning effectively together for differentiated instruction

Facilitator

School based coaches and district coaches

Participants

All teachers and administrators

Schedule

Weekly, from 8/24/2015 to 6/8/2016

G1.B1.S2 Paid Saturday and extended Wednesday sessions for PLCs.

PD Opportunity 1

Professional development will be scheduled for Saturdays and Wednesdays when possible

Facilitator

Various teachers and instructional coaches

Participants

All teachers

Schedule

Monthly, from 9/21/2015 to 5/20/2016

G2. Strengthen core instruction by using Marzano strategies to increase student achievement. (Invest in Human Capital & Accelerating Student Performance)

G2.B1 Teachers have not had enough time to do quality planning for core instruction.

G2.B1.S1 By having common planning for PLCs, this gives teachers more time to collaborate and plan together.

PD Opportunity 1

Make sure that PLC teachers are planning together and collaborating effectively.

Facilitator

School-Based Coaches, District Coaches

Participants

All Teachers and Administrators

Schedule

Weekly, from 8/17/2015 to 6/10/2016

G2.B1.S2 Paid Saturday and extended Wednesday sessions for PLCs.

PD Opportunity 1

Professional development will be scheduled for Saturdays and Wednesdays when possible.

Facilitator

various teachers and instructional coaches

Participants

All Teachers

Schedule

Monthly, from 9/19/2015 to 5/21/2016

G2.B2 There has not been enough funding for programs and supplies that teachers want and need.

G2.B2.S1 Teachers and county-level personnel can facilitate professional development instead of bringing people from outside the county.

PD Opportunity 1

Find out who is an "expert" at certain strategies and send people for county professional developments to become "experts".

Facilitator

Various trainings

Participants

various teachers and coaches

Schedule

Monthly, from 8/3/2015 to 6/10/2016

G2.B2.S2 Use A Gift for Teaching and apply for available grants.

PD Opportunity 1

Making sure our teachers are taking advantage of A Gift for Teaching so that they do not have to spend their own money or school money.

Facilitator

Audra Lucarelli & Stephanie Kasper

Participants

All Teachers

Schedule

Monthly, from 8/17/2015 to 5/27/2016

G2.B2.S3 Use software that is already available to us instead of buying more. Provide professional development for the software.

PD Opportunity 1

Make sure that teachers are using supplies and software that is already available to them.

Facilitator

Different people on campus, depending upon the program.

Participants

All Teachers

Schedule

Monthly, from 8/10/2015 to 5/27/2016

G2.B2.S4 Utilize Title 1 funds to purchase programs and equipment to aide in pacing and students' cognitive engagement, for instance student response systems and timer tools.

PD Opportunity 1

Purchasing programs and equipment to aide students and teachers.

Facilitator

Cheryl Moore

Participants

All Teachers

Schedule

Monthly, from 8/17/2015 to 6/10/2016

G2.B3 We have too many students receiving Tier 3 interventions.

G2.B3.S1 All teachers need to have standards-based instruction.

PD Opportunity 1

Our county-provided curriculum aligns with the state standards. Teachers need to teach the curriculum with fidelity.

Facilitator

Read 180, Achieve 3000, Spring Board, Power i3, iReady

Participants

teachers, training appropriate to the department

Schedule

Daily, from 8/17/2015 to 6/8/2016

G2.B3.S4 Simplified common board configuration to focus on daily targets and formative assessments.

PD Opportunity 1

Design a simplified common board configuration and implement it school-wide.

Facilitator

Kirby

Participants

All Teachers

Schedule

On 6/8/2016

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	Make sure PLC teachers are collaborating and planning effectively together for differentiated instruction				\$16,400.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0721 - Lockhart Middle	General Fund		\$8,000.00
			0721 - Lockhart Middle	Title I Part A		\$8,400.00
2	G1.B1.S1.A2	Build capacity of instructional coaches and teacher-leaders by sending them to Marzano training and having more qualified observers to give feedback.				\$2,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0721 - Lockhart Middle	General Fund		\$2,000.00
<i>Notes: Substitutes</i>						
3	G1.B1.S1.A3	CRT and teacher-leaders are participating in common assessment professional development to disseminate to all PLCs at the building level.				\$3,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0721 - Lockhart Middle	General Fund		\$3,000.00
<i>Notes: Substitutes and Planning Days</i>						
4	G1.B1.S2.A1	Professional development will be scheduled for Saturdays and Wednesdays when possible				\$9,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0721 - Lockhart Middle	General Fund		\$4,500.00
			0721 - Lockhart Middle	Title I Part A		\$5,000.00
5	G2.B1.S1.A1	Make sure that PLC teachers are planning together and collaborating effectively.				\$8,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0721 - Lockhart Middle	General Fund		\$8,000.00
6	G2.B1.S2.A1	Professional development will be scheduled for Saturdays and Wednesdays when possible.				\$8,400.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	Title I Part A		\$8,400.00

Budget Data						
				<i>Notes: Curriculum Writing/Collaboration</i>		
7	G2.B2.S1.A1	Find out who is an "expert" at certain strategies and send people for county professional developments to become "experts".				\$10,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	Title I Part A		\$10,000.00
				<i>Notes: substitutes for professional development</i>		
8	G2.B2.S1.A2	Thursday mornings are voluntary professional development sessions offered by teachers who have attended county and/or state professional development or are experts in a certain strategy.				\$250.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0721 - Lockhart Middle	General Fund		\$250.00
				<i>Notes: Supplies for Professional Development sessions</i>		
9	G2.B2.S2.A1	Making sure our teachers are taking advantage of A Gift for Teaching so that they do not have to spend their own money or school money.				\$50.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0721 - Lockhart Middle	General Fund		\$50.00
10	G2.B2.S2.A2	Pencil Boy Express (mobile Gift for Teaching truck) will visit Lockhart MS to provide supplies to teachers. This allows teachers to maximize instructional time by providing supplies to all students daily.				\$50.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0721 - Lockhart Middle	General Fund		\$50.00
11	G2.B2.S3.A1	Make sure that teachers are using supplies and software that is already available to them.				\$4,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0721 - Lockhart Middle	General Fund		\$4,000.00
12	G2.B2.S3.A2	Instructional Coaches and teacher-leaders become experts by working with the software and consultants, and in turn provide professional development/ model/assist teachers on a daily basis.				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0721 - Lockhart Middle	General Fund		\$1,000.00
				<i>Notes: Substitutes</i>		
13	G2.B2.S4.A1	Purchasing programs and equipment to aide students and teachers.				\$4,000.00

Budget Data							
	Function	Object	Budget Focus	Funding Source	FTE	2015-16	
			District-Wide	Title I Part A		\$4,000.00	
<i>Notes: Student Response Systems</i>							
14	G2.B3.S1.A1	Our county-provided curriculum aligns with the state standards. Teachers need to teach the curriculum with fidelity.					\$4,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16	
			0721 - Lockhart Middle	General Fund		\$4,000.00	
15	G2.B3.S1.A2	PLCs are required to write common assessments through the backwards design process that addresses essential standards at the appropriate DOK level.					\$250.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16	
			0721 - Lockhart Middle	General Fund		\$250.00	
<i>Notes: Supplies (binder, copies) for PLC planning</i>							
16	G2.B3.S2.A1	Instructional coaches will model lessons for teachers.					\$2,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16	
			0721 - Lockhart Middle	General Fund		\$2,000.00	
17	G2.B3.S3.A1	The administrative team will conduct two week learning cycles to aid teachers in peer observations, reflections and Marzano elements.					\$2,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16	
			0721 - Lockhart Middle	General Fund		\$2,000.00	
18	G2.B3.S4.A1	Design a simplified common board configuration and implement it school-wide.					\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16	
			0721 - Lockhart Middle	General Fund		\$1,000.00	
19	G2.B3.S5.A1	We need to make sure that all of our after school efforts directly support what we are doing during the school day in our core instruction.					\$13,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16	
			District-Wide	Title I Part A		\$13,500.00	
<i>Notes: tutors</i>							
Total:						\$89,400.00	