

Orange County Public Schools

Lockhart Middle



2017-18 Schoolwide Improvement Plan

Lockhart Middle

3411 DOCTOR LOVE RD, Orlando, FL 32810

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

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	88%

School Grades History

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

**Informational Baseline School Grade*

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

School Board Approval

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

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround Status

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

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

2017-18 DA Category and Statuses for Lockhart Middle

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

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

b. Provide the school's vision statement.

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

2. School Environment

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

Our school has a small student population, which allows our staff to build relationships with all of our students. Teachers at Lockhart Middle School attend many extracurricular events and sporting events to see and support their students in extracurricular areas, meet their families and allow the students' families the opportunity to get to know the teachers and staff outside of the academic setting. Lockhart Middle School hosts an annual "Bring Your Parent to School" day to strengthen the connection between our school and families. Every teacher sends weekly e-mails to parents, keeping them informed of their child's progress and upcoming events in that class.

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

Before School: Teachers are accessible to meet with students for tutoring, mentoring and conferences. Many staff are visible in the courtyard assisting with morning supervision and using this time to have informal conversations with students that build relationships and allow students and staff to learn more about each other.

During School:

We will have three guidance counselors this year who will work proactively to prevent issues that may hinder student success. When issues do arise for our students, the counselors are able to deal with them immediately, thereby maintaining normalcy and consistency for our students. In addition, Lockhart staff have been trained in Restorative Justice practices, which are implemented regularly to help students resolve minor conflicts in a mutually respectful manner. Restorative Justice practices are encouraged in the individual classrooms as well to build a sense of community, trust and respect. Teachers are also trained in kagan strategies and engage students in a variety of ways to gather information about their backgrounds, interests, and cultures within the classroom. This year we will add the presence of an Motivational Coaches of America (MCUSA) counselor on campus full time to mentor and counsel our students. Survey results from students at the end of the 1617 school year indicate that students overall feel safe and respected at school.

Our staff and School Resource Officer are a visible presence around campus before, during, and after school every day. This enables us to provide supervision for, and build relationships with and among all of our students.

After School:

The teachers are involved in after school activities with students. The Boys and Girls Club employs many of our teachers and the mentoring program and after school sports and clubs involves even

more. If you look around campus after school you see adults and students working together in more informal situations. This is a prime time for students and staff to share about their experiences, families and cultures.

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

Our administrative discipline team met throughout the summer to develop a consistent system for every aspect of discipline from dress code to tardiness. We have school-wide protocols and common procedures (Quick Guide Procedures) that are communicated to faculty during pre-planning, and reinforced throughout the school year. New teachers meet with deans for more extensive training as part of the orientation program. Staff devotes time during the first week of school to review behavior expectations with their students, and continue to reinforce those expectations throughout the year. The Discipline Team reviews classroom policies to ensure that all teachers are consistently upholding school-wide expectations. The Leadership Team is in constant communication throughout the day to quickly and effectively address disruptions to the learning environment. The Discipline Advisory Board is comprised of both teachers and classified employees. To protect instructional time from lengthy disruptions, PLC team members work together to provide students with a "time out" in each other's classrooms. This type of buddy system allows students to regain self-control with a minimal loss of class time. All of our teachers have been trained in Restorative Justice practices for classroom community-building, and in Kagan Strategies for student engagement and behavior modification.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

Our Student Support Team members include our guidance counselors, deans, social worker, psychologist, and every member of the Lockhart staff. Our guidance counselors see students both individually and in small groups to provide support for students' social and emotional needs. When a student exhibits more serious needs, guidance counselors refer students and families to local counseling agencies. If warranted, our school social worker and psychologist will work with families to link them to additional resources. Our deans take a mentorship role with students on a daily basis, interacting with students during lunch time and throughout each school day. Their approach is one of problem-solving and skill-building, not just administering consequences for misbehavior. Deans work with teachers to strengthen their ability to meet the social-emotional needs of all students in their classes, particularly those who are struggling to make positive choices. All of our teachers participated in Kagan Win-Win discipline training during pre-planning, which gave them the tools to identify student needs and apply strategies to meet those needs.

This year, Lockhart Middle School will begin a formal mentoring program for our struggling students. Mentors will meet with their assigned students throughout the year to build relationships and set academic goals for success. Additionally, a MCUSA counselor will be on campus fulltime and a resource person hired this year will dedicate the majority of her duties toward the MTSS process at Lockhart Middle School coordinating the process of interventions for our students who need more support.

3. Early Warning Systems

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

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

Early Warning Indicators are monitored on a regular basis by both the leadership team, guidance counselors and grade level clerks. Teams monitor course failures and Level 1 scores through data

found in Performance Matters/Unify and ProgressBook. PLCs focus their attention on strategies and interventions to increase the achievement of these students. If their efforts are unsuccessful, teachers refer students to MTSS.

Attendance and suspensions are monitored by the Discipline Team and grade level clerks. Interventions include parent and student conferences, Restorative Justice, referrals to the social worker, home visits and engagement strategies. The Discipline Team will also refer students to MTSS if more intensive interventions are required.

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 bi-monthly to strategically focus on variables that are keeping students from being successful, including attendance, behavior, and academic struggles. The MTSS team designs interventions and analyzes the intervention data provided by teachers. Plans are created to support students who do not show improvement in spite of interventions.

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

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Attendance below 90 percent	0	0	0	0	0	0	78	76	89	0	0	0	0	243	
One or more suspensions	0	0	0	0	0	0	43	59	74	0	0	0	0	176	
Course failure in ELA or Math	0	0	0	0	0	0	67	124	106	0	0	0	0	297	
Level 1 on statewide assessment	0	0	0	0	0	0	137	119	109	0	0	0	0	365	

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students exhibiting two or more indicators	0	0	0	0	0	0	93	110	125	0	0	0	0	328	

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

We provide after-school tutoring during the week, (with free transportation and meals) to all of our Level 1 and 2 students. These student receive tutoring on campus during and after the school day. Instructional coaches form groups to provide remediation of targeted skills during students' lunchtime, in an effort to minimize loss of classroom instruction.

Teachers conduct student "supply checks" to ensure that all of our students have the necessary school supplies. We offer course recovery opportunities to students falling behind in core subjects. The Turn-Around Program provides academic assistance to students who have a GPA below 2.0.

This program provides dinner and transportation for students, to maximize their participation.

This year, Lockhart Middle School staff will embark on a mentoring project to increase engagement of our lowest 25% of students. Mentors will meet regularly with their students, monitoring academic progress and setting goals for success.

Saturdays will be used for Academic Detention for students who need to complete missed work and Academic Intervention for students who may need additional support, preteaching, reteaching or practice.

B. Family and Community Engagement

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

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

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

Yes

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

2. Description

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

Building and sustaining relationships with local community leaders and business partners to support our school's core purpose is a priority at Lockhart Middle School. Our PIE coordinator works to expand our Partners in Education by sending partnership requests to local businesses. We currently have local businesses like Panda Express, CJAY's Mega Grow, and Too Jay's Gourmet Deli. In addition, we have entered into partnership with the company who produces our newsletter to find additional resources and businesses. Our STEM magnet has secured partnerships from technology based businesses as they prepare for competitions and win awards from companies who agree to support Lockhart Middle School as a partner in Education, like Lockheed Martin. Our PTSA seeks to find and enlist community support and business partners as well. We plan to give each business and community organization a certificate as an appreciation and a recognition gift for their hard work and dedication to the students, teachers and parents of Lockhart Middle School.

Our school has a positive relationship with the Lockhart Community Association. Meetings are held at a local church, and many of our staff attend regularly.

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
James, Lisa	Principal
Brown, Kelly	Assistant Principal
Gage, Tanekia	Assistant Principal
Gore, James	Dean
Pearson, Steve	Dean
Hill, Adrienne	Instructional Coach

b. Duties

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

Lisa James - Principal - oversees leadership team and leadership team meetings, which steers instruction.

Kelly Brown - Assistant Principal of Instruction - oversees Guidance, Science, Social Studies, Curriculum and other resources such as ESOL, as well as overall master schedule.

Tanekia Gage- Assistant Principal - oversees Language Arts, reading, electives and discipline for the entire school, which impacts academics.

James Gore and Steve Pearson- Deans- oversee discipline, positive behavior incentive programs and attendance over their designated students.

Cheryl Moore (MA) and Taja McRae (CCT/MTSS) - instructional coaches

Janet Anderson- Instruction Media/Technology

Shannon Levain and Adrienne Hill- oversees ESE - Support Facilitation and EBD units.

The leadership team works collaboratively to ensure that curriculum and instruction are aligned with the established state standards and delivered in a manner that is consistent with the needs of the students. The team will meet weekly to discuss school-wide data to identify strengths and weaknesses in instructional delivery and appropriate interventions that lead to both stronger instructional delivery and increased student performance. Deans and resource positions have responsibilities including parent involvement, Title I resource oversight and discipline oversight. Assistant Principals oversee assigned department areas, attend PLC meetings, evaluate instruction, provide actionable feedback, analyze data and coach teachers to strengthen and focus the teaching and learning in classrooms to essential standards and skills. The principal's responsibility is one of instructional leadership with a focus on tight systems of monitoring and deciding changes throughout the year to ensure high levels of students academic performance.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

Principal: The principal provides a common vision and direction for Lockhart Middle School, placing student success at the forefront. Teacher evaluations and progress monitoring are used to inform the decision making process. Data-based decision making is important as the principal oversees curriculum and instruction, ensures the School Improvement Plan is implemented throughout the school year and that curriculum and instruction align to OCPS specifications. These decisions are discussed and evaluated by the school-based leadership team and communicated to the stakeholders.

Assistant principals work with staff to identify appropriate research based instructional strategies and analyze academic and behavioral data while providing actionable feedback to teachers through observations.

Guidance Counselors: The guidance counselors collaborate on school-wide initiatives to increase student achievement. They provide behavioral support and focus on school-wide positive behavior recognition to create a culture of respect and positive behavior. Through implementing positive referrals school-wide, students will know expectations which will increase instructional time in the classroom. The guidance counselors also work closely with the teachers through the Multi-Tiered System of Support (MTSS). The instructional coaches, guidance counselors, and classroom teachers work together to determine appropriate interventions for students.

Instructional Coaches from the district with assistant principals: The assistant principals with support

from the district program specialists provide content area support across grade levels. They work with the departments as they plan and deliver standards-based instruction focusing on the cognitive demands of the standards. The coaches model lessons, plan with teams, analyze student achievement data, and support teachers with the alignment of instructional strategies. The coaches are part of the MTSS process as they assist teachers and the team with appropriate interventions. The social studies department chair assists our new teachers through the induction program and supports all teachers in accessing professional development to match their needs in the classroom.

Deans: The deans support classroom teachers with behavior management strategies so instructional time is maximized. Deans also assist instruction by supporting teachers in their content area.

All of our teachers are actively-involved in Professional Learning Communities. PLCs are organized by grade-level subject areas, which enables 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. PLC data meetings will be held three times a week to discuss data, trends, plans for any necessary re-teaching of concepts and strategic planning for upcoming units. PLCs meet in common locations where they have instant access to coaches and administrators. This high-level of collaboration will allow most students to make academic gains. It also encourages mutual ownership of all of our students amongst teachers and staff, as we work together to help all of the children attain academic success. This initiative is aligned with our BP/IE results, which indicated the Priority Indicator 7. "Administrators communicate expectations for all personnel to share responsibility for all students".

For the students who do not make progress, teams will refer to MTSS. The MTSS team is made up of administrators, coaches, support personnel and teachers. The team meets twice a month to address concerns of students struggling with academics or behavior. Student achievement data, PLC documentation, and MTSS meeting notes are all posted on SharePoint, and monitored by administration. Progress reports, common assessments and other data will also be uploaded and monitored by the Leadership Team. 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). Leadership team members, coaches and resource personnel provide our teachers with training and classroom support, and work directly with struggling students. Title 1 funds are also combined with SAI funds to provide both remediation and enrichment to our students on Saturdays, before and after school, and throughout the summer. Some Title I funds have been allocated to provide professional development for teachers. Recent trainings have included; Instructional Centers, MTSS procedures, Interactive Smart Boards, Edmodo, Common Core shifts, Marzano strategies, Deliberate Practice implementation, Webb's DOK, and increasing rigor within the classroom.

The District Homeless Social Worker provides resources (clothing, school supplies, social service referrals) for students identified as homeless under the McKinney-Vento Act. We have guidance counselors and an SRO to resolve student crises.

Nutrition Programs provide all of our students with free breakfast, lunch and supper, as well as free snacks for students in our after-school program.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Lisa James	Principal
Cheryl Moore	Teacher
David McConnell	Teacher
Wandy Ramos	Parent
Jeannette Brown	Student
Roger Barrios	Student

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

During the summer, we reviewed our school data and revised the areas of our 2016-2017 School Improvement Plan. Based on existing data, students were not making expected achievement gains in Reading, Math and Civics. Many of the components of the school improvement plan were strong strategies, however, need tweaking and an additional year for full implementation with fidelity. The School Improvement Plan 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 are implementing our strategies with fidelity. The leadership team will monitor 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 from all stakeholders.

b. Development of this school improvement plan

The school leadership team analyzed school wide data and identified strengths and weaknesses. We expanded our discussion to include curriculum leaders and their respective departments. Each teacher through their department had a voice in determining barriers, strategies and resources. Curriculum leaders came to the table with other leadership team members to develop goals and strategies for the school that included department priorities and ownership. Throughout the year we plan to make our SIP a living working document by reviewing data with the team and making changes in areas with need.

Parent and community feedback are also critical to the development of our School Improvement Plan. The School Advisory Council reviews student achievement data at the beginning of the year to provide input in the development of the School Improvement Plan. The committee determines changes that may need to occur in the plan, based on the effectiveness of the previous SIP. Our Leadership team actively seeks feedback from our PTSA, and encourages parents and community members to participate in both SAC and PTSA to help create our plan.

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

After receiving input from the district, instructional coaches and leadership team the annual budget is prepared by the principal and aligned with the school goals and initiatives to support the improvement of student achievement. The principal then meets with the Faculty Advisory Council (FAC), budget committee and School Advisory Council (SCA) to review budget items, plans and priorities.

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

School Improvement funds in the amount of \$27,500 were allocated in the previous year to ensure continued support of improved student achievement. Substitutes were purchased to allow our teachers to attend professional development opportunities throughout the year.

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

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

Name	Title
James, Lisa	Principal
Brown, Kelly	Assistant Principal
Gage, Tanekia	Assistant Principal
Anderson, Janet	Instructional Media
McConnell, David	Teacher, K-12
Gregory, Cleve	Instructional Coach
Boggs , Mary	Teacher, K-12
Moore, Cheryl	Instructional Coach
Taylor , Natashaia	Teacher, K-12
Kasper, Stephanie	Teacher, K-12

b. Duties

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

This year the LLT will work towards incorporating literacy strategies across curriculum areas. Members will attend and support the district PLC meetings and initiatives. They will provide professional development and coaching in CLOSE reading strategies and writing across the curriculum. The LLT will also focus on academic vocabulary development and strategic use of higher order questioning.

The Literacy Leadership Team promotes reading literacy throughout our campus. Many of these efforts are spear-headed by our Media Specialist, Janet Anderson. Mrs. Anderson leads professional development activities during the school year to improve literacy instruction. She provides training and assistance to her teachers in the areas of vocabulary instruction, reading instruction, digital literacy resources, and incorporating literacy instruction in every subject.

Literacy is promoted directly to all students by many activities and programs throughout the school-year. Students are encouraged to participate in the Accelerated Reader program, and earn prizes as they accumulate AR points. During Literacy Week, staff dress up as characters from popular books and visit classrooms. The LLT arranges visits by famous authors. Teachers facilitate student book clubs at school on the weekends, promoting reading for pleasure. The Media Specialist uses MyOn Reader program with all students. She monitors the literacy growth of all students through reports from AR and MyOn Reader, as well as other reading assessment data.

All subject-area teachers have been trained in differentiation strategies, and work with their PLCs to implement these strategies effectively to build every student's capacity for literacy achievement. Progress is measured through student achievement data on formative assessments.

D. Public and Collaborative Teaching

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

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

This year, the administration has again showed their commitment to collaborative planning by building a master schedule that provide common planning periods by department. This allows Professional Learning Community members to plan together every day. In addition, PLCs are given dedicated weekly meeting time, to create common assessments, analyze results, and share intervention strategies to ensure the academic growth of all students. We will increase the dedicated weekly meetings to three times a week this year. Mondays will be dedicated to data analysis of student performance data (formative and summative); Tuesday and Thursdays will be used for content development and strategic planning to improve student achievement on the standards. PLC's will be attended and monitored by leadership team members for support and coaching.

Encourage teachers observing teachers by using resource personnel to cover classes which will allow PLC members to observe each other to improve their own craft and provide feedback to their colleagues. The addition of cameras in the classroom this year will also allow digital collaboration, coaching and ultimately improved instruction.

This effort is aligned with the results of our BPIE, which identified the following area as a Priority Indicator:

Indicator 18: " Specials, electives, and technical education teachers have regular opportunities to consult with special education teachers". During common planning time, elective teachers now have access to special education, content area, and other resource teachers.

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

Provide differentiated, current and relevant Professional development.
Support and promote effective PLC's with ongoing instructional support.
Utilize coaching cycles with teachers in need of assistance.
Provide actionable relevant feedback using the teacher evaluation system and framework.
Provide teachers with opportunities to develop leadership potential.
Provide teacher mentor/mentee program.

We promote ownership of professional development within the school by including teachers in the needs- assessment and selection of professional development topics. This year, our focus will be on strengthening core instruction, increasing the rigor of instructional strategies, differentiating instruction, and incorporating high effect Marzano strategies and Standards Based Instruction into every classroom. All new teachers will work with a Mentor Teacher, instructional coach, curriculum leader, and a PLC partner to maximize support and increase their effectiveness.

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

With four teachers in their first-second year of teaching, we recognize the importance of quality mentoring.

Our new teachers have been paired with veteran teachers who are experts at their craft. Mentors and their mentees will meet regularly throughout the year, observing other classrooms and discussing how to apply strategies in the new teachers' classes. Our Master ELA and Reading teachers, Cleve Gregory and Mary Boggs, will mentor our new ELA teachers. New Science teachers will be mentored by Stephanie Kasper, who is an expert in differentiated Science instructional strategies. Our new Chorus teacher will work closely with our Performing Arts team leader, Dave McConnell. Cheryl Moore is our Math Coach and Algebra Honors teacher. She will be mentoring our new math teachers. We have paired our expert Social Studies teacher, Natasha Taylor, with our new History/ Civics teachers. The rationale behind our pairings is that mentoring will be most effective when the mentor and mentee teach the same subject. They will also work together during PLC and Department meetings throughout the year.

The Lockhart Learning Cycle is a one-to-two week process in which a teacher is paired with a member of the leadership team. The pair go on "learning walks", visiting other classrooms, then discussing/ reflecting based on the Marzano Model. The Learning Cycle process occurs throughout the year for both new and veteran teachers. Our CRT will work with Administration to provide individualized support based on the instructional needs of the teacher.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

All core instructional programs have been district approved and aligned to Florida's standards: Next generation Sunshine State Standards for Science and Civics and the Florida Standards for English Language Arts and Math.

Core instructional resources are provided through Launchpad.

The programs combine rigorous, research based instruction with engaging content to increase student achievement. All schools are expected to utilize the standards based resources during daily instruction.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

Data is used by the guidance counselors to ensure that students are placed in classes at the appropriate level of rigor. Our goal is to give students the support that they need, while also challenging them academically. Instructional coaches and teachers analyze student achievement data on a regular basis to ensure that students are mastering concepts. When the data indicates that students are struggling, teachers will re-teach any concepts that were missed. The Leadership Team relies on student achievement data to provide instructional resources such as tutoring and mentoring. Lockhart MS offers "Saturday Boot Camps", which provide intensive remediation in areas identified by student academic achievement data. In order to disaggregate data, all core-content subject area teachers will discuss data weekly in their PLC's and present monthly to the Leadership Team. PLCs and administrators will monitor this data to identify areas of need within our instructional program, and implement strategies to improve delivery of instructional and increase achievement for all students.

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

Strategy: After School Program

Minutes added to school year: 6,480

The Lancer Zone provides after-school tutoring by classroom teachers in the areas of both mathematics and reading strategies. The goal of the Lancer Zone is to reinforce what students learned in their classes during the school day.

Strategy Rationale

The purpose of this strategy is to increase the instructional time for students who are not proficient in core content areas. As our teachers spend the majority of class time providing instruction at the rigorous level of the Florida Standards, they often have insufficient time to provide intensive remediation. The Lancer Zone allows students to get assistance in mastering skills without losing time in class. Tutors are certified teachers.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Duhart, Stephanie, stephanie.duhartneal@ocps.net

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

We use student achievement data from sources that include common assessment results, along with FSA, iReady, and Lexile reports, to identify student deficiencies. Once identified, those skills become the focus of Lancer Zone tutoring efforts.

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

James, Lisa, lisa.james@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

Duhart, Stephanie, stephanie.duhartneal@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. Adrienne Hill, will coordinate these camps, and work with the appropriate department representative 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

James, Lisa, lisa.james@ocps.net

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

We use iReady diagnostic data, previous FSA performance 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.

2. Student Transition and Readiness

a. PreK-12 Transition

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

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

For our incoming sixth graders, we do many things to make their transition to middle school successful. In the spring, our guidance counselor, administrator, band teacher, chorus teacher, and orchestra teacher visit each of our feeder elementary schools. We meet with all rising 6th graders to provide information about middle school programs and expectations. In May, each feeder elementary school brings their 5th graders to our campus for a tour and orientation. In August, we host a Camp Lancer orientation for students and their parents to tour Lockhart Middle and an opportunity to get schedules and meet their teachers during preplanning.

Magnet students shadow current students and participate in STEM Saturdays in the spring. We will match 8th grade magnet students with a direct connect magnet student from Edgewater before transitioning to ninth grade.

ESE students are provided an opportunity to prepare for transition to middle school by attending Jump Start during July as well as all other 6th grade opportunities mentioned above.

We work closely with our feeder high school to do many of the same things for our eighth graders. High school Guidance Counselors visit Lockhart Middle School in the spring, and our students visit high school campuses for tours and orientations.

b. College and Career Readiness

1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

Guidance services will employ a new college and career readiness program this year which will target specific skills and preparation at each grade level. Naviance is the program/curriculum that will be used by counselors, students and parents to discover and develop college and career readiness for students beginning in 6th grade and continuing until they transition to high school.

Administration and guidance counselors identify students' strengths, and encourage their participation in magnet programs or other special-interest programs. We collaborate with our feeder high schools to ensure that students with special interests are placed into appropriate programs. We educate students about scholarships, and the requirements for college and career admissions. Some of our students participate in college visits through school-sponsored field trips. Lockhart also offers our students the ability to take numerous high school courses while still in middle school. The Calculus Project allows our students with strong mathematical ability to accelerate their studies, enabling them to pass a high school Calculus course before graduating high school.

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

In our first year this year as a STEM MS magnet we are offering students the opportunity to take courses that offer industry certification through computer courses such as ICT Essentials 1, 2 and DIT (a high school credit computer course). We also offer courses in Project Lead The Way (PLTW) that allow students to see how science and math are directly related through the use of hands on activities through a real world curriculum. Students in our magnet will have core classes where teachers collaborate and support STEM themes and initiatives.

Through our ELA and MA program, all Lockhart MS students are encouraged to earn CAPE Industry Certifications in the areas of word processing, creating spreadsheets, and other software programs.

3. 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 rigorous instruction and high expectations for our students by strengthening our core instruction. This will better-prepare our students for the transitions to high school, college and careers. CAPE Industry Certifications will be a focus in many ELA and Math courses, encouraging our students to obtain valuable training in STEM career areas. Lockhart MS is actively building our STEM program, we are a STEM Magnet Middle School for this school year (2017-2018) a year ahead of schedule. Our plan is to create a pipeline for students to participate in our district magnet programs at our feeder high schools.

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

II. Needs Assessment

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

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

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

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

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

B. Problem Analysis Summary

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

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Lockhart Middle School will increase ELA, Mathematics, Civics and Science proficiency in all subgroups. (Ensure college and career readiness)
- G2.** Lockhart Middle School will increase ELA and Mathematics learning gains in the bottom 25%. (Narrow the achievement gap.)
- G3.** Lockhart Middle School will increase ELA and Mathematics learning gains in the top 25%. (Ensure college and career readiness.)
- G4.** Lockhart Middle School will increase participation and performance in accelerated courses. (Ensure college and career readiness)
- G5.** Meet the rigor of the standards by using Marzano strategies to increase student achievement and strengthen core instruction. (Invest in Human Capital & Accelerating Student Performance)
- G6.** Strengthen systems and procedures to foster effective collaborative planning and delivery of rigorous standards based instruction which will improve student performance.

Strategic Goals Detail

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

G1. Lockhart Middle School will increase ELA, Mathematics, Civics and Science proficiency in all subgroups. (Ensure college and career readiness) 1a

G095208

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	40.0
FSA Mathematics Achievement	40.0
Civics EOC Pass	60.0
Statewide Science Assessment Achievement	40.0

Targeted Barriers to Achieving the Goal 3

- Instruction does not meet the complexity of the standards due to the teachers' limited proficiency in deconstructing Florida standards, creating common assessments for those standards, and aligning tasks to the rigor of the standard.
- Students with limited academic vocabulary.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Coaching
- District curriculum program specialists
- Supplemental programs (iCivics, iReady, iXL, Study Island, Edgenuity Intervention, USA Test Prep)
- IMS, CRM's, CFE's, sample lesson plans, item specs and content limits of assessments, Unify, etc.

Plan to Monitor Progress Toward G1. 8

Administrators and coaches will monitor instructional focus calendars, common assessments, performance assessment data and classroom observation data.

Person Responsible

Lisa James

Schedule

Weekly, from 8/21/2017 to 6/1/2018

Evidence of Completion

Instructional focus calendars, common assessment data and FSA results.

G2. Lockhart Middle School will increase ELA and Mathematics learning gains in the bottom 25%. (Narrow the achievement gap.) 1a

G095209

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	50.0
Math Lowest 25% Gains	50.0

Targeted Barriers to Achieving the Goal 3

- Teachers have inadequate knowledge or do not formatively assess what students know on a daily basis.
- The ability to provide interventions (differentiated instruction) for students while maintaining the pace of the focus calendar.
- Students with limited academic vocabulary.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Unify program for common assessments
- Curriculum program specialists coaching in ELA and Math
- Curriculum Leaders in MA, SS and SC available to coach one to two periods a day
- Supplemental programs (iReady, iXL, Edgenuity Intervention, Study Island and USA test prep)
- Saturday School
- Tutoring before and after school

Plan to Monitor Progress Toward G2. 8

Evidence of effective implementation will be found in achievement data (Unify and ProgressBook) that reflects student academic growth.

Person Responsible

Lisa James

Schedule

Quarterly, from 8/21/2017 to 6/1/2018

Evidence of Completion

common assessment, performance monitoring data and iReady diagnostic data

G3. Lockhart Middle School will increase ELA and Mathematics learning gains in the top 25%. (Ensure college and career readiness.) 1a

G095210

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	55.0
Math Gains	55.0

Targeted Barriers to Achieving the Goal 3

- Model of Instruction- need for more high interest programs for top students to push further in curriculum
- Lack of progress monitoring of students in the top 25%

Resources Available to Help Reduce or Eliminate the Barriers 2

- Project Lead The Way
- Accelerated math courses
- Service based leadership course
- Fine Arts Program
- HS level Computer courses
- Language and HOPE lab learning
- STEM Magnet

Plan to Monitor Progress Toward G3. 8

Formative assessment data and performance monitoring data

Person Responsible

Tanekia Gage

Schedule

Monthly, from 8/21/2017 to 6/1/2018

Evidence of Completion

The administrative team and district program specialists will look at the formative assessment and performance monitoring data to monitor the effectiveness of the teachers and the instruction.

G4. Lockhart Middle School will increase participation and performance in accelerated courses. (Ensure college and career readiness) 1a

 G095211

Targets Supported 1b

Indicator	Annual Target
Algebra I EOC Pass Rate	100.0
Geometry EOC Pass Rate	100.0

Targeted Barriers to Achieving the Goal 3

- 66% scoring below level 3 on FSA math.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Project Lead the Way courses
- Calculus Project program in Algebra 1 and Geometry
- District support for accelerated courses through coaches and CTE contacts
- Double block Algebra 1 classes
- Algebra Nation
- Khan Academy

Plan to Monitor Progress Toward G4. 8

The administrative team will monitor formative assessment data throughout the year

Person Responsible

Lisa James

Schedule

Quarterly, from 8/21/2017 to 6/1/2018

Evidence of Completion

iReady diagnostic data and performance monitoring assessment data

G5. Meet the rigor of the standards by using Marzano strategies to increase student achievement and strengthen core instruction. (Invest in Human Capital & Accelerating Student Performance) 1a

G095212

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	40.0
ELA/Reading Gains	55.0
ELA/Reading Lowest 25% Gains	50.0
FSA Mathematics Achievement	40.0
Math Gains	55.0
Math Lowest 25% Gains	50.0
Civics EOC Pass	60.0
Statewide Science Assessment Achievement	40.0

Targeted Barriers to Achieving the Goal 3

- Teachers have a limited understanding of effective standards based instruction and student engagement for rigorous Florida standards.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Human Resources: coaches, administration, county-level support personnel, mentors
- Student Data and sources (Unify, iReady, FSA reports, etc)
- Canvas and other targeted professional development
- Teacher evaluation, Instructional framework and resources
- IMS: CRM's, Standards, CFE outlines, item specs, and curriculum
- Title I funds
- CPALMs for deconstructing standards and backwards lesson plan design

Plan to Monitor Progress Toward G5. 8

The Leadership Team will conduct classroom observations throughout the year to verify that instruction is aligned to the trajectory of the DOK level of the standard. The Team will monitor student performance on formative assessments to ensure growth toward mastering the standards. Administrators will review PLC documents (lesson plans, instructional focus calendars, common assessments, meeting notes) to verify that teachers' are implementing rigorous instruction that aligns with the standards.

Person Responsible

Lisa James

Schedule

Monthly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Evidence of meeting this goal will include PLC documents (lesson plans, instructional focus calendar, and common assessment results), classroom observation records, and student assessment data.

G6. Strengthen systems and procedures to foster effective collaborative planning and delivery of rigorous standards based instruction which will improve student performance. 1a

G095213

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	40.0
ELA/Reading Gains	55.0
ELA/Reading Lowest 25% Gains	50.0
Civics EOC Pass	60.0
FSA Mathematics Achievement	40.0
Math Gains	55.0
Math Lowest 25% Gains	50.0
Statewide Science Assessment Achievement	40.0
School Grade - Percentage of Points Earned	

Targeted Barriers to Achieving the Goal 3

- Teachers have limited understanding of effective collaborative planning structures that result in standards based lessons with increased student proficiency.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Pre-Planning guides
- Teacher evaluation and instructional framework resources
- IMS, CRM's, CFE outlines, item specs and Unify data
- Instructional coaches
- Model classrooms/teachers

Plan to Monitor Progress Toward G6. 8

Leadership Team will attend PLC meetings, review lesson plans and student performance data, and conduct ongoing classroom observations to ensure that rigorous instruction is being implemented.

Person Responsible

Tanekia Gage

Schedule

Weekly, from 8/21/2017 to 6/1/2018

Evidence of Completion

Our evidence of monitoring of this strategy will include PLC meeting notes and teacher lesson plans and classroom observation data (iObservation). Evidence of effective implementation will be found in achievement data (Unify and ProgressBook) that reflects student academic growth.

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

 = Problem Solving Step  S123456 = Quick Key

G1. Lockhart Middle School will increase ELA, Mathematics, Civics and Science proficiency in all subgroups. (Ensure college and career readiness) **1**

 G095208

G1.B2 Instruction does not meet the complexity of the standards due to the teachers' limited proficiency in deconstructing Florida standards, creating common assessments for those standards, and aligning tasks to the rigor of the standard. **2**

 B256262

G1.B2.S1 Provide professional development of content literacy support, differentiated instruction, and use of reading strategies through content area curriculum to all teachers. **4**

 S270904

Strategy Rationale

Students need opportunities to read grade-level text throughout the day.

Action Step 1 **5**

Teachers will use reading strategies through their subject curriculum with emphasis on hands-on activities, manipulatives, vocabulary/word walls, reading strategies, and graphic organizers.

Person Responsible

Lisa James

Schedule

Weekly, from 8/28/2017 to 6/1/2018

Evidence of Completion

Lesson plan review, common assessment data, formative assessments, PLC meeting discussions, classroom observations, teacher feedback

Action Step 2 **5**

Using multiple points of data including iObservation, and student performance, teachers will work with administrators in their PLC's and enter the coaching cycle with a school-based instructional or district based coach when appropriate.

Person Responsible

Lisa James

Schedule

Monthly, from 8/21/2017 to 6/1/2018

Evidence of Completion

PLC notes, Coaching feedback, improved data, classroom observations, instructional focus calendars and lesson plans

Action Step 3 5

Teachers will collaborate within their PLC teams to analyze their students' achievement results, with administrators and coaches present to model the data analysis process. Knowing the strengths and challenges of their students will enable each PLC to plan appropriately differentiated instruction.

Person Responsible

Lisa James

Schedule

Weekly, from 8/21/2017 to 6/1/2018

Evidence of Completion

Leadership Team will attend PLC's, review PLC meeting notes and instructional focus calendars to verify that PLCs are identifying, and planning to address, needs for both remediation and enrichment within their classrooms.

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Coaches, teacher leaders and administrators will observe teachers and review lesson plans to ensure that they include differentiated instruction, scaffolding and the use of reading strategies.

Person Responsible

Lisa James

Schedule

Monthly, from 8/28/2017 to 6/1/2018

Evidence of Completion

coaches' observations, instructional focus calendars, PLC notes, common lesson plans and administrators observations and feedback.

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Observers will note the frequency of hands-on activities, manipulatives, word walls, reading strategies and thinking maps increases in the classroom. They will observe differentiation of content for students when appropriate.

Person Responsible

Kelly Brown

Schedule

Monthly, from 8/28/2017 to 6/1/2018

Evidence of Completion

Lesson plan and instructional focus calendar review, common assessment data, PLC meeting discussions/notes, classroom observation feedback and any coaching cycle notes.

G1.B2.S3 Content area teachers will be given time and guidance to deconstruct the standards and determine the rigor of learning targets according to the instructional focus calendar or the scope and sequence. 4

 S270906

Strategy Rationale

Teachers need to be aware of the complexity at which each of the standards is assessed and align tasks to the rigor and DOK of the standard.

Action Step 1 5

Administration will create a master schedule that allows for common grade level planning.

Person Responsible

Kelly Brown

Schedule

Weekly, from 6/1/2017 to 8/7/2017

Evidence of Completion

Master Schedule

Action Step 2 5

All teachers meet weekly in PLCs focused on common planning to deconstruct the standards, determine the quality of learning targets and appropriate learning tasks for student achievement on the grade level standard.

Person Responsible

Lisa James

Schedule

Weekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Instructional focus calendars, PLC notes, common lesson plans,

Action Step 3 5

Administration will provide professional development to model effective strategic planning and follow up with monthly professional development based on instructional trends and needs assessment.

Person Responsible

Tanekia Gage

Schedule

On 5/18/2018

Evidence of Completion

PD calendars, exits slips, sign in sheets

Action Step 4 5

Administration will monitor the effectiveness of professional development through classroom observations.

Person Responsible

Lisa James

Schedule

Weekly, from 8/21/2017 to 6/1/2018

Evidence of Completion

observations will see use of appropriate standards based rigorous instruction

Action Step 5 5

Person Responsible**Schedule*****Evidence of Completion***

Plan to Monitor Fidelity of Implementation of G1.B2.S3 6

Administrators will monitor and provide feedback through PLC's and submitted instructional focus calendars, lesson plans and common assessments.

Person Responsible

Kelly Brown

Schedule

Monthly, from 8/28/2017 to 6/1/2018

Evidence of Completion

PLC notes, PLC binders, instructional focus calendars and iObservation data and discussions.

Plan to Monitor Effectiveness of Implementation of G1.B2.S3 7

Administrators will analyze common assessment data reports, classroom observations, formative assessments, iReady and FSA data.

Person Responsible

Kelly Brown

Schedule

Monthly, from 8/28/2017 to 6/1/2018

Evidence of Completion

PLC binders, discussion notes, data tracking forms for students, formative assessment results and common assessment results.

G1.B3 Students with limited academic vocabulary. **2**

 B256263

G1.B3.S1 Teachers will use strategies to teach vocabulary and students will create academic notebooks that include explicitly taught academic vocabulary. **4**

 S270907

Strategy Rationale

Students need strategies to comprehend academic vocabulary. Our teachers will be able to address this need using strategies to teach vocabulary and employing academic notebooks appropriate for their content area.

Action Step 1 **5**

Teachers will use academic notebooks for students to organize their evidence of learning artifacts including standards' based scales, academic vocabulary, and standards' aligned activities.

Person Responsible

Lisa James

Schedule

Weekly, from 9/5/2017 to 6/1/2018

Evidence of Completion

Samples from students' notebooks

Action Step 2 **5**

Teachers will create data tracking forms in which they identify subgroups and performance on progress monitoring assessments.

Person Responsible

Lisa James

Schedule

Every 3 Weeks, from 8/14/2017 to 6/1/2018

Evidence of Completion

Data tracking form, data meeting notes

Action Step 3 5

Teachers will analyze last year's data and this year's progress monitoring data to identify trends and limitations.

Person Responsible

Lisa James

Schedule

Monthly, from 8/28/2017 to 6/1/2018

Evidence of Completion

Data meeting notes

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Teachers will bring academic notebooks and feedback provided to students

Person Responsible

Kelly Brown

Schedule

Every 3 Weeks, from 9/11/2017 to 6/1/2018

Evidence of Completion

Academic notebooks, PLC notes

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Teachers will have data discussions weekly in PLC's and monthly with the leadership team.

Person Responsible

Kelly Brown

Schedule

Weekly, from 9/11/2017 to 6/1/2018

Evidence of Completion

PLC notes, data discussion notes

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Students will score better on progress monitoring and common assessments.

Person Responsible

Kelly Brown


Schedule

Monthly, from 9/11/2017 to 6/1/2018

Evidence of Completion

Data from assessments

G2. Lockhart Middle School will increase ELA and Mathematics learning gains in the bottom 25%. (Narrow the achievement gap.) 1

 G095209

G2.B1 Teachers have inadequate knowledge or do not formatively assess what students know on a daily basis. 2

 B256264

G2.B1.S1 Increase teacher pedagogical skills to address students that have learning difficulties. 4

 S270908

Strategy Rationale

Many of our teachers in the content areas need training additional instructional strategies or when to use appropriate strategies to address student deficiencies.

Action Step 1 5

Job-embedded professional development and coaching within the Marzano Protocol based on needed strategies identified by observing classroom teachers.

Person Responsible

Tanekia Gage

Schedule

Monthly, from 8/14/2017 to 6/1/2018

Evidence of Completion

instructional focus calendars, reflections, teacher work samples(exit slip, differentiate student work, student work samples), sign-in sheets and teacher observation data.

Action Step 2 5

Coaching teachers to employ more strategies that actively engage students with rigorous content.

Person Responsible

Lisa James

Schedule

Every 3 Weeks, from 8/14/2017 to 6/1/2018

Evidence of Completion

Coaching notes, feedback, reflections, classroom observation data, instructional focus calendars

Action Step 3 5

Teachers will employ grouping strategies that enhance student learning and use the rotational model.

Person Responsible

Lisa James

Schedule

On 9/13/2017

Evidence of Completion

classroom observations, lesson plan or PLC notes that include showing grouping procedures, student achievement data

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

Administrators, coaches and teacher leaders will observe teachers and provide feedback to teachers within the coaching cycle.

Person Responsible

Tanekia Gage

Schedule

Monthly, from 9/11/2017 to 6/1/2018

Evidence of Completion

Classroom observations and iObservation

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

Teachers will monitor the lowest 25% of their student population to determine if they are meeting grade level standards.

Person Responsible

Tanekia Gage

Schedule

Every 3 Weeks, from 9/11/2017 to 6/1/2018

Evidence of Completion

Assessment data from formative, common assessments and iReady diagnostic checks.

G2.B1.S2 Increase teacher knowledge and use of formative assessments and data analysis. 4

 S270909

Strategy Rationale

If students know what their students need they can enact on the spot for increased students achieving daily target and mastery of standards.

Action Step 1 5

Leadership team will develop teachers' ability to plan independently as PLC's for rigorous tasks aligned to the deconstructed standards, assess what their students know and analyze student achievement data regularly to improve student achievement.

Person Responsible

Lisa James

Schedule

Biweekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

PLC notes, instructional focus calendars, classroom observations, data meeting notes

Action Step 2 5

Teachers will engage in regular data chats with PLC's and leadership team to progress monitor student achievement.

Person Responsible

Lisa James

Schedule

Every 3 Weeks, from 8/14/2017 to 6/1/2018

Evidence of Completion

Data meeting notes, PLC notes, formative assessment results, Unify and iReady results, student grades

G2.B2 The ability to provide interventions (differentiated instruction) for students while maintaining the pace of the focus calendar. **2**

 B256265

G2.B2.S1 Teachers will incorporate differentiated instruction into their daily lessons to increase student achievement. (Accelerating Student Performance) **4**

 S270910

Strategy Rationale

Teachers have varying degrees of knowledge regarding the implementation of differentiated instruction. Working together with PLC teammates and coaches/administrators, all teachers will become proficient in differentiation practices.

Action Step 1 **5**

Administrators will provide (built into the master schedule) daily common planning time for every PLC team.

Person Responsible

Kelly Brown

Schedule

Weekly, from 8/21/2017 to 6/1/2018

Evidence of Completion

The Leadership Team will review PLC meeting notes, instructional focus calendars, common assessments and lesson plans looking for evidence that PLC meetings are focused on increasing achievement of all students, with a particular focus on those who are struggling academically.

Action Step 2 **5**

PLCs will collaborate regularly to analyze their formative assessment data to identify struggling students, and use that data to plan differentiated lessons and activities for those students.

Person Responsible

Lisa James

Schedule

Weekly, from 8/21/2017 to 6/1/2018

Evidence of Completion

Leadership Team will attend PLC meetings and review meeting notes, looking for evidence of data analysis and the identification of struggling students. Meeting notes will include Unify and ProgressBook assessment data, Classroom observation data in iObservation will show that differentiated instructional strategies are being implemented.

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

Administrators and Instructional Coaches will monitor PLC activity to ensure differentiation is occurring by attending PLC meetings, reviewing PLC output (meeting notes, lesson plans, common assessments) conducting classroom observations, and analyzing student assessment data for evidence of increased student achievement.

Person Responsible

Lisa James

Schedule

Weekly, from 8/21/2017 to 6/1/2018

Evidence of Completion

Evidence of implementation will include PLC meeting agendas, common assessments, lesson plans, iObservation data, Unify and ProgressBook student assessment data.

Plan to Monitor Effectiveness of Implementation of G2.B2.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

Lisa James

Schedule

Weekly, from 8/21/2017 to 6/1/2018

Evidence of Completion

Evidence of effectiveness of this strategy will be found in classroom observation data and lesson plans that reflect appropriate differentiation strategies, and in student performance data showing growth in mastery of the standards.

G2.B3 Students with limited academic vocabulary. **2**

 B256266

G2.B3.S1 Teachers will use strategies to teach vocabulary and students will create academic notebooks that include explicitly taught academic vocabulary. **4**

 S270911

Strategy Rationale

Students need strategies to comprehend academic vocabulary. Our teachers will be able to address this need using strategies to teach vocabulary and employing academic notebooks appropriate for their content area.

Action Step 1 **5**

ELA teachers will use academic notebooks for students to organize their evidence of learning artifacts including standards' based scales, academic vocabulary, and standards' aligned activities.

Person Responsible

Tanekia Gage

Schedule

Weekly, from 9/11/2017 to 6/1/2018

Evidence of Completion

academic notebook samples

Action Step 2 **5**

Teachers will focus on academic vocabulary and reading strategies in their content area to increase student achievement.

Person Responsible

Tanekia Gage

Schedule

Monthly, from 9/11/2017 to 6/1/2018

Evidence of Completion

lesson plans and instructional focus calendars include vocabulary instruction and use of reading strategies.

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

Teachers will monitor student achievement data and diagnostic assessment data of students identified in the lowest 25% on FSA Reading and Math.

Person Responsible

Tanekia Gage

Schedule

Monthly, from 9/11/2017 to 6/1/2018

Evidence of Completion

diagnostic and performance monitoring assessment data, data meetings and teacher data discussion notes/plans

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

Teachers and administrators will monitor student achievement data and diagnostic assessment data of students identified in the lowest 25% on FSA Reading and Math.

Person Responsible

Tanekia Gage


Schedule

Monthly, from 8/21/2017 to 6/1/2018

Evidence of Completion

Data meetings discussion/notes, MTSS records, tutoring and intervention records

G3. Lockhart Middle School will increase ELA and Mathematics learning gains in the top 25%. (Ensure college and career readiness.) 1

 G095210

G3.B1 Model of Instruction- need for more high interest programs for top students to push further in curriculum 2

 B256267

G3.B1.S1 Teachers will improve their use if the rotational model of instruction. 4

 S270913

Strategy Rationale

The rotational model allows for teachers to meet the needs of each student and provide enrichment opportunities.

Action Step 1 5

District provided and school based coaching on the rotational model

Person Responsible

Tanekia Gage

Schedule

Monthly, from 9/13/2017 to 6/1/2018

Evidence of Completion

Sign in sheets, professional development calendar, coaching feedback

Action Step 2 5

Math coach will model rotational model in the classroom

Person Responsible

Lisa James

Schedule

Monthly, from 9/11/2017 to 6/1/2018

Evidence of Completion

classroom observation data and feedback from district program specialist and outside math consultant

Action Step 3 5

Common planning discussion and opportunities to observe each other for feedback.

Person Responsible

Lisa James

Schedule

Weekly, from 8/21/2017 to 6/1/2018

Evidence of Completion

PLC notes, class observation logs and reflections

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

PLC leader, Curriculum Leader and administrator will monitor lesson plans.

Person Responsible

Tanekia Gage

Schedule

Monthly, from 9/11/2017 to 6/1/2018

Evidence of Completion

lesson plans with teacher feedback as needed

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

Observation data collected using the Marzano Framework and protocol.

Person Responsible

Tanekia Gage

Schedule

Monthly, from 9/11/2017 to 6/1/2018

Evidence of Completion

Reports from effective educators.com demonstrating teacher use of specific strategies.

G3.B2 Lack of progress monitoring of students in the top 25% **2**

 B256268

G3.B2.S1 Teachers will progress monitor the top twenty five percent of students in their classes. **4**

 S270915

Strategy Rationale

Closely monitoring student achievement data provides feedback on student achievement and guides instructional decisions.

Action Step 1 **5**

Progress monitoring and data discussion of common assessment data.

Person Responsible

Tanekia Gage

Schedule

Monthly, from 8/21/2017 to 6/1/2018

Evidence of Completion

Progress monitoring sheets or data discussion notes on student achievement for the top 25%

Action Step 2 **5**

Progress monitoring charts will be used to determine student needs.

Person Responsible

Tanekia Gage

Schedule

Monthly, from 9/11/2017 to 6/1/2018

Evidence of Completion

Progress monitoring charts will disaggregate the data and demonstrate student proficiency and deficiency.

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

Administrators will attend PLC's when they discuss assessment data and plan instruction to address needs of students in the top 25% as well as all students.

Person Responsible

Tanekia Gage

Schedule

Weekly, from 8/21/2017 to 6/1/2018

Evidence of Completion

progress monitoring data

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

Formative assessment data

Person Responsible

Tanekia Gage

Schedule

Monthly, from 8/21/2017 to 6/1/2018

Evidence of Completion

performance monitoring data and iReady diagnostic data will be monitored

G3.B2.S2 PLC's utilized for collaboration on instruction for differentiation and enrichment. 4

 S270916

Strategy Rationale

Through collaboration and data review, PLC's can determine activities that provide differentiation and enrichment.

Action Step 1 5

PLC's will be held three times a week (once for data review and twice for collaboration on content development).

Person Responsible

Tanekia Gage

Schedule

Weekly, from 9/11/2017 to 6/1/2018

Evidence of Completion

PLC meeting notes, data discussion otes

Action Step 2 5

Lesson plans and instructional focus calendars will address targeted differentiation.

Person Responsible

Tanekia Gage

Schedule

Monthly, from 9/11/2017 to 6/1/2018

Evidence of Completion

Lesson plan review and classroom observations.

Plan to Monitor Fidelity of Implementation of G3.B2.S2 6

Administrators will monitor PLC meetings

Person Responsible

Lisa James

Schedule

Weekly, from 8/21/2017 to 6/1/2018

Evidence of Completion

PLC meeting notes, agendas and administrator feedback.

Plan to Monitor Fidelity of Implementation of G3.B2.S2 6

Administrators and coaches will conduct classroom observations.

Person Responsible

Tanekia Gage

Schedule

Weekly, from 9/11/2017 to 6/1/2018

Evidence of Completion

Observation data and feedback from iObservation, coaching cycles and informal walk throughs.

Plan to Monitor Effectiveness of Implementation of G3.B2.S2 7

PLC meetings involve planning for differentiation and enrichment

Person Responsible

Tanekia Gage

Schedule

Monthly, from 9/11/2017 to 6/1/2018

Evidence of Completion

PLC notes, iObservation conference and collaboration discussions indicating specific students and the enrichment activities planned

Plan to Monitor Effectiveness of Implementation of G3.B2.S2 7

Observations will show that there is evidence of enrichment activities , particularly for the top twenty five percent.

Person Responsible

Tanekia Gage

Schedule

Monthly, from 9/11/2017 to 6/1/2018

Evidence of Completion

Evidence of DQ3 and 4 opportunities in observations.

G4. Lockhart Middle School will increase participation and performance in accelerated courses. (Ensure college and career readiness) **1**

 G095211

G4.B1 66% scoring below level 3 on FSA math. **2**

 B256269

G4.B1.S2 Math teachers and coaches will analyze formative data based on the standards during weekly PLC's. **4**

 S270918

Strategy Rationale

Teachers need to be able to determine strengths and weaknesses of each student in their classes so they can plan effectively.

Action Step 1 **5**

Professional development will be provided to allow teachers to pull and analyze student achievement data from instructional and diagnostic tools available.

Person Responsible

Kelly Brown

Schedule

Weekly, from 9/11/2017 to 6/1/2018

Evidence of Completion

Sign in sheets

Action Step 2 **5**

Teachers will meet weekly to monitor their assessment data in PLC's and monthly with the leadership team.

Person Responsible

Kelly Brown

Schedule

Weekly, from 9/11/2017 to 6/1/2018

Evidence of Completion

PLC observations, meeting schedule and notes

Action Step 3 **5**

Teachers will meet weekly for planning purposes to ensure that curriculum is adjusted based on the data from assessments.

Person Responsible

Kelly Brown

Schedule

Weekly, from 9/11/2017 to 6/1/2018

Evidence of Completion

PLC's notes, instructional focus calendars and lesson plans.

Plan to Monitor Fidelity of Implementation of G4.B1.S2 **6**

Administrators and PLC grade level leaders will monitor data from formative assessments to determine if students are meeting grade level expectations.

Person Responsible

Kelly Brown

Schedule

Monthly, from 9/11/2017 to 6/1/2018

Evidence of Completion

Data forms and data results from PLC's

Plan to Monitor Effectiveness of Implementation of G4.B1.S2 **7**

Students will show growth on iReady diagnostics and make learning gains on FSA

Person Responsible

Kelly Brown


Schedule

Quarterly, from 9/11/2017 to 6/1/2018


Evidence of Completion

iReady diagnostic data and performance monitoring assessment data will show appropriate time interval growth

G5. Meet the rigor of the standards by using Marzano strategies to increase student achievement and strengthen core instruction. (Invest in Human Capital & Accelerating Student Performance) **1**

 G095212

G5.B1 Teachers have a limited understanding of effective standards based instruction and student engagement for rigorous Florida standards. **2**

 B256273

G5.B1.S1 Teachers will meet three times a week in their PLC's to analyze data and plan for content development. This will increase collaboration and ensure that all teachers are implementing strategic lessons that are focused on mastery of the standards at the appropriate DOK level. (Accelerating Student Performance) **4**

 S270919

Strategy Rationale

Teachers have not dedicated time specifically reserved for planning and collaboration in the past. Increasing this time will enable teachers to share their expertise with their peers, which will lead to increases in high- quality instruction.

Action Step 1 **5**

Instructional Leadership Team will ensure that PLC teams are planning together effectively. PLCs will meet in common locations to allow teams to access assistance from administrators, coaches, and other subject-area teachers. This high level of collaboration will enable teachers to plan rigorous lessons that are on the trajectory of the DOK level of the standards.

Person Responsible

Lisa James

Schedule

Monthly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Leadership team will participate in PLC meetings to ensure each team is focused on increasing the rigor of instruction. Administrators will inspect lesson plans, instructional focus calendars, and common assessments, as well as conduct classroom observations, to verify that instructional strategies are on the trajectory of the DOK level of each standard.

Action Step 2 5

Coaches, Leadership Team Members will model and coach teachers as to what rigorous instruction looks like for individual teachers with a focus on specific content.

Person Responsible

Lisa James

Schedule

Monthly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Teachers will implement strategies that will increase rigorous instruction in their classrooms.

Plan to Monitor Fidelity of Implementation of G5.B1.S1 6

The leadership team will attend PLCs (and review meeting notes) to verify that teacher collaborations are focused on increasing rigorous instruction. Administrators will conduct classroom observations throughout the year to ensure that instructional activities are aligned to the DOK level of the standards being taught.

Person Responsible

Lisa James

Schedule

Weekly, from 8/14/2017 to 8/14/2017

Evidence of Completion

Evidence of implementation will include our master schedule (showing collaborative planning time), PLC meeting notes, instructional focus calendars, coaching schedules, and classroom observation data (iObservation) that reflects instructional delivery on the trajectory of the standards.

Plan to Monitor Effectiveness of Implementation of G5.B1.S1 7

The Leadership Team will review all common assessments to ensure that they are aligned to the DOK level of the standards. The team will also analyze student achievement results on these assessments (via Unify and ProgressBook) to determine whether instructional strategies lead to student growth.

Person Responsible

Lisa James


Schedule

Monthly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Evidence will include PLC meeting notes, lesson plans, and common assessments (SharePoint), along with student formative assessment results (Unify and ProgressBook).

G5.B1.S2 Teachers will provide rigorous instruction and learning activities to all of their students, on a trajectory to the appropriate rigor/Depth of Knowledge and grade-level standard, for each standard listed in the scope and sequence. (Accelerating Student Performance) 4

 S270920

Strategy Rationale

Teachers have not dedicated time specifically reserved for planning and collaboration in the past. Increasing this time will enable teachers to plan rigorous instruction together using the backwards-design of common assessments and unit lessons.

Action Step 1 5

The Leadership Team will conduct classroom walk-throughs and observations to monitor whether instruction is aligned to the rigor of the Florida Standards. They will work with PLCs to disaggregate achievement data from each standards-based assessment, to determine whether student achievement is increasing as a result of rigorous instructional activities.

Person Responsible

Lisa James

Schedule

Monthly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Evidence of completion of this strategy will include PLC meeting notes (SharePoint) showing leadership team involvement and data analysis, student growth (Unify and ProgressBook), and observation data (iObservation).

Plan to Monitor Fidelity of Implementation of G5.B1.S2 6

PLC teams will submit meeting notes, instructional focus calendars, common assessments, and lesson plans to SharePoint. Leadership Team will review submitted documents, as well as conduct classroom observations, to verify that instruction is on the trajectory to the appropriate level of rigor.

Person Responsible

Lisa James

Schedule

Monthly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Evidence will include PLC meeting notes, instructional focus calendars, lesson plans, common assessment results (SharePoint), and iObservation data.

Plan to Monitor Effectiveness of Implementation of G5.B1.S2 7

Administrators and Coaches will participate in PLCs, and observe classrooms, on a regular basis to ensure that teachers work collaboratively to develop instruction and assessments that are aligned to the rigor of the Florida Standards.

Person Responsible

Lisa James

Schedule

Monthly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Evidence will include classroom observation data (iObservation) and student achievement results (Unify and ProgressBook).

G6. Strengthen systems and procedures to foster effective collaborative planning and delivery of rigorous standards based instruction which will improve student performance. 1

G095213

G6.B1 Teachers have limited understanding of effective collaborative planning structures that result in standards based lessons with increased student proficiency. 2

B256275

G6.B1.S1 Leadership team will develop teachers' ability to plan independently as PLC's for rigorous tasks aligned to the deconstructed standards. 4

S270921

Strategy Rationale

This will allow teachers to connect students and tasks to rigorous instruction in order to reach mastery of the standard.

Action Step 1 5

Leadership team will develop a unified school wide model of how to approach common planning that each PLC (and team members) will implement consistently in their designated departments.

Person Responsible

Lisa James

Schedule

Weekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

PLC planning guide, action plans, PLC notes

Action Step 2 5

PLC's will analyze data on Mondays to keep students from falling behind and dedicate Tuesdays and Thursdays to planning rigorous tasks and collaborating on strategies that promote student mastery before the common assessment.

Person Responsible

Lisa James

Schedule

Weekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

PLC notes, coaches logs, data discussion notes,

Plan to Monitor Fidelity of Implementation of G6.B1.S1 6

Leadership team members will attend collaborative planning and data meetings to ensure effective use of provided resources and process.

Person Responsible

Lisa James

Schedule

Weekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

PLC logs, meeting notes, instructional focus calendars, lesson plans, common assessments

Plan to Monitor Effectiveness of Implementation of G6.B1.S1 7

Administrators and coaches will monitor classroom instruction and student performance data for improved student achievement as a result of facilitating consistent planning processes for rigorous instruction.

Person Responsible

Lisa James

Schedule

Weekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

iObservation data, common assessment data, iReady data, grades

G6.B1.S2 Professional development will be provided focused on common planning, creating common assessments and tasks aligned to the rigor of the standard. 4

 S270922

Strategy Rationale

In order to have reliable data formative assessments need to be aligned with the standards.

Action Step 1 5

Teacher leaders will receive training on how to create common assessments and use Unify.

Person Responsible

Tanekia Gage

Schedule

On 9/25/2017

Evidence of Completion

Agenda, training notes, sessions provided for content area PLC's

Action Step 2 5

Curriculum Leaders and grade level PLC Leaders will model PLC procedures and expectations for evaluating and analyzing common assessments and rigor/standard alignment.

Person Responsible

Tanekia Gage

Schedule

Monthly, from 9/11/2017 to 6/1/2018

Evidence of Completion

PLC binders, coaching feedback

Action Step 3 5

During PLC's teachers will utilize the Continuous Improvement Model to identify students in need of interventions, remediation and enrichment.

Person Responsible

Tanekia Gage

Schedule

Every 3 Weeks, from 9/11/2017 to 6/1/2018

Evidence of Completion

PLC discussion and notes, instructional focus calendars that address remediation and enrichment

Action Step 4 5

Coaching cycle schedules will be created when need is evident.

Person Responsible

Tanekia Gage

Schedule

Monthly, from 9/11/2017 to 6/1/2018

Evidence of Completion

Coaching cycle schedules, coaching feedback

Plan to Monitor Fidelity of Implementation of G6.B1.S2 6

Leadership team will examine data reports of FSA results, intervention programs, common and formative assessments and modifications within lesson plans or instructional focus calendars.

Person Responsible

Tanekia Gage

Schedule

Monthly, from 9/11/2017 to 6/1/2018

Evidence of Completion

Observations, data reviews and discussion notes, PLC notes and binders

Plan to Monitor Effectiveness of Implementation of G6.B1.S2 7

Administrators will participate and observe PLC's . PLC binders will be monitored and PLC's will meet with the leadership team monthly.

Person Responsible

Lisa James

Schedule




Monthly, from 9/11/2017 to 6/1/2018






Evidence of Completion


















Observations, data reviews, PLC binders and data meetings

















IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2018					
G1.B2.S3.A5 A363018	[no content entered]		No Start Date		No End Date one-time
G1.B2.S3.A1 A363014	Administration will create a master schedule that allows for common grade level planning.	Brown, Kelly	6/1/2017	Master Schedule	8/7/2017 weekly
G5.B1.S1.MA1 M387930	The leadership team will attend PLCs (and review meeting notes) to verify that teacher...	James, Lisa	8/14/2017	Evidence of implementation will include our master schedule (showing collaborative planning time), PLC meeting notes, instructional focus calendars, coaching schedules, and classroom observation data (iObservation) that reflects instructional delivery on the trajectory of the standards.	8/14/2017 weekly
G2.B1.S1.A3 A363024	Teachers will employ grouping strategies that enhance student learning and use the rotational model.	James, Lisa	9/13/2017	classroom observations, lesson plan or PLC notes that include showing grouping procedures, student achievement data	9/13/2017 one-time
G6.B1.S2.A1 A363046	Teacher leaders will receive training on how to create common assessments and use Unify.	Gage, Tanekia	9/11/2017	Agenda, training notes, sessions provided for content area PLC's	9/25/2017 one-time
G1.B2.S3.A3 A363016	Administration will provide professional development to model effective strategic planning and...	Gage, Tanekia	8/28/2017	PD calendars, exits slips, sign in sheets	5/18/2018 one-time
G1.MA1 M387909	Administrators and coaches will monitor instructional focus calendars, common assessments,...	James, Lisa	8/21/2017	Instructional focus calendars, common assessment data and FSA results.	6/1/2018 weekly
G2.MA1 M387916	Evidence of effective implementation will be found in achievement data (Unify and ProgressBook)...	James, Lisa	8/21/2017	common assessment, performance monitoring data and iReady diagnostic data	6/1/2018 quarterly
G3.MA1 M387925	Formative assessment data and performance monitoring data	Gage, Tanekia	8/21/2017	The administrative team and district program specialists will look at the formative assessment and performance monitoring data to monitor the effectiveness of the teachers and the instruction.	6/1/2018 monthly
G4.MA1 M387928	The administrative team will monitor formative assessment data throughout the year	James, Lisa	8/21/2017	iReady diagnostic data and performance monitoring assessment data	6/1/2018 quarterly
G5.MA1 M387933	The Leadership Team will conduct classroom observations throughout the year to verify that...	James, Lisa	8/14/2017	Evidence of meeting this goal will include PLC documents (lesson plans, instructional focus calendar, and common assessment results), classroom observation records, and student assessment data.	6/1/2018 monthly
G6.MA1 M387938	Leadership Team will attend PLC meetings, review lesson plans and student performance data, and...	Gage, Tanekia	8/21/2017	Our evidence of monitoring of this strategy will include PLC meeting notes and teacher lesson plans and classroom observation data (iObservation). Evidence of effective implementation will be found in achievement data (Unify and ProgressBook) that reflects student academic growth.	6/1/2018 weekly
G1.B2.S1.MA1 M387902	Observers will note the frequency of hands-on activities, manipulatives, word walls, reading...	Brown, Kelly	8/28/2017	Lesson plan and instructional focus calendar review, common assessment data, PLC meeting discussions/notes,	6/1/2018 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
				classroom observation feedback and any coaching cycle notes.	
G1.B2.S1.MA1  M387903	Coaches, teacher leaders and administrators will observe teachers and review lesson plans to ensure...	James, Lisa	8/28/2017	coaches' observations, instructional focus calendars, PLC notes, common lesson plans and administrators observations and feedback.	6/1/2018 monthly
G1.B2.S1.A1  A363011	Teachers will use reading strategies through their subject curriculum with emphasis on hands-on...	James, Lisa	8/28/2017	Lesson plan review, common assessment data, formative assessments, PLC meeting discussions, classroom observations, teacher feedback	6/1/2018 weekly
G1.B2.S1.A2  A363012	Using multiple points of data including iObservation, and student performance, teachers will work...	James, Lisa	8/21/2017	PLC notes, Coaching feedback, improved data, classroom observations, instructional focus calendars and lesson plans	6/1/2018 monthly
G1.B2.S1.A3  A363013	Teachers will collaborate within their PLC teams to analyze their students' achievement results,...	James, Lisa	8/21/2017	Leadership Team will attend PLC's, review PLC meeting notes and instructional focus calendars to verify that PLCs are identifying, and planning to address, needs for both remediation and enrichment within their classrooms.	6/1/2018 weekly
G1.B3.S1.MA1  M387906	Students will score better on progress monitoring and common assessments.	Brown, Kelly	9/11/2017	Data from assessments	6/1/2018 monthly
G1.B3.S1.MA1  M387907	Teachers will bring academic notebooks and feedback provided to students	Brown, Kelly	9/11/2017	Academic notebooks, PLC notes	6/1/2018 every-3-weeks
G1.B3.S1.MA2  M387908	Teachers will have data discussions weekly in PLC's and monthly with the leadership team.	Brown, Kelly	9/11/2017	PLC notes, data discussion notes	6/1/2018 weekly
G1.B3.S1.A1  A363019	Teachers will use academic notebooks for students to organize their evidence of learning artifacts...	James, Lisa	9/5/2017	Samples from students' notebooks	6/1/2018 weekly
G1.B3.S1.A2  A363020	Teachers will create data tracking forms in which they identify subgroups and performance on...	James, Lisa	8/14/2017	Data tracking form, data meeting notes	6/1/2018 every-3-weeks
G1.B3.S1.A3  A363021	Teachers will analyze last year's data and this year's progress monitoring data to identify trends...	James, Lisa	8/28/2017	Data meeting notes	6/1/2018 monthly
G2.B1.S1.MA1  M387910	Teachers will monitor the lowest 25% of their student population to determine if the are meeting...	Gage, Tanekia	9/11/2017	Assessment data from formative, common assessments and iReady diagnostic checks.	6/1/2018 every-3-weeks
G2.B1.S1.MA1  M387911	Administrators, coaches and teacher leaders will observe teachers and provide feedback to teachers...	Gage, Tanekia	9/11/2017	Classroom observations and iObservation	6/1/2018 monthly
G2.B1.S1.A1  A363022	Job-embedded professional development and coaching within the Marzano Protocol based on needed...	Gage, Tanekia	8/14/2017	instructional focus calendars, reflections, teacher work samples(exit slip, differentiate student work, student work samples), sign-in sheets and teacher observation data.	6/1/2018 monthly
G2.B1.S1.A2  A363023	Coaching teachers to employ more strategies that actively engage students with rigorous content.	James, Lisa	8/14/2017	Coaching notes, feedback, reflections, classroom observation data, instructional focus calendars	6/1/2018 every-3-weeks
G2.B2.S1.MA1  M387912	Administrators will review instructional focus calendars and conduct classroom observations to...	James, Lisa	8/21/2017	Evidence of effectiveness of this strategy will be found in classroom observation data and lesson plans that reflect appropriate differentiation strategies, and in student performance data showing growth in mastery of the standards.	6/1/2018 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B2.S1.MA1  M387913	Administrators and Instructional Coaches will monitor PLC activity to ensure differentiation is...	James, Lisa	8/21/2017	Evidence of implementation will include PLC meeting agendas, common assessments, lesson plans, iObservation data, Unify and ProgressBook student assessment data.	6/1/2018 weekly
G2.B2.S1.A1  A363027	Administrators will provide (built into the master schedule) daily common planning time for every...	Brown, Kelly	8/21/2017	The Leadership Team will review PLC meeting notes, instructional focus calendars, common assessments and lesson plans looking for evidence that PLC meetings are focused on increasing achievement of all students, with a particular focus on those who are struggling academically.	6/1/2018 weekly
G2.B2.S1.A2  A363028	PLCs will collaborate regularly to analyze their formative assessment data to identify struggling...	James, Lisa	8/21/2017	Leadership Team will attend PLC meetings and review meeting notes, looking for evidence of data analysis and the identification of struggling students. Meeting notes will include Unify and ProgressBook assessment data, Classroom observation data in iObservation will show that differentiated instructional strategies are being implemented.	6/1/2018 weekly
G2.B3.S1.MA1  M387914	Teachers and administrators will monitor student achievement data and diagnostic assessment data of...	Gage, Tanekia	8/21/2017	Data meetings discussion/notes, MTSS records, tutoring and intervention records	6/1/2018 monthly
G2.B3.S1.MA1  M387915	Teachers will monitor student achievement data and diagnostic assessment data of students...	Gage, Tanekia	9/11/2017	diagnostic and performance monitoring assessment data, data meetings and teacher data discussion notes/plans	6/1/2018 monthly
G2.B3.S1.A1  A363029	ELA teachers will use academic notebooks for students to organize their evidence of learning...	Gage, Tanekia	9/11/2017	academic notebook samples	6/1/2018 weekly
G2.B3.S1.A2  A363030	Teachers will focus on academic vocabulary and reading strategies in their content area to increase...	Gage, Tanekia	9/11/2017	lesson plans and instructional focus calendars include vocabulary instruction and use of reading strategies.	6/1/2018 monthly
G3.B1.S1.MA1  M387917	Observation data collected using the Marzano Framework and protocol.	Gage, Tanekia	9/11/2017	Reports from effective educators.com demonstrating teacher use of specific strategies.	6/1/2018 monthly
G3.B1.S1.MA1  M387918	PLC leader, Curriculum Leader and administrator will monitor lesson plans.	Gage, Tanekia	9/11/2017	lesson plans with teacher feedback as needed	6/1/2018 monthly
G3.B1.S1.A1  A363031	District provided and school based coaching on the rotational model	Gage, Tanekia	9/13/2017	Sign in sheets, professional development calendar, coaching feedback	6/1/2018 monthly
G3.B1.S1.A2  A363032	Math coach will model rotational model in the classroom	James, Lisa	9/11/2017	classroom observation data and feedback from district program specialist and outside math consultant	6/1/2018 monthly
G3.B1.S1.A3  A363033	Common planning discussion and opportunities to observe each other for feedback.	James, Lisa	8/21/2017	PLC notes, class observation logs and reflections	6/1/2018 weekly
G3.B2.S1.MA1  M387919	Formative assessment data	Gage, Tanekia	8/21/2017	performance monitoring data and iReady diagnostic data will be monitored	6/1/2018 monthly
G3.B2.S1.MA1  M387920	Administrators will attend PLC's when they discuss assessment data and plan instruction to address...	Gage, Tanekia	8/21/2017	progress monitoring data	6/1/2018 weekly
G3.B2.S1.A1  A363034	Progress monitoring and data discussion of common assessment data.	Gage, Tanekia	8/21/2017	Progress monitoring sheets or data discussion notes on student achievement for the top 25%	6/1/2018 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G3.B2.S1.A2  A363035	Progress monitoring charts will be used to determine student needs.	Gage, Tanekia	9/11/2017	Progress monitoring charts will disaggregate the data and demonstrate student proficiency and deficiency.	6/1/2018 monthly
G5.B1.S1.MA1  M387929	The Leadership Team will review all common assessments to ensure that they are aligned to the DOK...	James, Lisa	8/14/2017	Evidence will include PLC meeting notes, lesson plans, and common assessments (SharePoint), along with student formative assessment results (Unify and ProgressBook).	6/1/2018 monthly
G5.B1.S1.A1  A363041	Instructional Leadership Team will ensure that PLC teams are planning together effectively. PLCs...	James, Lisa	8/14/2017	Leadership team will participate in PLC meetings to ensure each team is focused on increasing the rigor of instruction. Administrators will inspect lesson plans, instructional focus calendars, and common assessments, as well as conduct classroom observations, to verify that instructional strategies are on the trajectory of the DOK level of each standard.	6/1/2018 monthly
G5.B1.S1.A2  A363042	Coaches, Leadership Team Members will model and coach teachers as to what rigorous instruction...	James, Lisa	8/14/2017	Teachers will implement strategies that will increase rigorous instruction in their classrooms.	6/1/2018 monthly
G6.B1.S1.MA1  M387934	Administrators and coaches will monitor classroom instruction and student performance data for...	James, Lisa	8/14/2017	iObservation data, common assessment data, iReady data, grades	6/1/2018 weekly
G6.B1.S1.MA1  M387935	Leadership team members will attend collaborative planning and data meetings to ensure effective...	James, Lisa	8/14/2017	PLC logs, meeting notes, instructional focus calendars, lesson plans, common assessments	6/1/2018 weekly
G6.B1.S1.A1  A363044	Leadership team will develop a unified school wide model of how to approach common planning that...	James, Lisa	8/14/2017	PLC planning guide, action plans, PLC notes	6/1/2018 weekly
G6.B1.S1.A2  A363045	PLC's will analyze data on Mondays to keep students from falling behind and dedicate Tuesdays and...	James, Lisa	8/14/2017	PLC notes, coaches logs, data discussion notes,	6/1/2018 weekly
G2.B1.S2.A1  A363025	Leadership team will develop teachers' ability to plan independently as PLC's for rigorous tasks...	James, Lisa	8/14/2017	PLC notes, instructional focus calendars, classroom observations, data meeting notes	6/1/2018 biweekly
G2.B1.S2.A2  A363026	Teachers will engage in regular data chats with PLC's and leadership team to progress monitor...	James, Lisa	8/14/2017	Data meeting notes, PLC notes, formative assessment results, Unify and iReady results, student grades	6/1/2018 every-3-weeks
G3.B2.S2.MA1  M387921	PLC meetings involve planning for differentiation and enrichment	Gage, Tanekia	9/11/2017	PLC notes, iObservation conference and collaboration discussions indicating specific students and the enrichment activities planned	6/1/2018 monthly
G3.B2.S2.MA4  M387922	Observations will show that there is evidence of enrichment activities , particularly for the top...	Gage, Tanekia	9/11/2017	Evidence of DQ3 and 4 opportunities in observations.	6/1/2018 monthly
G3.B2.S2.MA1  M387923	Administrators will monitor PLC meetings	James, Lisa	8/21/2017	PLC meeting notes, agendas and administrator feedback.	6/1/2018 weekly
G3.B2.S2.MA3  M387924	Administrators and coaches will conduct classroom observations.	Gage, Tanekia	9/11/2017	Observation data and feedback from iObservation, coaching cycles and informal walk throughs.	6/1/2018 weekly
G3.B2.S2.A1  A363036	PLC's will be held three times a week (once for data review and twice for collaboration on content...	Gage, Tanekia	9/11/2017	PLC meeting notes, data discussion otes	6/1/2018 weekly
G3.B2.S2.A2  A363037	Lesson plans and instructional focus calendars will address targeted differentiation.	Gage, Tanekia	9/11/2017	Lesson plan review and classroom observations.	6/1/2018 monthly
G4.B1.S2.MA1  M387926	Students will show growth on iReady diagnostics and make learning gains on FSA	Brown, Kelly	9/11/2017	iReady diagnostic data and performance monitoring assessment data will show appropriate time interval growth	6/1/2018 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G4.B1.S2.MA1  M387927	Administrators and PLC grade level leaders will monitor data from formative assessments to...	Brown, Kelly	9/11/2017	Data forms and data results from PLC's	6/1/2018 monthly
G4.B1.S2.A1  A363038	Professional development will be provided to allow teachers to pull and analyze student achievement...	Brown, Kelly	9/11/2017	Sign in sheets	6/1/2018 weekly
G4.B1.S2.A2  A363039	Teachers will meet weekly to monitor their assessment data in PLC's and monthly with the leadership...	Brown, Kelly	9/11/2017	PLC observations, meeting schedule and notes	6/1/2018 weekly
G4.B1.S2.A3  A363040	Teachers will meet weekly for planning purposes to ensure that curriculum is adjusted based on the...	Brown, Kelly	9/11/2017	PLC's notes, instructional focus calendars and lesson plans.	6/1/2018 weekly
G5.B1.S2.MA1  M387931	Administrators and Coaches will participate in PLCs, and observe classrooms, on a regular basis to...	James, Lisa	8/14/2017	Evidence will include classroom observation data (iObservation) and student achievement results (Unify and ProgressBook).	6/1/2018 monthly
G5.B1.S2.MA1  M387932	PLC teams will submit meeting notes, instructional focus calendars, common assessments, and lesson...	James, Lisa	8/14/2017	Evidence will include PLC meeting notes, instructional focus calendars, lesson plans, common assessment results (SharePoint), and iObservation data.	6/1/2018 monthly
G5.B1.S2.A1  A363043	The Leadership Team will conduct classroom walk-throughs and observations to monitor whether...	James, Lisa	8/14/2017	Evidence of completion of this strategy will include PLC meeting notes (SharePoint) showing leadership team involvement and data analysis, student growth (Unify and ProgressBook), and observation data (iObservation).	6/1/2018 monthly
G6.B1.S2.MA1  M387936	Administrators will participate and observe PLC's . PLC binders will be monitored and PLC's will...	James, Lisa	9/11/2017	Observations, data reviews, PLC binders and data meetings	6/1/2018 monthly
G6.B1.S2.MA1  M387937	Leadership team will examine data reports of FSA results, intervention programs, common and...	Gage, Tanekia	9/11/2017	Observations, data reviews and discussion notes, PLC notes and binders	6/1/2018 monthly
G6.B1.S2.A2  A363047	Curriculum Leaders and grade level PLC Leaders will model PLC procedures and expectations for...	Gage, Tanekia	9/11/2017	PLC binders, coaching feedback	6/1/2018 monthly
G6.B1.S2.A3  A363048	During PLC's teachers will utilize the Continuous Improvement Model to identify students in need of...	Gage, Tanekia	9/11/2017	PLC discussion and notes, instructional focus calendars that address remediation and enrichment	6/1/2018 every-3-weeks
G6.B1.S2.A4  A363049	Coaching cycle schedules will be created when need is evident.	Gage, Tanekia	9/11/2017	Coaching cycle schedules, coaching feedback	6/1/2018 monthly
G1.B2.S3.MA1  M387904	Administrators will analyze common assessment data reports, classroom observations, formative...	Brown, Kelly	8/28/2017	PLC binders, discussion notes, data tracking forms for students, formative assessment results and common assessment results.	6/1/2018 monthly
G1.B2.S3.MA1  M387905	Administrators will monitor and provide feedback through PLC's and submitted instructional focus...	Brown, Kelly	8/28/2017	PLC notes, PLC binders, instructional focus calendars and iObservation data and discussions.	6/1/2018 monthly
G1.B2.S3.A2  A363015	All teachers meet weekly in PLCs focused on common planning to deconstruct the standards, determine...	James, Lisa	8/14/2017	Instructional focus calendars, PLC notes, common lesson plans,	6/1/2018 weekly
G1.B2.S3.A4  A363017	Administration will monitor the effectiveness of professional development through classroom...	James, Lisa	8/21/2017	observations will see use of appropriate standards based rigorous instruction	6/1/2018 weekly

V. Professional Development Opportunities

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

G1. Lockhart Middle School will increase ELA, Mathematics, Civics and Science proficiency in all subgroups. (Ensure college and career readiness)

G1.B2 Instruction does not meet the complexity of the standards due to the teachers' limited proficiency in deconstructing Florida standards, creating common assessments for those standards, and aligning tasks to the rigor of the standard.

G1.B2.S1 Provide professional development of content literacy support, differentiated instruction, and use of reading strategies through content area curriculum to all teachers.

PD Opportunity 1

Teachers will use reading strategies through their subject curriculum with emphasis on hands-on activities, manipulatives, vocabulary/word walls, reading strategies, and graphic organizers.

Facilitator

DPLC members

Participants

Teachers

Schedule

Weekly, from 8/28/2017 to 6/1/2018

PD Opportunity 2

Using multiple points of data including iObservation, and student performance, teachers will work with administrators in their PLC's and enter the coaching cycle with a school-based instructional or district based coach when appropriate.

Facilitator

Administrators, coaches

Participants

teachers

Schedule

Monthly, from 8/21/2017 to 6/1/2018

G1.B2.S3 Content area teachers will be given time and guidance to deconstruct the standards and determine the rigor of learning targets according to the instructional focus calendar or the scope and sequence.

PD Opportunity 1

All teachers meet weekly in PLCs focused on common planning to deconstruct the standards, determine the quality of learning targets and appropriate learning tasks for student achievement on the grade level standard.

Facilitator

District and school based coaches, administrators and teacher leaders

Participants

teachers

Schedule

Weekly, from 8/14/2017 to 6/1/2018

PD Opportunity 2

Administration will provide professional development to model effective strategic planning and follow up with monthly professional development based on instructional trends and needs assessment.

Facilitator

District Coaches, School based coaches and teacher leaders

Participants

teachers

Schedule

On 5/18/2018

G1.B3 Students with limited academic vocabulary.

G1.B3.S1 Teachers will use strategies to teach vocabulary and students will create academic notebooks that include explicitly taught academic vocabulary.

PD Opportunity 1

Teachers will use academic notebooks for students to organize their evidence of learning artifacts including standards' based scales, academic vocabulary, and standards' aligned activities.

Facilitator

Curriculum Leaders

Participants

Teachers

Schedule

Weekly, from 9/5/2017 to 6/1/2018

G2. Lockhart Middle School will increase ELA and Mathematics learning gains in the bottom 25%. (Narrow the achievement gap.)

G2.B1 Teachers have inadequate knowledge or do not formatively assess what students know on a daily basis.

G2.B1.S1 Increase teacher pedagogical skills to address students that have learning difficulties.

PD Opportunity 1

Job-embedded professional development and coaching within the Marzano Protocol based on needed strategies identified by observing classroom teachers.

Facilitator

District and school coaches and leaders

Participants

Reading, ELA and Math teachers.

Schedule

Monthly, from 8/14/2017 to 6/1/2018

PD Opportunity 2

Teachers will employ grouping strategies that enhance student learning and use the rotational model.

Facilitator

Monica Emery and Team

Participants

Reading Teachers first

Schedule

On 9/13/2017

G5. Meet the rigor of the standards by using Marzano strategies to increase student achievement and strengthen core instruction. (Invest in Human Capital & Accelerating Student Performance)

G5.B1 Teachers have a limited understanding of effective standards based instruction and student engagement for rigorous Florida standards.

G5.B1.S1 Teachers will meet three times a week in their PLC's to analyze data and plan for content development. This will increase collaboration and ensure that all teachers are implementing strategic lessons that are focused on mastery of the standards at the appropriate DOK level. (Accelerating Student Performance)

PD Opportunity 1

Coaches, Leadership Team Members will model and coach teachers as to what rigorous instruction looks like for individual teachers with a focus on specific content.

Facilitator

Instructional Coaches

Participants

teachers and administrators

Schedule

Monthly, from 8/14/2017 to 6/1/2018

VI. Technical Assistance Items

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

VII. Budget

1	G1.B2.S1.A1	Teachers will use reading strategies through their subject curriculum with emphasis on hands-on activities, manipulatives, vocabulary/word walls, reading strategies, and graphic organizers.	\$0.00
2	G1.B2.S1.A2	Using multiple points of data including iObservation, and student performance, teachers will work with administrators in their PLC's and enter the coaching cycle with a school-based instructional or district based coach when appropriate.	\$0.00
3	G1.B2.S1.A3	Teachers will collaborate within their PLC teams to analyze their students' achievement results, with administrators and coaches present to model the data analysis process. Knowing the strengths and challenges of their students will enable each PLC to plan appropriately differentiated instruction.	\$0.00
4	G1.B2.S3.A1	Administration will create a master schedule that allows for common grade level planning.	\$0.00
5	G1.B2.S3.A2	All teachers meet weekly in PLCs focused on common planning to deconstruct the standards, determine the quality of learning targets and appropriate learning tasks for student achievement on the grade level standard.	\$0.00
6	G1.B2.S3.A3	Administration will provide professional development to model effective strategic planning and follow up with monthly professional development based on instructional trends and needs assessment.	\$0.00
7	G1.B2.S3.A4	Administration will monitor the effectiveness of professional development through classroom observations.	\$0.00
8	G1.B2.S3.A5		\$0.00
9	G1.B3.S1.A1	Teachers will use academic notebooks for students to organize their evidence of learning artifacts including standards' based scales, academic vocabulary, and standards' aligned activities.	\$0.00
10	G1.B3.S1.A2	Teachers will create data tracking forms in which they identify subgroups and performance on progress monitoring assessments.	\$0.00
11	G1.B3.S1.A3	Teachers will analyze last year's data and this year's progress monitoring data to identify trends and limitations.	\$0.00
12	G2.B1.S1.A1	Job-embedded professional development and coaching within the Marzano Protocol based on needed strategies identified by observing classroom teachers.	\$0.00
13	G2.B1.S1.A2	Coaching teachers to employ more strategies that actively engage students with rigorous content.	\$0.00
14	G2.B1.S1.A3	Teachers will employ grouping strategies that enhance student learning and use the rotational model.	\$0.00
15	G2.B1.S2.A1	Leadership team will develop teachers' ability to plan independently as PLC's for rigorous tasks aligned to the deconstructed standards, assess what their	\$0.00

		students know and analyze student achievement data regularly to improve student achievement.				
16	G2.B1.S2.A2	Teachers will engage in regular data chats with PLC's and leadership team to progress monitor student achievement.				\$0.00
17	G2.B2.S1.A1	Administrators will provide (built into the master schedule) daily common planning time for every PLC team.				\$0.00
18	G2.B2.S1.A2	PLCs will collaborate regularly to analyze their formative assessment data to identify struggling students, and use that data to plan differentiated lessons and activities for those students.				\$0.00
19	G2.B3.S1.A1	ELA teachers will use academic notebooks for students to organize their evidence of learning artifacts including standards' based scales, academic vocabulary, and standards' aligned activities.				\$0.00
20	G2.B3.S1.A2	Teachers will focus on academic vocabulary and reading strategies in their content area to increase student achievement.				\$0.00
21	G3.B1.S1.A1	District provided and school based coaching on the rotational model				\$0.00
22	G3.B1.S1.A2	Math coach will model rotational model in the classroom				\$0.00
23	G3.B1.S1.A3	Common planning discussion and opportunities to observe each other for feedback.				\$0.00
24	G3.B2.S1.A1	Progress monitoring and data discussion of common assessment data.				\$0.00
25	G3.B2.S1.A2	Progress monitoring charts will be used to determine student needs.				\$0.00
26	G3.B2.S2.A1	PLC's will be held three times a week (once for data review and twice for collaboration on content development).				\$0.00
27	G3.B2.S2.A2	Lesson plans and instructional focus calendars will address targeted differentiation.				\$0.00
28	G4.B1.S2.A1	Professional development will be provided to allow teachers to pull and analyze student achievement data from instructional and diagnostic tools available.				\$0.00
29	G4.B1.S2.A2	Teachers will meet weekly to monitor their assessment data in PLC's and monthly with the leadership team.				\$0.00
30	G4.B1.S2.A3	Teachers will meet weekly for planning purposes to ensure that curriculum is adjusted based on the data from assessments.				\$0.00
31	G5.B1.S1.A1	Instructional Leadership Team will ensure that PLC teams are planning together effectively. PLCs will meet in common locations to allow teams to access assistance from administrators, coaches, and other subject-area teachers. This high level of collaboration will enable teachers to plan rigorous lessons that are on the trajectory of the DOK level of the standards.				\$4,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0721 - Lockhart Middle	General Fund		\$4,000.00
32	G5.B1.S1.A2	Coaches, Leadership Team Members will model and coach teachers as to what rigorous instruction looks like for individual teachers with a focus on specific content.				\$250.00

	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0721 - Lockhart Middle	General Fund		\$250.00
			<i>Notes: Supplies (binder, copies) for PLC planning</i>			
33	G5.B1.S2.A1	The Leadership Team will conduct classroom walk-throughs and observations to monitor whether instruction is aligned to the rigor of the Florida Standards. They will work with PLCs to disaggregate achievement data from each standards-based assessment, to determine whether student achievement is increasing as a result of rigorous instructional activities.				\$2,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0721 - Lockhart Middle	General Fund		\$2,000.00
34	G6.B1.S1.A1	Leadership team will develop a unified school wide model of how to approach common planning that each PLC (and team members) will implement consistently in their designated departments.				\$0.00
35	G6.B1.S1.A2	PLC's will analyze data on Mondays to keep students from falling behind and dedicate Tuesdays and Thursdays to planning rigorous tasks and collaborating on strategies that promote student mastery before the common assessment.				\$0.00
36	G6.B1.S2.A1	Teacher leaders will receive training on how to create common assessments and use Unify.				\$0.00
37	G6.B1.S2.A2	Curriculum Leaders and grade level PLC Leaders will model PLC procedures and expectations for evaluating and analyzing common assessments and rigor/standard alignment.				\$0.00
38	G6.B1.S2.A3	During PLC's teachers will utilize the Continuous Improvement Model to identify students in need of interventions, remediation and enrichment.				\$0.00
39	G6.B1.S2.A4	Coaching cycle schedules will be created when need is evident.				\$0.00
					Total:	\$6,250.00