Lockmar Elementary School

2021-22 Schoolwide Improvement Plan

Table of Contents

Lockmar Elementary School

525 PEPPER ST NE, Palm Bay, FL 32907

http://www.lockmar.brevard.k12.fl.us

Demographics

Principal: Kathleen Campione A

Start Date for this Principal: 7/1/2020

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-6
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	96%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: B (61%) 2017-18: C (49%) 2016-17: B (57%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	[LaShawn Russ-Porterfield](#)
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).	

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

Table of Contents

Lockmar Elementary School

525 PEPPER ST NE, Palm Bay, FL 32907

http://www.lockmar.brevard.k12.fl.us

School Demographics

School Type and Grades Served (per MSID File)	**2020-21 Title I School**	**2020-21 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-6	No	62%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	45%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		B	B	C

School Board Approval

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

SIP Authority

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.

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Lockmar parents, staff and students will strive to achieve our vision for excellence.
ACHIEVEMENT – To continue the pursuit of outstanding academic performance.
CURRICULUM – To monitor our curriculum and update technological areas for the future needs of our children and society.
UNITY – To unify the staff, students, parents, and members of the community to mold Lockmar into an extended family.
RESPECT – To develop self-esteem, respect for others, and positive attitudes.
COMMUNITY – To use all resources in providing enrichment and experiences for our students.

Provide the school's vision statement.

Lockmar, Where Minds Open To The Future

School Leadership Team

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

Name	Position Title	Job Duties and Responsibilities
Campione, Kathleen	Principal	Principal oversees day to day functions at the school by addressing students', and teachers' needs as they arise. Principal supervises the implementation of SIP and monitors outcome of the measurable goals set. Principal monitors instruction through learning walks. The Leadership team meets on a weekly basis to analyze data, and discuss strategies of improvement.
Long, Melissa	Assistant Principal	Assistant Principal provides support for instruction/curriculum, disciplinary situations as needed, and interventions. Assistant Principal ensures that teachers are working with the lowest 25% and identifying low achieving students to ensure that they are getting the help that they need. Assistant Principal monitors instruction through learning walks.
Moffitt, Manuela	Reading Coach	Instructional coach analyzes school data across all grade levels. Instructional coach supports teachers in regards to testing, instruction, and intervention needs. Instructional coach monitors the action steps specifically related to student achievement, focusing on i-Ready and PENDA. Instructional coach will also lead monthly data meetings in which instruction and student achievement throughout the year is closely monitored. The coach will support teachers within the coaching cycle and conduct weekly walkthrough to give feedback to teachers.
Bradish, Kristina	School Counselor	Guidance counselor provides support for students' social emotional needs. Guidance counselor attends MTSS meetings in order to assist teachers with interventions or provide support for students who have needs outside of what the classroom teacher can provide. Guidance counselor works with students on a personal level so that they can be successful in the classroom.
Riley , Megan	Teacher, K-12	Teacher plans and teaches students the grade level standards while scaffolding to meet individual student needs. Teacher leader responsibilities include School Advisory Council Chairperson, facilitates monthly meetings with multiple stakeholders. Monitors schoolwide progress of the school improvement plan.
Seibel , Marijo	School Counselor	Guidance counselor provides support for students' social emotional needs. Guidance counselor attends Individual Problem Solving Team (IPST) meetings in order to assist teachers with interventions or provide support for students who have needs outside of what the classroom teacher can provide. Guidance counselor works with students on a personal level so that they can be successful in the classroom.

Demographic Information

Principal start date

Wednesday 7/1/2020, Kathleen Campione A

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

2

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

12

Total number of teacher positions allocated to the school

54

Total number of students enrolled at the school

630

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

7

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

7

Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	59	85	71	91	79	104	72	0	0	0	0	0	0	561
Attendance below 90 percent	0	13	12	13	7	14	9	0	0	0	0	0	0	68
One or more suspensions	0	0	0	0	4	7	1	0	0	0	0	0	0	12
Course failure in ELA	0	0	0	0	6	0	4	0	0	0	0	0	0	10
Course failure in Math	0	0	0	0	9	1	6	0	0	0	0	0	0	16
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	3	7	11	12	0	0	0	0	0	0	33
Level 1 on 2019 statewide FSA Math assessment	0	0	0	3	12	15	20	0	0	0	0	0	0	50
Number of students with a substantial reading deficiency	7	5	14	14	17	6	31	29	0	0	0	0	0	123
LEVEL 1 ON 2021 FSA ELA	0	0	0	13	26	17	11	0	0	0	0	0	0	67
LEVEL 1 ON 2021 FSA MATH	0	0	0	25	44	29	22	0	0	0	0	0	0	120

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	4	2	14	4	4	0	0	0	0	0	0	28

The number of students identified as retainees:

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

Date this data was collected or last updated

Sunday 9/12/2021

2020-21 - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	78	73	94	82	115	71	94	0	0	0	0	0	0	607
Attendance below 90 percent	3	13	17	12	13	9	10	0	0	0	0	0	0	77
One or more suspensions	0	2	2	6	2	2	5	0	0	0	0	0	0	19
Course failure in ELA	0	0	0	1	4	0	0	0	0	0	0	0	0	5
Course failure in Math	0	0	0	1	1	1	1	0	0	0	0	0	0	4
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	18	10	0	0	0	0	0	0	28
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	14	18	0	0	0	0	0	0	32
4th Quarter Learning Loss	0	20	21	22	47	39	42	0	0	0	0	0	0	191

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

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

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	1	4	4	4	2	0	0	0	0	0	0	0	0	15
Students retained two or more times	0	0	0	0	1	0	0	0	0	0	0	0	0	1

2020-21 - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	78	73	94	82	115	71	94	0	0	0	0	0	0	607
Attendance below 90 percent	3	13	17	12	13	9	10	0	0	0	0	0	0	77
One or more suspensions	0	2	2	6	2	2	5	0	0	0	0	0	0	19
Course failure in ELA	0	0	0	1	4	0	0	0	0	0	0	0	0	5
Course failure in Math	0	0	0	1	1	1	1	0	0	0	0	0	0	4
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	18	10	0	0	0	0	0	0	28
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	14	18	0	0	0	0	0	0	32
4th Quarter Learning Loss	0	20	21	22	47	39	42	0	0	0	0	0	0	191

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

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

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	1	4	4	4	2	0	0	0	0	0	0	0	0	15
Students retained two or more times	0	0	0	0	1	0	0	0	0	0	0	0	0	1

Part II: Needs Assessment/Analysis

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

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				68%	62%	57%	59%	60%	56%
ELA Learning Gains				70%	60%	58%	47%	54%	55%
ELA Lowest 25th Percentile				63%	57%	53%	26%	46%	48%
Math Achievement				59%	63%	63%	57%	62%	62%
Math Learning Gains				65%	65%	62%	50%	59%	59%
Math Lowest 25th Percentile				47%	53%	51%	44%	49%	47%
Science Achievement				58%	57%	53%	58%	57%	55%

Grade Level Data Review - State Assessments
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	65%	64%	1%	58%	7%
Cohort Comparison						
04	2021					
	2019	71%	61%	10%	58%	13%
Cohort Comparison		-65%				
05	2021					
	2019	68%	60%	8%	56%	12%
Cohort Comparison		-71%				
06	2021					
	2019	58%	60%	-2%	54%	4%
Cohort Comparison		-68%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	55%	61%	-6%	62%	-7%
Cohort Comparison						
04	2021					
	2019	60%	64%	-4%	64%	-4%
Cohort Comparison		-55%				
05	2021					
	2019	52%	60%	-8%	60%	-8%
Cohort Comparison		-60%				
06	2021					
	2019	61%	67%	-6%	55%	6%
Cohort Comparison		-52%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	57%	56%	1%	53%	4%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

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

We will be using iReady Diagnostic and Penda Science as a progress monitoring tool.

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	34	62	88
	Economically Disadvantaged	31	63	90
	Students With Disabilities	25	45	92
	English Language Learners	25	75	85
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	27	45	65
	Economically Disadvantaged	22	44	69
	Students With Disabilities	0	14	37
	English Language Learners	0	33	78

Grade 2				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	24	50	74
	Economically Disadvantaged	27	39	68
	Students With Disabilities	20	27	53
	English Language Learners	0	0	33
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	12	32	45
	Economically Disadvantaged	11	30	39
	Students With Disabilities	4	17	30
	English Language Learners	0	0	14

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	30	44	64
	Economically Disadvantaged	28	40	58
	Students With Disabilities	14	14	36
	English Language Learners	0	11	33
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	13	25	46
	Economically Disadvantaged	13	25	46
	Students With Disabilities	6	17	17
	English Language Learners	0	22	33

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	53	65	79
	Economically Disadvantaged	52	60	75
	Students With Disabilities	18	24	53
	English Language Learners	31	23	54
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	13	20	49
	Economically Disadvantaged	8	20	47
	Students With Disabilities	9	14	32
	English Language Learners	14	7	50

Grade 5				
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
English Language Arts	All Students	37	49	53
	Economically Disadvantaged	28	45	48
	Students With Disabilities	4	4	12
	English Language Learners	0	50	50
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
Mathematics	All Students	14	27	43
	Economically Disadvantaged	13	30	38
	Students With Disabilities	3	13	19
	English Language Learners	0	33	33
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
Science	All Students	9	19	
	Economically Disadvantaged	4	8	
	Students With Disabilities	7	14	
	English Language Learners	0	33	

Grade 6				
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
English Language Arts	All Students	31	30	45
	Economically Disadvantaged	26	26	35
	Students With Disabilities	19	10	29
	English Language Learners	0	20	20
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
Mathematics	All Students	18	30	43
	Economically Disadvantaged	20	28	43
	Students With Disabilities	4	9	26
	English Language Learners	0	17	17

Subgroup Data Review

	2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	25	45	59	23	29	33	32				
ELL	36	31		30	15						
BLK	42	58		32	25						
HSP	47	52	42	38	30	22	60				
MUL	50			39							
WHT	59	51	60	53	55	46	53				
FRL	46	53	50	38	39	30	44				
	2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	41	61	56	34	47	43	26				
ELL	42	56	47	47	56	38	20				
BLK	39	50	54	21	39	43	33				
HSP	65	68	47	56	60	32	56				
MUL	65	80		48	69						
WHT	74	72	74	68	69	59	67				
FRL	59	66	62	51	59	45	51				
	2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	37	37	16	34	54	48	43				
ELL	39	33	31	30	36	38					
BLK	44	36	6	43	44	35	23				
HSP	52	42	35	51	52	44	56				
MUL	62	65		40	31		50				
WHT	63	47	26	65	54	53	70				
FRL	54	44	23	50	48	45	52				

ESSA Data Review

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	50
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	59
Total Points Earned for the Federal Index	397

ESSA Federal Index	
Total Components for the Federal Index	8
Percent Tested	98%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	38
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	34
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	39
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	43
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	45
Multiracial Students Subgroup Below 41% in the Current Year?	NO

Multiracial Students	
Number of Consecutive Years Multiracial Students Subgroup Below 32%	

Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	54
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	46
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

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

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

Analyzing a three year trend, there has been inconsistent growth in the percent of students at proficiency on ELA FSA.
2021 54%
2019 68%
2018 59%

Each grade level has decreased the number of students proficient in ELA FSA over the three years. The biggest concern and dropping below 50% proficiency is in 5th grade.

Percent ELA Proficiency Level
2021 2019 2018
3rd 56 65 67
4th 56 71 51
5th 43 68 50
6th 59 58 65

Analyzing a three year trend, Lockmar had a dramatic decrease in 2021 with the percent of students at proficiency in Math FSA.
2021 46%
2019 59%

2018 57%

Each grade level has decreased the number of students proficient in Math FSA over the three years. 3rd, 4th and 5th grade have all dropped below 50% proficiency levels.

Percent Math Proficiency Level
2021 2019 2018
3rd 44 55 49
4th 44 60 54
5th 39 52 44
6th 53 61 64

Digging deeper into the subgroups on ELA/Math FSA and Progress Monitoring Assessment (iReady), a trend shows an area of concern with our Black students, English Language Learners and Students with Disability.

Percent ELA Proficiency Level Percent Math Proficiency Level
2021 2019 2018 2021 2019 2018
SWD 22 41 37 27 41 37
ELL 30 42 39 20 42 39
BLK 51 39 44 33 39 44

Science proficiency levels have had a slight decrease over a three year period.
2021 54%
2019 58%
2018 58%

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

After analyzing both FSA and iReady data the greatest area in need for improvement is the percent proficient in ELA and Math specifically in 5th grade. An analysis of the subgroups indicates a need for improvement for English Language Learners, Students with Disabilities and Black/African American students at proficiency level in both ELA and Math.

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

The contributing factors are;
1. Lack of collaborative planning focused on standards
2. Lack of small group instruction during Tier 1 for all grade levels
3. Lack of differentiation and scaffolding
4. Lack of student engagement and motivation
5. Lack of standards as a focus for instructional delivery
6. Inconsistency of specific specialized instruction for our ESE and ELL students

The new actions we will take to address this need for improvement are:
1. Implement a structure for collaborative planning
2. Implement non negotiables for Tier 1 instruction to include small group instruction with differentiation
3. Provide professional development in the area of differentiation, student engagement strategies
4. Implement a feedback protocol used by administration and coaches with weekly walkthroughs to include ESE and ELL teachers
5. Implement conscious discipline structures in each classroom

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

Based on progress monitoring data there was an improvement in proficiency in ELA and Math from the fall to the spring in all grade levels.

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

The contributing factors are;
1. Students received direct instruction in content area in the classroom
2. Master schedule included time for individual instructional path i-Ready time

The new actions we took in this area were;
1. Provided a testing environment for i-Ready diagnostic tests
2. Provided data team meetings and professional development around i-Ready data

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

The strategies that will implement to accelerate learning;
1. Strengthen Tier 1 small group instruction via collaborative planning and PD focused differentiation & scaffolding.
2. Revise data meeting structures to ensure a focus is on standards alignment and instructional delivery.
3. Utilize i-Ready program which provides individualized instructional path to help close the skill gaps in reading and math through a designated schedule.

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

The professional development opportunities will vary from newsletter information, email called Tuesday Tips, articles based on standards based instruction and social emotional learning with opportunities for discussions, six early release trainings, at least three planning times a month that focus on student data highlighting standards aligned instructional strategies, one time per month faculty meetings and one day in February all day.

August - Curriculum resources, Tier 1 non-negotiable and conscious discipline
September - Social Emotional Learning, and Planning structures
October - Using i-Ready data to support Tier 1, Differentiation
November - Social Emotional Learning
January - Student Engagement
February PD Day - Standards Aligned Instruction focused on the delivery
March - Questioning techniques
April - Using formative assessments to drive planning

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

Academic support services will be provided for the lowest 35% of students in the area of reading and math. This will be offered before or after school.

Regular leadership team meetings and teacher leaders will occur to ensure that we are building capacity in all team members for standards based instruction and social emotional learning. During these meetings the focus will be on upcoming professional development content, analyzing school wide data and problem solving.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	2020-2021 FSA ELA data shows 54% of students performing at proficiency (3+) compared to the state average of 55% and the district average of 61%. 2020-2021 FSA ELA data shows 5th grade students scored at 39% compared to the state average (5th grade) of 54% and the district average (5th grade) of 59%. Our area of focus is instructional practice relating to standards-aligned instruction in ELA. The goal is for Lockmar to have 100% of our students make a learning gains on i-Ready progress monitoring tool and 80% of our students score at grade level proficiency by state standards on the FSA. A three year trend of FSA data shows that Lockmar continues to have a decline in student proficiency. By changing the trend from decline to increase on FSA ELA we will know that our teachers are implementing effective standards aligned instructional practices.
Measurable Outcome:	School wide FSA scores and i-Ready progress monitoring will increase as a result of teachers collaboratively planning and the implementation of standards aligned instruction in all classrooms for all students. ELA proficiency will increase, as measured by FSA ELA assessments from 54% to 60% (overall grades 3-6). 3rd will increase from 56% to 66% 4th will increase from 56% to 66% 5th will increase from 43% to 53% 6th will increase from 59% to 69% Reading proficiency will increase, as measured by i-Ready Diagnostic progress monitoring from 38% (Fall 2021) to 70% (Spring 2022). 1st will increase from 18% to 75% 2nd will increase from 42% to 75% 3rd will increase from 59% to 75% 4th will increase from 32% to 70% 5th will increase from 32% to 70% 6th will increase from 32% to 70%
Monitoring:	The leadership team and teacher leaders will participate in school wide data meetings where we look at student data in discipline, attendance, and academics to problem solve. We plan to monitor with i-Ready programs each month. The following ongoing monitoring through the following measures: 1. i-Ready Diagnostic Growth (3x yearly) in Reading 2. i-Ready Standards Mastery Assessments in Reading for 3rd to 6th Grade
Person responsible for monitoring outcome:	Kathleen Campione (campione.kathleen@brevardschools.org)
Evidence-based Strategy:	We plan to utilize collaborative planning (effect size 1.57) with standards aligned quality resources. Teachers will ensure that they are explaining content (effect size 0.70) and assessing student learning (effect size 0.64). Teachers and students will have clear learning targets, a clear understanding of what students are expected to know and be able to do and are able to communicate this.
Rationale for	Evidence supports that teaching strategies increase when teachers are given time to collaborate with peers and build their skills utilizing quality materials. Setting the purpose,

Evidence-based Strategy:	explaining content to students and utilizing small group differentiated instruction will support a focused lesson on the standard. These strategies when paired with administration walkthroughs, coach walkthroughs, the coaching cycle, immediate feedback, and data driven lessons will increase student achievement in the area of ELA.

Action Steps to Implement

1. Teachers will collaboratively plan with school-based coach quarterly to dive deep into the meaning of each standard including analyzing text for complexity, student tasks, questions and exit tickets for understanding. These planning sessions will be led by literacy coach, Manuela Moffitt. Lockmar will utilize lessons and assessments from Standards-Mastery to define the depth of the standards.

Person Responsible — Kathleen Campione (campione.kathleen@brevardschools.org)

2. Teachers will use frequent feedback from coach and administration observation to improve instruction.

Person Responsible — Melissa Long (long.melissa@brevardschools.org)

3. Lockmar will utilize i-Ready programs for ELA with the professional development that aligns with the program. Teachers will monitor student progress through i-Ready, Unit Assessments from Benchmark, Running Records and other monitoring tools to guide and plan for standards based instruction.

Person Responsible — Manuela Moffitt (moffitt.manuela@brevardschools.org)

4. School based leadership team and teachers will collaboratively plan implementation of school wide intervention based on frequent student data analysis.

Person Responsible — Manuela Moffitt (moffitt.manuela@brevardschools.org)

5. Teachers will plan lessons that engage students in the complexity level intended for each standard. Student products will be routinely analyzed by the teachers to ensure the focus is on the depth.

Person Responsible — Melissa Long (long.melissa@brevardschools.org)

6. Teachers will collaboratively analyze class, grade level and schoolwide data to continually monitor the progress of students during weekly data team meetings.

Person Responsible — Kathleen Campione (campione.kathleen@brevardschools.org)

7. Academic Support program will be offered to students who are in the lowest 35% in the area of reading for students in grade 5 and 6.

Person Responsible — Kathleen Campione (campione.kathleen@brevardschools.org)

#2. Culture & Environment specifically relating to Social Emotional Learning	
Area of Focus Description and Rationale:	Data from Suicide Risk Inquiries (SRI) referrals for counseling/mental health services, discipline referrals and insights gained from trauma-informed care training indicate a need for school wide expectations that focus on emotional/behavioral interventions. Due to the continuing impact of COVID it is imperative to focus on the social and emotional needs of our students. Data from the discipline referrals in 2019 were 36 to 2020 were 32 categorizing Lockmar in an area of needs improvement.
Measurable Outcome:	By May of 2022 there will be a decrease in Suicide Risk Inquiries (SRI) and discipline referrals of 50%.
Monitoring:	Social Emotional Learning (SEL) will be monitored with monthly monitoring of SRI, and discipline data.
Person responsible for monitoring outcome:	Melissa Long (long.melissa@brevardschools.org)
Evidence-based Strategy:	There will be a schoolwide focus on Tier 1 behavioral expectations utilizing Conscious Discipline structures. Teachers and staff will work to improve a research-based social emotional learning program and small group guidance for identified students. Research has shown that social and emotional competence can be enhanced using a variety of classroom based approaches such as explicit instruction through social emotional skills and attitudes, teaching practices such as cooperative learning and an integration of SEL and academic curriculum that provides sequenced, active, focused and explicit structure.
Rationale for Evidence-based Strategy:	When students have had Social Emotional Learning (SEL) lessons, they have a development in knowledge of SEL strategies, critical thinking abilities, and ability to apply their knowledge and skills in the real world. An inclusive, relationship centered and culturally responsive practice will create a supportive classroom and school environment.

Action Steps to Implement

1. Guidance Counselors will increase the number of small groups for students to offer social skills training and coping strategies for Tier 2 supports.

Person Responsible	Kathleen Campione (campione.kathleen@brevardschools.org)

2. Teachers will teach students breathing techniques and implement key components that create a positive classroom culture with Conscious Discipline strategies.

Person Responsible	Marijo Seibel (seibel.marijo@brevardschools.org)

3. Guidance counselors will provide supports for students in Tier 2 during social situations like; classrooms, recess, cafeteria to help them utilize the strategies taught.

Person Responsible	Kristina Bradish (bradish.kristina@brevardschools.org)

4. Teachers will participate in weekly and monthly training with self reflections on their responses and practices when dealing with student behaviors.

Person Responsible	Melissa Long (long.melissa@brevardschools.org)

5. Teachers will teach appropriate ways to cooperate with peers and use cooperative learning strategies within their lessons.

Person Responsible   Marijo Seibel (seibel.marijo@brevardschools.org)

6. Teachers, students and parents will participate in a community service project and a kindness act through the month of December, Light up Lockmar. The challenge will be that each family complete an act of kindness and return a paper light to display at the school.

Person Responsible   Kristina Bradish (bradish.kristina@brevardschools.org)

#3. Instructional Practice specifically relating to Standards-aligned Instruction	
Area of Focus Description and Rationale:	Our area of focus is instructional practice relating to standards-aligned instruction in math and science. A three year trend of FSA data shows that Lockmar continues to have a decline in student proficiency. By changing the trend from decline to increase on FSA Math and Science we will know that our teachers are implementing effective standards based instructional practices.
Measurable Outcome:	School-wide FSA scores and i-Ready progress monitoring will increase as a result of teachers collaboratively planning and the implementation of standards-aligned instruction in all classrooms for all students. Math proficiency will increase, as measured by FSA Math assessments from 46% to 60% (overall grades 3-6). 3rd will increase from 44% to 55% 4th will increase from 44% to 60% 5th will increase from 39% to 52% 6th will increase from 53% to 63% Math proficiency will increase, as measured by i-Ready Diagnostic progress monitoring from 23% (Fall 2021) to 70% (Spring 2022). 1st will increase from 13% to 75% 2nd will increase from 27% to 75% 3rd will increase from 17% to 75% 4th will increase from 24% to 70% 5th will increase from 22% to 70% 6th will increase from 29% to 70% 5th grade 2021 Science SSA proficiency from 54% increase to 60%
Monitoring:	The leadership team and teacher leaders will participate in school wide data meetings where we look at student data in discipline, attendance, and academics to problem solve. We plan to monitor with i-Ready and Penda programs each month.
Person responsible for monitoring outcome:	Kathleen Campione (campione.kathleen@brevardschools.org)
Evidence-based Strategy:	We plan to utilize collaborative planning (effect size 1.57) with standards aligned quality resources. Teachers will ensure that they are explaining content (effect size 0.70) and assessing student learning (effect size 0.64). Teachers and students will have clear learning targets, a clear understanding of what students are expected to know and be able to do and are able to communicate this.
Rationale for Evidence-based Strategy:	Evidence supports that teaching strategies increase when teachers are given time to collaborate with peers and build their skills utilizing quality materials. Setting the purpose and explaining content to students will support a focused lesson on the standard. These strategies when paired with administration walkthroughs, coach walkthroughs, the coaching cycle, immediate feedback, and data driven lessons will increase student achievement in the area of Math and Science.
Action Steps to Implement	

1. Teachers will collaboratively plan with school-based coach quarterly to dive deep into the meaning of each standard including analyzing text for complexity, student tasks, questions and exit tickets for understanding.

Person Responsible Melissa Long (long.melissa@brevardschools.org)

2. Teachers will use frequent feedback from coach and administration observation to improve instruction.

Person Responsible Kathleen Campione (campione.kathleen@brevardschools.org)

3. Teachers will plan lessons that engage students in the complexity level intended for each standard and math discourse. Student products will be routinely analyzed by the teachers to ensure the focus is on the depth.

Person Responsible Melissa Long (long.melissa@brevardschools.org)

4. During weekly data team meetings teachers will collaboratively analyze class, grade level and schoolwide data to guide instructional practices resulting in student growth.

Person Responsible Manuela Moffitt (moffitt.manuela@brevardschools.org)

5. Leadership team and coach will implement an after school academic support program for the lowest 35% of students in Math. During this ASP model, students will be tutored twice a week for an hour with 1st - 6th grade students.

Person Responsible Kathleen Campione (campione.kathleen@brevardschools.org)

6. Teachers will participate in monthly professional development on standards aligned instruction. The professional development will include standards, complexity levels, differentiation, student engagement, instructional delivery strategies and using formative assessments to drive lesson planning facilitated by the school leadership team.

Person Responsible Melissa Long (long.melissa@brevardschools.org)

7. Teachers in grades 3-6 will implement PENDA science for 30 minutes a week to supplement science content. A monthly analysis of this data will be done by teachers and administration during weekly data meetings to adjust direct instruction supporting specific student needs.

Person Responsible Melissa Long (long.melissa@brevardschools.org)

7. Teachers in grades 3-6 will implement PENDA science program for 30 minutes a week to supplement science content.

Person Responsible [no one identified]

Additional Schoolwide Improvement Priorities

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

In comparing Lockmar's discipline data to the state in the area of violent, property and drug/ public order incidents Lockmar scored very low in comparison to the state averages. However, the suspension information rank 26/126 in Brevard county and 976/1,395 in the state of Florida with a total of 36 in or out of school suspensions reported. Even though this is a decrease from the previous year, it is a primary concern for improvement.

The action steps we plan to take:
1. Implement Conscious Discipline in every classroom.
2. Ensure that every teacher has had Conscious Discipline training.
3. Teach all four Social Emotional Learning modules to all instructional staff.
4. Implement Tuesday Tip emails to provide supports in Conscious Discipline and SEL
5. Provide articles to staff around Conscious Discipline and SEL supports
6. Conduct data meetings that focus on school wide, grade level and individual student discipline data to problem solve strategies to implement throughout the year.
7. Monitor discipline, attendance, risk assessment data monthly by the leadership team to drive weekly data meetings with teachers to problem solving solutions.
8. Implement a behavior tool kit to dive deep into students who begin to struggle. Analyzing classroom Tier 1 supports, observations, interest surveys on the students and data meetings specifically for behavior on Monday's.

The impact of our action steps will be evident with a decrease in discipline referrals and suicide risk assessments.

Part IV: Positive Culture & Environment

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

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

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

Our school addresses building a positive school culture and environment ensuring all stakeholders are involved by fostering a positive relationship with students and families.

Building relationships with our stakeholders is an important part of establishing a school culture that is perceived as inviting and caring.

In our most recent parent survey, Lockmar parents indicated a great improvement in friendliness of the office staff and feeling welcome when they come to campus.. As we look at areas to improve, our families have indicated that they welcome more communication with monthly newsletters, weekly social media posts and weekly text messages to stakeholders.

On the Youth Truth Survey, Lockmar's two highest key ratings, according to our students, were in Engagement and Instructional Methods. According to the survey, students felt very strongly that our teachers are here to help them. This indicates that the students feel supported. The area where Lockmar students indicated a need for improvement is in Belonging. In looking deeper into these results, our 4th grade students scored a lower rating than students in all other grades. Our plan is to focus on building a positive school culture with community activities like; service projects, schoolwide special days, implementing positive referrals and training for all staff to create a common vocabulary.

In January 2021, Lockmar's instructional staff participated in the EDI Insight Survey. Lockmar's Instructional Culture Index fell from 8.5 to 8.2 which is in the 47th percentile. The collective results from this survey serve as a leading indicator of the instructional atmosphere and positive school culture that is pervasive among our faculty. Key area of success include Observation and Feedback and School Operations. The Insight Survey indicated a need to strengthen areas in the domains of Hiring Process and Academic Opportunity. We plan to implement weekly club opportunities that support academics afterschool for students in grades 3-6.

In alignment with the BPS Strategic Plan, Goal 1, (Provide equitable supports in a safe learning environment for every student's social, emotional, and behavioral development.) we are implementing Conscious Discipline training. In addition, teachers are receiving professional development classroom culture, building relationship, trauma awareness and building resilience.

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

One of our goals at Lockmar is to create a school where all stakeholders view it as a positive, safe, and community hub.

We have fifteen signed Business Partner that support building student and staff morale. They have provided meals for staff, snack cart supplies, various gift cards and services at a discount.

Our community support from Calvary Chapel and Covenant Church has provided multiple projects for beautification of our campus. They churches have collaborative to gain the most support with work as well as funds to support our projects. They have weeded, built benches, pressure washed, refinished part of the blacktop, planted flowers and a garden.

PTA supports positive culture by promoting local business and support for our school by partnering with local businesses for school spirit night.

The School Advisory Council (SAC) promotes a positive culture at Lockmar by including families and community members in the decision making process at school.

Palm Bay Police Department plays a positive, active role at Lockmar. We have collaborated with them to create an open atmosphere where officers stop in to walk the halls, visit the cafeteria and talk with students. We celebrated them on National Thank an Officer with a car parade, thank you cards and chants.

What started as donations from local churches and businesses to provide holiday meals to our most needy families turned into a community food pantry for our Lockmar Families. Our school Security Specialist, Mr. Dwight Collins, spearheaded this project and now with local support from community partners and other

donations, we are able to offer this food pantry to our families in need.