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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
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	96%
2021-22 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	2021-22: C (52%) 2018-19: B (61%) 2017-18: C (49%)
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	ATSI
* 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.

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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)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-6	No	96%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	46%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	C		B	B

School Board Approval

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SIP Authority

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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. 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.

(Reviewed 2022, Committee formed to review and revise)

Provide the school's vision statement.

Lockmar, Where Minds Open To The Future

(Reviewed 2022, Committee formed to review and revise)

School Leadership Team

Membership

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

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
Riley , Megan	Teacher, Adult	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.
Moffitt, Manuela	Instructional 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.
Gillaspie, Alicia	Teacher, ESE	Teacher plans and teaches students the grade level standards while scaffolding to meet individual student needs. Teacher leader responsibilities include ESE Contact, facilitates monthly meetings with multiple stakeholders for training and updates. Monitors schoolwide progress of the school improvement plan.
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.
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

Name	Position Title	Job Duties and Responsibilities
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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 2022 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.*

1

Number of teachers with a 2022 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.*

9

Total number of teacher positions allocated to the school

51

Total number of students enrolled at the school

578

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

8

Identify the number of instructional staff who joined the school during the 2022-23 school year.

3

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	74	69	71	74	82	86	97	0	0	0	0	0	0	553
Attendance below 90 percent	10	18	6	11	16	10	22	0	0	0	0	0	0	93
One or more suspensions	0	2	0	7	4	8	8	0	0	0	0	0	0	29
Course failure in ELA	0	0	0	0	3	1	2	0	0	0	0	0	0	6
Course failure in Math	0	0	0	0	2	0	1	0	0	0	0	0	0	3
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	3	4	7	0	0	0	0	0	0	14
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	3	4	7	0	0	0	0	0	0	14
Number of students with a substantial reading deficiency	10	1	0	6	0	0	0	0	0	0	0	0	0	17

Using the table above, complete the table below with the number of students by current grade level who have 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	1	1	0	3	7	4	7	0	0	0	0	0	0	23

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	5	7	0	1	2	1	0	0	0	0	0	0	0	16
Students retained two or more times	0	1	0	0	0	0	0	0	0	0	0	0	0	1

Date this data was collected or last updated

Thursday 9/8/2022

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	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

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	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

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	56%	61%	56%				68%	62%	57%
ELA Learning Gains	64%						70%	60%	58%
ELA Lowest 25th Percentile	49%						63%	57%	53%
Math Achievement	46%	49%	50%				59%	63%	63%
Math Learning Gains	59%						65%	65%	62%
Math Lowest 25th Percentile	51%						47%	53%	51%
Science Achievement	42%	60%	59%				58%	57%	53%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	65%	64%	1%	58%	7%
Cohort Comparison		0%				
04	2022					
	2019	71%	61%	10%	58%	13%
Cohort Comparison		-65%				
05	2022					
	2019	68%	60%	8%	56%	12%
Cohort Comparison		-71%				
06	2022					
	2019	58%	60%	-2%	54%	4%
Cohort Comparison		-68%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	55%	61%	-6%	62%	-7%
Cohort Comparison		0%				
04	2022					
	2019	60%	64%	-4%	64%	-4%
Cohort Comparison		-55%				
05	2022					
	2019	52%	60%	-8%	60%	-8%
Cohort Comparison		-60%				
06	2022					
	2019	61%	67%	-6%	55%	6%
Cohort Comparison		-52%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	57%	56%	1%	53%	4%
Cohort Comparison						
06	2022					
	2019					
Cohort Comparison		-57%				

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	29	51	47	22	50	46	13				
ELL	45	55	25	27	52	58	45				
BLK	38	43		28	61		23				
HSP	50	63	40	44	68	56	29				
MUL	46	68		28	32		18				
WHT	65	70	64	55	60	50	55				
FRL	49	60	47	38	53	49	34				
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				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	53
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	54
Total Points Earned for the Federal Index	421
Total Components for the Federal Index	8
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	39
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	45
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	39
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	50

Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	38
Multiracial Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	60
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	48
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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 continues to be inconsistent growth in the percent of students at proficiency in ELA as measured by the FSA.

- 2022 55.8%
- 2021 54%
- 2019 68%

ELA Percent proficient by grade level:

- 2022 2021 2019
- 3rd 56% 56% 65%
- 4th 55% 56% 71%
- 5th 58% 43% 68%

6th 57% 59% 58%

Analyzing a three year trend, Lockmar is showing a small increase in proficiency in Math post pandemic.

2022 46.4%

2021 46%

2019 59%

Math Proficiency by grade level:

2022 2021 2019

3rd 44% 44% 55%

4th 49% 44% 60%

5th 42% 39% 52%

6th 49% 53% 61%

As we analyzed data by subgroups, three specific ESSA subgroups have shown decline. Those subgroups are Black/African American, Students with Disabilities, and Multi-Racial.

2022

BLK 39%

SWD 39%

MULTI 38%

A plan to increase proficiency in Science is also necessary as indicated by trend data.

2022 2021 2019

Gr. 5 42% 54% 58%

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

After analyzing both FSA and i-Ready data, the greatest areas in need for improvement continue to be the percent of proficiency in ELA, Math and Science. In addition our ESSA Subgroup data supports that need for three subgroups: Black/African American, Multiracial and Students with Disabilities.

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

Contributing factors are:

1. A change in state standards.
2. Insufficient small group instruction during Tier 1 at all grade levels.
3. Continued impacts from the pandemic including poor attendance, lack of student motivation and engagement and staffing issues.

The new actions we will take to address this need for improvement are:

1. Scheduled classroom walkthroughs with follow up and feedback.
2. Provide ongoing professional development in the areas of standard aligned instruction, collaborative planning, and the use of progress monitoring data to make instructional decisions.
3. Continue to work with Parent Liaison and school Social Worker to increase attendance and student motivation.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Based on the information from progress monitoring and the 2022 state assessments, the data showed improvements in the areas of ELA and Math in 5th grade showed the most improvement. In addition, proficiency in Math in grade 4 showed a similar improvement.

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

The contributing factors are:

1. The teams used collaborative planning.
2. Students received direct instruction in content area in the classroom.
3. The master schedule included time for individual instructional path iReady time.

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

ASP, tutoring outside of school hours including Saturday, and small group instruction

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.

BEST aligned MATH curriculum
Support for new Reading and Math Curriculum
Effective use of small group instruction in the content areas

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

Attendance support from Parent Liaison and Social Worker, Tutoring with paid tutors and mentors, continual feedback following classroom walkthroughs and continual progress monitoring to inform instruction.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to Science

Area of Focus
Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.

The overall proficiency level in Science as measured by the state assessment has continued to decline every year. Factors to consider for this decline are: the school closures during the pandemic, increased absenteeism during the pandemic after school reopened, a strong emphasis on reading and math during the school closure and after the reopening as well as a lack of understanding of the importance of science instruction in the primary grades to support understanding in the intermediate grades. Even with significant use of supports for Science proficiency in grade 5 by using the PENDA program, there was still a significant decline in proficiency levels in Science as indicated by the scores on the state assessment.

Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Student proficiency in Science will increase from 42% to 56%.

Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.

Student Achievement: PENDA will be used in all classes in grades 3-6 to support individual student proficiency in Science. Students in grades 3-6 will use PENDA for a minimum of 30 minutes per week during school hours. This time will be part of the grade level schedule.

Teacher Expectations: Administration and instructional coach will conduct regularly scheduled walkthroughs with feedback. PENDA usage will be monitored by grade/teacher/student. Teachers will use data from student PENDA usage, assessment data from the Stemsscopes curriculum and the district science assessments to make instructional decisions.

Person responsible for monitoring outcome:

Kathleen Campione (campione.kathleen@brevardschools.org)

Evidence-based Strategy: Describe the evidence-based strategy being

1. 3-6 PENDA science usage
2. Walkthrough during science
3. Fidelity of science instruction daily

implemented for this Area of Focus.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy.

Describe the resources/ criteria used for selecting this strategy.

Monitoring of PENDA usage indicated an increase in usage in grade 5 but no consistent usage in other grades. Instructional walkthroughs have for the most part targeted fidelity in ELA and Math instruction. Special consideration will be made to improve the consistency and fidelity of walkthroughs and feedback during Science instruction in all grades.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Administration and coach will conduct regularly scheduled walkthroughs with follow up feedback in Science. Follow up will include progress monitoring during grade level data meetings. Teachers will be purposeful in planning and fidelity of science instruction daily. Teachers will receive PD to support the use of PENDA in grades 3-6 to supplement student classroom instruction.

Actions Steps for SWD Subgroup

1. ESE teachers will plan with grade level teachers
2. PD in inclusive practices for all teachers

Planning System

1. Scheduled common planning for all grade level teachers with attendance by a coach or leadership team member.
2. ESE teachers will meet weekly with general education teachers to collaborate and coordinate instruction for shared students.

Coaching System

1. Administration and Coach will analyze the data from walkthroughs and student academic achievement. Then, teachers will be tiered for different levels of supports through the coaching cycle.

Person

Responsible

Melissa Long (long.melissa@brevardschools.org)

#2. Positive Culture and Environment specifically relating to Improving Student Behavior

<p>Area of Focus</p> <p>Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.</p>	<p>Since coming back into the school post pandemic students have been less receptive to behavioral expectations. There has been an increase in referrals and classroom disruptions due to the lack of knowing how to behave within a classroom environment. Counselors have had to respond to classrooms for interventions with students to resolve conflicts due to students not having the skill set to resolve conflict among themselves. Even though some students have a BIP (Behavior Intervention Plan) interventions had to be changed or modified to help with the increase of their behaviors. Some students were placed on a check-in and check-out system due to behaviors within the classroom that needed constant monitoring.</p>
<p>Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.</p>	<p>Due to the implementation of PBIS (Positive Behavior Intervention Strategy) this year we should see a decline in referrals and classroom disruptions by at least 25% or more.</p>
<p>Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.</p>	<p>Student progress: Reports ran from Focus on discipline referrals. Classroom walkthroughs. Conversations with students about how things are going.</p> <p>Administration: Looking over reports with PBIS coach, classroom walkthroughs, talking with students, talking with teachers during data meetings, and from surveys.</p> <p>All staff will be modeling expectations and reinforcing them when needed. Parents will be updated regularly regarding the PBIS implementation via the school newsletter.</p>
<p>Person responsible for monitoring outcome:</p>	<p>Alicia Gillaspie (gillaspie.alicia@brevardschools.org)</p>
<p>Evidence-based Strategy: Describe the evidence-based strategy being implemented</p>	<p>Using the PBIS Model, the school-based team worked to develop system wide expectations for students and teachers. The three school-wide expectations around which school and classroom rules will be built are: Be Safe, Be Kind, Be Ready.</p>

for this Area of Focus.

Rationale for Evidence-based

Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

PBIS is a framework for creating safe, positive, equitable schools where every student can feel valued, connected to the school community and supported by caring adults. By implementing these evidence based practices our school will support our students academically, socially, emotionally and have behavioral success. PBIS increases student engagement and instructional time, it empowers students to play a central role in their education, and it reduces racial inequities in discipline. PBIS supports and promotes a common language for expectations among all stakeholders.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Staff will be trained on the PBIS philosophy. They will be given the Lockmar expectations that will be used school-wide to help with discipline. Teachers will set-up their classrooms rules in conjunction with the school-wide plan and expectations.

Administration will do walkthroughs to monitor how students are responding to expectations with the classrooms.

PBIS coach will attend the POC meetings and report back with admin. The coach will meet with the team once a month. Monthly team meetings to go over what is needed in the school and to discuss behavior issues and possible classroom supports to be implemented.

Teachers should be making sure that they are modeling the expectations with the students. Reinforcing expectations when necessary and reminding them of what is expected.

School faculty and staff will provide shout-outs to each other as well for being positive role models and helping out as well to boost morale.

Person Responsible Alicia Gillaspie (gillaspie.alicia@brevardschools.org)

#3. Instructional Practice specifically relating to Standards-aligned Instruction

Area of Focus

Description and Rationale:

The overall proficiency level in the areas of Reading and Math, as measured by the state assessment, have shown a steady decline over the past several years. This decline has been exacerbated by student absenteeism, quarantines and illness related to the pandemic. In addition, during this time the state has adopted new Benchmarks/Standards for ELA and Math, as well as a new progress monitoring system to replace the previous state assessment format.

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Measurable Outcome:

Proficiency in the areas of ELA and Math will show at minimum, a 5 percentage point increase

ELA from 56% to 61% Proficiency

Math from 46% to 51% Proficiency

State the specific measurable outcome the school plans to achieve.

In addition subgroups identified in our needs assessment will show the same increase in proficiency

This should be a data based, objective outcome.

BLK ELA from 38% to 43%

BLK Math from 28% to 33%

MULTI ELA from 46% to 51%

MULTI Math from 28% to 33%

SWD ELA from 29% to 34%

SWD Math from 22% to 27%

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Teachers will meet with the leadership team to identify and monitor the progress of students from each identified subgroup.

The leadership team will meet weekly to discuss student progress and to provide support to teachers. In addition teachers and administration will monitor iReady Reading and Math data weekly with specific attention to subgroup data.

Following administration of state progress monitoring assessments, the leadership team will meet with teachers to review the data, plan for instruction to address student needs and provide support. The leadership team will monitor instruction during weekly walkthroughs, lesson plans and meetings with teachers.

Teachers will use resources such as LLI , Teacher Toolbox for Intervention, and other research based instructional resources for interventions as needed.

Person responsible for monitoring outcome:

Kathleen Campione (campione.kathleen@brevardschools.org)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

Collaborative planning (effect size 1.57) with standards aligned quality resources will be used. 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, an understanding of what students are expected to know, and explicit, current data to drive instructional decision making.

Teachers will be expected to plan/teach lessons following the district pacing guide. Small group instruction will be a part of daily instructional practices at every grade level.

Administration will monitor with weekly walkthroughs followed by feedback sessions with teachers.

Rationale for Evidence-based Strategy: Explain the

Evidence supports that teaching strategies increase/improve when teachers are given time to collaborate with peers and build their skills utilizing quality materials. In addition having access to current student performance data to drive instructional

rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

decision making for will have an impact on student achievement. (feedback 0.73 effect size)

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Plan/implement weekly progress monitoring meetings with teachers.

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

Plan/implement weekly classroom walkthroughs to monitor instructional practices.

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

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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 2022, 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 areas 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 school culture and environment.

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 Partners 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. The churches worked collaboratively 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 supports 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.