Lockhart Elementary

2022-23 Schoolwide Improvement Plan

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Lockhart Elementary

7500 EDGEWATER DR, Orlando, FL 32810

https://lockhartes.ocps.net/

Demographics

Principal: Monica Gordon   Start Date for this Principal: 7/7/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
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* White Students* Economically Disadvantaged Students
School Grades History	2021-22: C (44%) 2018-19: D (40%) 2017-18: C (46%)
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	TSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).	

School Board Approval

This plan was approved by the Orange County School Board on 1/24/2023.

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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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-5	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	89%

School Grades History

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

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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.

With the support of families and the community, we create enriching and diverse pathways to lead our students to success.

Provide the school's vision statement.

To ensure every student has a promising and successful future.

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
Muse, Alyson	Principal	As an instructional leader, the principal communicates the vision for academic success for students based on high standards and rigorous instruction. The principal carefully reviews school data and creates a school vision for continuous improvement. The principal gains buy-in for the plan from all stakeholders and ensures that all the appropriate personnel including teachers and support staff are in place in order to successfully accomplish the desired outcomes. The principal monitors classroom instruction and provides feedback to teachers accordingly. The principal facilitates and participates in regularly scheduled PLC's, professional learning, and data meetings. The principal regularly reviews new data and oversees the school-wide implementation of the intervention process and acquisition of needed resources, monitors completion of team duties, and oversees all operations of the school.
Staff, Intructional	Curriculum Resource Teacher	Ms. Watts is our MTSS coach/interventionist. Ms. Watts coaches teachers on collecting and analyzing data in order to best support students during all tiers of instruction: Tier 1, Tier 2 and Tier 3. She schedules and facilitates monthly MTSS meetings with teachers and content specialists on campus so that the team can closely track student progress and identify new support systems for students when the data suggests that a change may be necessary. As an interventionist, she is knowledgeable about different diagnostic tools and the various intervention materials and strategies that are available to use with children. She will teach her own small group intervention lessons in both Reading and Mathematics to students who have been identified as needing an additional layer of support.
Thompson, Carla	Instructional Coach	Carla Thompson - The instructional coach facilitates professional learning to assist teachers with effective instructional practices based on student data. The instructional coach facilitates weekly common planning sessions with grade-level teams. In these sessions, the instructional coach helps teachers understand the district created Curriculum Resource Materials (CRMs) that enable them to teach students to the full rigor of the standards. Guidance is provided for teachers in the selection and use of instructional materials and practices for initial instruction, both whole group and small group instruction, and interventions. The instructional coach will review current data points and make recommendations for instructional changes and analyze the effectiveness of curriculum resources. The instructional coach may also support teachers with data collection and analysis as a member of the MTSS team. Furthermore, the instructional coach provides job-embedded

Name	Position Title	Job Duties and Responsibilities
		professional learning through the modeling of lessons and best practices and providing coaching feedback to teachers to improve their craft.
Nelson, Adrianne	Math Coach	Annie Nelson - The instructional coach facilitates professional learning to assist teachers with effective instructional practices based on student data. The instructional coach facilitates weekly common planning sessions with grade level teams. In these sessions, the instructional coach helps teachers understand the district created Curriculum Resource Materials (CRMs) that enable them to teach students to the full rigor of the standards. Guidance is provided for teachers in the selection and use of instructional materials and practices for initial instruction, both whole group and small group instruction, and interventions. The instructional coach will review current data points and make recommendations for instructional changes and analyze the effectiveness of curriculum resources. The instructional coach may also support teachers with data collection and analysis as a member of the MTSS team. Furthermore, the instructional coach provides job-embedded professional learning through the modeling of lessons and best practices and providing coaching feedback to teachers to improve their craft.
	Dean	The dean provides school-wide professional learning regarding the behavior management framework in all classrooms. The dean provides teachers with classroom support and feedback to ensure a safe, cooperative environment for learning to take place. The dean participates in The Behavior team, a group comprised of representatives from all grade levels. This group reviews current behavior data and makes recommendations for adjustments to the school-wide behavior framework and incentive plans based on this data. The dean also serves as a member of the Dolphin Support team to work in collaboration with all parties that serve in the best interest of students.
Harris, Deidre	School Counselor	The guidance counselor provides social/emotional support by eliminating or diminishing social and psychological barriers to learning by working with students individually or within small group counseling sessions. The counselor teaches students problem solving and conflict resolution skills. She also acts as a liaison between home and school by communicating with parents as a partner in a child's emotional well-being. The guidance counselor conducts parenting classes on helpful topics that impact learning in order to address the needs of the whole child. Additionally, she serves as the facilitator of the Threat Assessment Team and an active participant in the Dolphin Support team.

Name	Position Title	Job Duties and Responsibilities
Mason, Stephanie	Staffing Specialist	Ms. Mason serves as the Staffing Specialist/ELL Compliance Specialist. The staffing specialist helps analyze data and assists with determining next steps as a member of the MTSS team. The staffing specialist manages all documents in order for the school to be in compliance with ESE and ESOL regulations. The staffing specialist may work with the ESE and the ELL support staff to create an appropriate schedule, conducts IEP meetings and staffing meetings. The staffing specialist facilitates collaborative efforts between the classroom teacher, school resource personnel and the parent/s to act in making the best academic and personal decisions regarding individual students.
Sutton, Shayne	Behavior Specialist	Ms. Sutton serves as the behavior specialist. The behavior specialist provides school-wide professional learning regarding the behavior management framework in all classrooms. The behavior specialist provides teachers with classroom support and feedback to ensure a safe, cooperative environment for learning to take place. Resources, such as behavior contracts, for at-risk students are carefully considered and shared by the behavior specialist. The behavior specialist participates in The Behavior team, a group comprised of representatives from all grade levels. This group reviews current behavior data and makes recommendations for adjustments to the school-wide behavior framework and incentive plans based on this data. The behavior specialist also serves as a member of the Dolphin Support team to work in collaboration with all parties that serve in the best interest of students. The behavior specialist offers socials skills group for students in need and also serves as a liaison with outside agencies that offer support to students and families.

Demographic Information

Principal start date

Wednesday 7/7/2021, Monica Gordon

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.*

0

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.*

11

Total number of teacher positions allocated to the school

26

Total number of students enrolled at the school

404

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

4

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

4

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	55	63	51	66	48	58	0	0	0	0	0	0	0	341
Attendance below 90 percent	19	27	22	23	22	14	0	0	0	0	0	0	0	127
One or more suspensions	0	0	0	6	4	0	0	0	0	0	0	0	0	10
Course failure in ELA	0	0	1	1	7	1	0	0	0	0	0	0	0	10
Course failure in Math	0	0	0	2	0	0	0	0	0	0	0	0	0	2
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	10	14	19	0	0	0	0	0	0	0	43
Level 1 on 2022 statewide FSA Math assessment	0	0	0	11	10	20	0	0	0	0	0	0	0	41
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	0	0	0	11	16	19	0	0	0	0	0	0	0	46

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	0	0	0	10	1	0	0	0	0	0	0	0	0	11
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Thursday 8/4/2022

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	31	46	59	53	54	62	0	0	0	0	0	0	0	305
Attendance below 90 percent	17	16	20	21	11	22	0	0	0	0	0	0	0	107
One or more suspensions	0	2	0	2	3	2	0	0	0	0	0	0	0	9
Course failure in ELA	0	0	0	0	5	3	0	0	0	0	0	0	0	8
Course failure in Math	0	0	0	0	3	6	0	0	0	0	0	0	0	9
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	6	0	0	0	0	0	0	0	6
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	6	0	0	0	0	0	0	0	6
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	1	0	1	4	9	0	0	0	0	0	0	0	15

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	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	31	46	59	53	54	62	0	0	0	0	0	0	0	305
Attendance below 90 percent	17	16	20	21	11	22	0	0	0	0	0	0	0	107
One or more suspensions	0	2	0	2	3	2	0	0	0	0	0	0	0	9
Course failure in ELA	0	0	0	0	5	3	0	0	0	0	0	0	0	8
Course failure in Math	0	0	0	0	3	6	0	0	0	0	0	0	0	9
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	6	0	0	0	0	0	0	0	6
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	6	0	0	0	0	0	0	0	6
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	1	0	1	4	9	0	0	0	0	0	0	0	15

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	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	36%	56%	56%				40%	57%	57%
ELA Learning Gains	56%						53%	58%	58%
ELA Lowest 25th Percentile	52%						42%	52%	53%
Math Achievement	36%	46%	50%				43%	63%	63%
Math Learning Gains	48%						40%	61%	62%
Math Lowest 25th Percentile	41%						31%	48%	51%
Science Achievement	38%	61%	59%				32%	56%	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	36%	55%	-19%	58%	-22%
Cohort Comparison		0%				
04	2022					
	2019	45%	57%	-12%	58%	-13%
Cohort Comparison		-36%				
05	2022					
	2019	33%	54%	-21%	56%	-23%
Cohort Comparison		-45%				

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	39%	62%	-23%	62%	-23%
Cohort Comparison		0%				
04	2022					
	2019	52%	63%	-11%	64%	-12%
Cohort Comparison		-39%				
05	2022					
	2019	31%	57%	-26%	60%	-29%
Cohort Comparison		-52%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	30%	54%	-24%	53%	-23%
Cohort Comparison						

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	4	17		15	24						
ELL	24	64		35	73						
BLK	36	58	47	35	50	38	40				
HSP	30	53		33	40						
WHT	42	42		28	33						
FRL	33	54	50	34	50	43	44				

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				9							
ELL	40			33							
BLK	31	40	60	36	38	50	29				
HSP	45			65							
WHT	40	18		44	18		27				
FRL	29	29	40	39	33		22				

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	8	13		12	20	20					
ELL	23	48		33	44	36	10				
BLK	38	57	45	37	38	30	27				
HSP	42	43		50	43		20				
WHT	46	52		54	42		62				
FRL	36	57	53	41	38	35	24				

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)	TSI
OVERALL Federal Index – All Students	47
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	65
Total Points Earned for the Federal Index	372
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	15
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	3
English Language Learners	
Federal Index - English Language Learners	52
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	43
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	42
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	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
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	36
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	0
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%	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?

There were significant gains from Fall to Spring in ELA and Math for our students overall in our iReady data. The Students with Disabilities (SWD) made a 12% gain in ELA and 17% gain in Math of students on or above grade level in reading. English Language Learners (ELL) subgroups made a 9% gain in ELA and 20% gain in Math of students on or above grade level. Both subgroups (SWD, ELL) showed a significant decrease of students 2 or more grade levels below. The Economically Disadvantage (ED) subgroup has shown a significant increase of students on or above grade level; 33% ELA, and 36% Math.

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

Based on the iReady diagnostic, 40% of students in grades 3-5 demonstrated proficiency in Math and 38% in ELA. Based on the 2020-21 Science data and 2021-22 Science PMA, Science continues to be one of the subjects that demonstrates the need for improvement. While students made increased science proficiency, there is still work that needs to be done. Additionally, SWD and ELL students continue to show a need for improvement 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 factors that contributed to this year's performance are the significant gaps in students' prior knowledge of content. We plan to continue to provide a multi-tiered system of support for our students to decrease the achievement gap. Additionally, provide support to teachers on standards and tier 1 instruction.

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

Based on the progress monitoring data, Math and ELA learning gains showed improvements. But overall, the data shows that Math proficiency showed the most improvement, a 36% increase.

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

The Math coach provided a math framework that included interventions, small groups, and reteach/reassess. Additionally, the tier 1 interventionists supported during math small group to provide for multiple exposures to the content and math-focused after-school tutoring program.

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

Strategies for our students that should be implemented are as follows. Teachers use explicit instruction when students are learning new material and complex concepts and skills. They strategically choose examples and non-examples and language to facilitate student understanding, anticipate common misconceptions, highlight essential content, and remove distracting information. They model and scaffold steps or processes needed to understand content and concepts, apply skills, and complete tasks successfully and independently. Additionally, frontload academic vocabulary and build background knowledge.

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.

Provide differentiated professional development each month that will include the following:
Small group instruction
Collaborative structures
Differentiated centers
Text-dependent writing
Foundations of Reading
Data based decision making

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

Grade level teams as well as the leadership team, will monitor, measure and modify after each formative and summative assessment. Coaches will support teachers through job-embedded training, coaching, and modeling continuously.

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 Standards-aligned Instruction	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	The iReady progress monitoring data displayed that our proficiency for Reading is at 49% overall and 38% for grades 3rd - 5th. 30% of 3rd graders scored a level 3 or higher on the 2022 Reading FSA. iReady progress monitoring data displayed that our proficiency in Math is at 43% overall and at 40% for grades 3rd-5th.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	The 2023 progress monitoring data for 3rd - 5th grade will show an increase of 5 percentage points from 38% to 43% in reading and 40% to 45% in math.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	We plan to monitor through the implementation of the K-12 Reading plan, B.E.S.T Standards, Progress Monitoring, Classroom Walkthrough data, as well as District Common Assessments
Person responsible for monitoring outcome:	Alyson Muse (alyson.muse@ocps.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Reading - Teach students to decode words, analyze word parts, and write and recognize words. Math - Systematic and explicit instruction, visual representation, reinforce foundational math skills, and provide appropriate scaffolding to acquire new math skills
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	This selected instructional practice has a strong level of evidence, as noted in this link for the IES Guide for Foundational Skills to Support Reading for Understanding. The following strategy was selected because the evidence-based practices address the identified need and proven record of effectiveness for the targeted population. Resource links: IES Guide for Foundational Skills to Support Reading for Understanding. Schoolwide Improvement Plan Evidence Based Strategies

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.

Strengthen the common planning process for ELA.
- Use the district-created K-2 and 3-5 Common Planning Resources to guide the agenda and discussions
- Include foundational planning in K-2

Person Responsible	Carla Thompson (carla.thompson@ocps.net)

Classroom walkthroughs are conducted regularly and ELA feedback is provided; when needed adjustments are made in common planning/PLCs.

Person Responsible	Alyson Muse (alyson.muse@ocps.net)

Ensure the 90-minute reading block contains statutory requirements.
- 6 components of reading (as noted in Florida's Formula for success)
- Daily inclusion of on-level whole group instruction, and differentiated small group instruction

Person Responsible	Alyson Muse (alyson.muse@ocps.net)

Standards Based Unit Assessment (SBUA) Data and Foundational Assessment Data is used to plan small group instruction and differentiation opportunities.

Person Responsible   Alyson Muse (alyson.muse@ocps.net)

MTSS Problem Solving Teams meet regularly to ensure:
- Students are appropriately identified.
- Students are matched to appropriate interventions and intensity.
- Data analysis is routinely part of the process, and adjustments are made to interventions based on the MTSS
- Problem Solving Team's findings.

Person Responsible   [no one identified]

Strengthen the common planning process for Math.
- Use the district-created K-2 and 3-5 Common Planning Resources to guide the agenda and discussions
- Include foundational planning in K-2

Person Responsible   Adrianne Nelson (adrianne.nelson@ocps.net)

Ensure the Math block contains statutory requirements.
- Systematic and Explicit instruction
- Daily inclusion of on-level whole group instruction, and differentiated small group instruction

Person Responsible   Adrianne Nelson (adrianne.nelson@ocps.net)

#2. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Lockhart Elementary will Increase learning gains for Students with Disabilities (SWD), Economically Disadvantaged (ED) and English Language Learners (ELL) in ELA (ESSA). SWD scored 15% as measured by ESSA and ELL students scored 36% as measured by ESSA
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Using the 2022 Progress Monitoring data for 3rd-5th grade, SWD will increase by 10 percentage points from 14% to 24%; ELL students will increase by 15 percentage points from 15% to 30%; ED students will increase by 10 percentage points from 40% to 45%.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Frequent actionable feedback and classroom walk-through during support facilitation and ELL services. Monitor, measure, and modify when reviewing data.
Person responsible for monitoring outcome:	Alyson Muse (alyson.muse@ocps.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Build a system to analyze data, and instructional practices, and make data-driven adjustments that improve student outcomes. After teachers implement instruction with accommodations and strategies, they will monitor student progress and make data-driven adjustments. Implement support facilitation for SWD with fidelity. A cohesive schedule will be developed to ensure each SWD, ED, and ELL students are provided appropriate supports. ESE support facilitation teacher will receive collaborative teaching strategies.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Successful implementation will produce learning gains as evidenced in an increased percentage of scholars scoring at 70% or above on each common assessment. We will celebrate successful implementation by identifying model classrooms.

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.

No action steps were entered for this area of focus

#3. Positive Culture and Environment specifically relating to Social and Emotional Learning	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Integrate and monitor resources and strategies that strengthen a culture for social and emotional learning to grow every student academically, socially, and emotionally. Academic learning is enhanced when students have opportunities to interact with others and make meaningful connections to subject material. By strengthening our school's culture for social and emotional learning, we will address the following school needs: Lockhart Elementary will continue to support social emotional learning through an SEL Curriculum, integrate PBIS and CHAMPS as a school-wide system to promote positive behavior. Additionally, we will refine our MTSS-Behavior system for specified students. In order to see academic achievement increase, we must foster a safe and positive learning environment that ensures that our students are in school, learning. Our Parent Engagement Liaison and Guidance Counselor will provide parent trainings using "Active Parenting". Additionally, a weekly newsletter will be shared with the community that includes SEL strategies.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	The number of discipline incidents that result in a referral will decrease by 10% through discipline referral data. Additionally, we should see an increase in students' perceptions of physical and psychological safety at school by 10% as displayed on the panorama SEL student survey.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Using an SEL classroom walk-through tool to monitor the fidelity of the SEL lessons and provide actionable feedback. Biweekly meetings to discuss behavior trends.
Person responsible for monitoring outcome:	Alyson Muse (alyson.muse@ocps.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Referral and code call data will be monitored to measure the effectiveness of PBIS and CHAMPS strategies implementation. There will also be documented MTSS Meetings involving behavior. Teachers will continue to teach SEL curriculum, Sanford Harmony, and infuse it into their social studies and health block.
Rationale for Evidence-based	The support team will collect data to track trends and form specific plans to meet the students' needs. The behavior specialist will meet once every two weeks to discuss MTSS in regards to specific students and their needs.

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

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.

Monitor, Measure, and Modify
1. Review discipline data with staff and provide an overview of Code of Conduct.
2. Evaluate the climate and culture for social and emotional learning to implement necessary responsive practices
3. Implement a continuous improvement plan for social and emotional learning & leadership that uses cycles of professional learning.
4. Evaluate the impact of cycles of professional learning on improvement efforts
5. Monitor, measure, and modify the plan for continuous improvement in social and emotional learning & leadership using data-based instructional leadership to positively impact climate and culture

**Person
Responsible**   Shayne Sutton (shayne.sutton@ocps.net)

Provide refresher training of SEL curriculum (Sanford Harmony) and Safe Spaces to ensure caring classrooms are developed.

**Person
Responsible**   Deidre Harris (deidre.harris@ocps.net)

1. Dolphin Support Team will meet biweekly to review behavior data.
2. The Behavior Team will meet monthly to review behavior data and make recommendations for adjustment to the school-wide behavior framework.
3. Integrating aligned Instructional and SEL Strategies
a. Identify student social and emotional learning needs to prepare for academic instruction
b. Determine cognitive and conative strategies that align with the standard
c. Interpret standards and student needs to intentionally integrate aligned instructional strategies

**Person
Responsible**   [no one identified]

Deliberate School SEL Supports for Families
1. Identify strategies to support family engagement based on Panorama Family Members Survey - Barriers to Engagement that relates to strengthening communication, building community, and creating connections such as:
a. Strengthening Communication
b. Create and facilitate opportunities to welcome families and introduce key staff (back to school night, Open House, principal breakfast)
c. Weekly school-wide digital communication to inform students and families of how they can connect to the school events and resources

**Person
Responsible**   Alyson Muse (alyson.muse@ocps.net)

Building Community
1. Establish a family resource center where families can access resources and information to support student and school success
2. Create a welcoming environment where family culture and languages are recognized and respected (staff greetings, office appeal)
3. Host events, workshops, and opportunities that are relational, connected to family interests and culture, and are linked to learning

Person Responsible   Stephanie Pierce (stephanie.pierce@ocps.net)

RAISE
The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale
Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

Develop awareness of the segments of sounds in speech and how they link to letters

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

Teach students to decode words, analyze word parts, and write and recognize words.

Measurable Outcomes:
State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.

- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and

- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

Using the new coordinated screening and progress monitoring system, 50% of K-2 grade students scoring Level 3 or above in the 2023 statewide.

Grades 3-5: Measureable Outcome(s)

- Increase the percentage of third-grade students scoring Level 3 on the 2023 statewide, standardized English Language Arts assessment by 3-4 percentage points.
- Increase the percentage of fourth-grade students scoring Level 3 on the 2023 statewide, standardized English Language Arts assessment by 3-4 percentage points.
- Increase the percentage of fifth-grade students scoring Level 3 on the 2023 statewide, standardized English Language Arts assessment by 3-4 percentage points.

Monitoring:
Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

Weekly reading walkthroughs by administrators

Monthly data meetings by area including the MTSS Problem-Solving Teams and learning community leadership to review FAST progress monitoring assessments and district-created standard-based unit assessments to monitor response to intervention.

Person responsible for monitoring outcome:
Select the person responsible for monitoring this outcome.

Muse, Alyson, alyson.muse@ocps.net

Evidence-based Practices/Programs:
Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- ◦ Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?

- ◦ Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?

- ◦ Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

Use of the foundational pieces of the optional daily slides

-Heggerty

-SIPPS

Rationale for Evidence-based Practices/Programs:
Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- ◦ Do the evidence-based practices/programs address the identified need?

- ◦ Do the identified practices/programs show proven record of effectiveness for the target population?

Use of the foundational pieces of the optional daily slides (Recommendation 3: Teach students to decode words, analyze word parts, and write and recognize words.)

-Heggerty (Recommendation 2: Develop awareness of the segments of sounds in speech and how they link to letters)

-SIPPS (Recommendation 3: Teach students to decode words, analyze word parts, and write and recognize words. And Recommendation 1: Build students' decoding skills so they can read complex multisyllabic words.)

Action Steps to Implement:
List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- ◦ Literacy Leadership

- ◦ Literacy Coaching

- ◦ Assessment

- ◦ Professional Learning

Action Step	Person Responsible for Monitoring
Monthly Literacy leadership team meetings, where data are analyzed and action steps implemented and monitored.	Thompson, Carla, carla.thompson@ocps.net
Literacy coach attends district coach meetings. Coach uses data to identify personnel and areas of need. Implementation of coaching cycles, modeling, PLC planning support, etc… to fit area(s) of need. Literacy coach is an active member of the MTSS problem-solving team.	Thompson, Carla, carla.thompson2@ocps.net
Use and analysis of: -FAST -iReady diagnostic -Heggerty Assessments -District-created Standards Based Unit Assessments (SBUAs) -District-created Foundational Unit Assessments (Grades K-2) Use of data to determine interventions and support needs of students	Muse, Alyson, alyson.muse@ocps.net
Schools develop their professional learning plans based on the needs of their schools. These plans include specific supports for teachers based on progress monitoring data. District PD options available include literacy coach meetings, Coach B.E.S.T. Book study, K-5 ELA Impact Series.	Muse, Alyson, alyson.muse@ocps.net

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.

To establish a positive school culture and climate, all schools engage in ongoing, district-wide professional learning on leveraging social and emotional learning as well as leadership for student success. Through a distributive leadership model, schools use social and emotional learning to strengthen team dynamics and collaboration in order to build academic expertise in all students. Through this professional learning, schools across the district use the CASEL Core Competencies as a common language to support a positive culture of social and emotional learning and connect cognitive and conative strategies to support student success. A core team of teachers and administrators from each school, which includes a mental health designee, attend this district-wide professional learning throughout the year. The core team works with a broader school team and is charged with personalizing and implementing professional learning for staff and families, based on school and community needs. School leadership teams collaborate with students, staff, and families, through processes such as the School Advisory Council, to reflect on implementation and determine next steps. Development of positive culture and environment is further enhanced through school

based and district-wide opportunities focused on building capacity in families to support continuous school improvement and student success. Schools strategically utilize staff to bridge the community and school, connect families with resources, and build a culture for authentic family engagement in school staff.

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

Parents
School Advisory Council
PTA
School Staff
Partners in Education