Lockhart Middle

2022-23 Schoolwide Improvement Plan

Table of Contents

Lockhart Middle

3411 DOCTOR LOVE RD, Orlando, FL 32810

https://lockhartms.ocps.net/

Demographics

Principal: Farah Henderson

Start Date for this Principal: 8/18/2022

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
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* Asian Students Black/African American Students* Hispanic Students Multiracial Students* White Students Economically Disadvantaged Students*
School Grades History	2021-22: C (47%) 2018-19: C (48%) 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	TSI
* 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 Orange 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

https://www.floridacims.org

Lockhart Middle

3411 DOCTOR LOVE RD, Orlando, FL 32810

https://lockhartms.ocps.net/

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)
Middle School 6-8	Yes	100%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	89%

School Grades History

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

School Board Approval

This plan is pending approval by the Orange 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.

With the support of families and the community, we create enriching and diverse pathways that 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
Henderson, Farah	Principal	The principal provides a common vision and direction for Lockhart Middle School, placing student success at the forefront. Teacher evaluations and progress monitoring are used to inform the decision making process. Data-based decision making is important as the principal oversees curriculum and instruction, ensures the School Improvement Plan is implemented throughout the school year and that curriculum and instruction align to OCPS specifications. These decisions are discussed and evaluated by the school-based leadership team and communicated to the stakeholders.
Mack, Taylirre	Assistant Principal	Assistant Principal of Instruction Assistant principals work with staff to identify appropriate research based instructional strategies and analyze academic and behavioral data while providing actionable feedback to teachers through observations. They are also involved in other areas of instruction and school operation such as, progress monitoring, continuous improvement implementation, student services actions, grade level liaison, department and classified support, etc. The assistant principal of Instruction also oversees instruction, testing, Scheduling, Grading, grade reporting, state reporting, Guidance/Student services, grade level liaison.
Smith, Inga	Assistant Principal	Assistant principals work with staff to identify appropriate research-based instructional strategies and analyze academic and behavioral data while providing actionable feedback to teachers through observations. They are also involved in other areas of instruction and school operation such as, progress monitoring, continuous improvement implementation, student services actions, grade level liaison, department and classified support, etc.
Agbonkhese, Claudette	Dean	Supports students by monitoring their academic progress, compliance to student code of conduct, and ensure their safety through supervision.
Davis, Desmon	Dean	Supports students by monitoring their academic progress, compliance to student code of conduct, and ensure their safety through supervision.
Williams, Isis	Behavior Specialist	MTSS/ Behavior Specialist Monitors functional behavior assessments and behavior intervention programs. Conducts one-on-one social skills lessons with ESE students. Participates in a cooperative effort with faculty and staff to plan, implement and evaluate school wide ESE programs. Participates in Florida Department of Education required workshops and other trainings. Maintains contact with teachers and parents in conjunction with administrative team (i.e. ESE teacher, assistant principal and principal)

Name	Position Title	Job Duties and Responsibilities
		through teacher/parent conferences and IEP team meetings. Determines the appropriate methods to use in resolving student behavior problems.
Moore, Cheryl	Other	Coordinates testing process including: student displacement, materials, proctors, etc. Supports staff in professional development trainings related to testing. Ensures state compliance to test taking, documentation, storage of materials, and classroom procedures. Accesses, documents, and tracks data. Communicates relevant data to administrators for planning and instructional adjustments.
Williams, Michele	Instructional Coach	Responsible for organizing schoolwide professional development including coaching cycle support for identified staff members. Provides support for teacher certification and renewal process, supports new teacher onboarding and organizes new teacher mentorship program. Facilitates after-school tutoring program based on student needs.
Joseph, Becky	Reading Coach	Responsible for organizing professional development opportunities in ELA and Intensive Reading classrooms, including coaching cycle support for identified staff members. Facilitates common planning and data discussions for ELA and Reading teachers.
Stevenson, Sheneka	Math Coach	Responsible for organizing professional development opportunities in math classrooms, including coaching cycle support for identified staff members. Facilitates common planning and data discussions for math teachers.
Phillips, Alicia	Other	Promotes a safe, orderly, and caring environment by planning and implementing programs designed to reduce school violence and to engage students in appropriate behaviors and activities. Collaborates with social worker on all threat to suicide and harm to self or others protocols and follow up re-entry meetings to create student mental health safety plans. Present in classrooms on program-related topics in coordination with instructional staff. Monitor student behavior and develop interventions. Participate in Level 4 discipline meetings. Serve as school contact for homelessness, bullying, foster care, substance abuse, etc.
Tondreau-Demosthenes, Natasha	Staffing Specialist	Responsible for coordinating the staffing and educational planning process which includes (but is not limited to) IEP and meetings, MTSS planning team meetings, Individual Service Plans and meetings. Facilitate and provide training to school staff relative to ESE procedures, least restrictive environment, PEER and other issues involving exceptional student education.

Demographic Information

Principal start date
Thursday 8/18/2022, Farah Henderson

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.*
2

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.*
21

Total number of teacher positions allocated to the school
46

Total number of students enrolled at the school
806

Identify the number of instructional staff who left the school during the 2021-22 school year.
28

Identify the number of instructional staff who joined the school during the 2022-23 school year.
20

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	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Number of students enrolled	0	0	0	0	0	0	283	282	240	0	0	0	0	805
Attendance below 90 percent	0	0	0	0	0	0	102	118	124	0	0	0	0	344
One or more suspensions	0	0	0	0	0	0	19	56	56	0	0	0	0	131
Course failure in ELA	0	0	0	0	0	0	6	0	0	0	0	0	0	6
Course failure in Math	0	0	0	0	0	0	3	17	0	0	0	0	0	20
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	120	123	115	0	0	0	0	358
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	116	120	100	0	0	0	0	336
Number of students with a substantial reading deficiency	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	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Students with two or more indicators	0	0	0	0	0	0	111	133	116	0	0	0	0	360

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
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	3	2	0	0	0	0	5

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	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Number of students enrolled	0	0	0	0	0	0	277	251	275	0	0	0	0	803
Attendance below 90 percent	0	0	0	0	0	0	83	130	125	0	0	0	0	338
One or more suspensions	0	0	0	0	0	0	8	12	17	0	0	0	0	37
Course failure in ELA	0	0	0	0	0	0	26	18	107	0	0	0	0	151
Course failure in Math	0	0	0	0	0	0	29	22	70	0	0	0	0	121
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	51	60	66	0	0	0	0	177
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	74	59	74	0	0	0	0	207
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	

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Students with two or more indicators	0	0	0	0	0	0	59	83	119	0	0	0	0	261

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	5	0	0	0	0	5
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	0	0	0	0	0	0	277	251	275	0	0	0	0	803
Attendance below 90 percent	0	0	0	0	0	0	83	130	125	0	0	0	0	338
One or more suspensions	0	0	0	0	0	0	8	12	17	0	0	0	0	37
Course failure in ELA	0	0	0	0	0	0	26	18	107	0	0	0	0	151
Course failure in Math	0	0	0	0	0	0	29	22	70	0	0	0	0	121
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	51	60	66	0	0	0	0	177
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	74	59	74	0	0	0	0	207
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	

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	0	0	0	0	59	83	119	0	0	0	0	261

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	5	0	0	0	0	5
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	32%	49%	50%				35%	52%	54%

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Learning Gains	37%						45%	52%	54%
ELA Lowest 25th Percentile	30%						42%	45%	47%
Math Achievement	37%	36%	36%				34%	55%	58%
Math Learning Gains	55%						50%	55%	57%
Math Lowest 25th Percentile	61%						44%	50%	51%
Science Achievement	31%	55%	53%				31%	51%	51%
Social Studies Achievement	58%	61%	58%				62%	67%	72%

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
06	2022					
	2019	33%	52%	-19%	54%	-21%
Cohort Comparison						
07	2022					
	2019	29%	48%	-19%	52%	-23%
Cohort Comparison		-33%				
08	2022					
	2019	40%	54%	-14%	56%	-16%
Cohort Comparison		-29%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	21%	43%	-22%	55%	-34%
Cohort Comparison						
07	2022					
	2019	24%	49%	-25%	54%	-30%
Cohort Comparison		-21%				
08	2022					
	2019	34%	36%	-2%	46%	-12%
Cohort Comparison		-24%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019					
Cohort Comparison						
07	2022					

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019					
Cohort Comparison		0%				
08	2022					
	2019	30%	49%	-19%	48%	-18%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	57%	66%	-9%	71%	-14%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	78%	63%	15%	61%	17%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	100%	53%	47%	57%	43%

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	7	23	23	15	37	35	10	26			
ELL	21	31	45	30	54	74	6	59			
ASN	67	55		67	73						

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
BLK	29	37	32	32	51	58	26	55	91		
HSP	33	38	34	42	64	73	34	60	81		
MUL	25	10		20							
WHT	41	34	14	51	60	50	45	60	80		
FRL	29	34	31	33	52	60	28	55	83		
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	6	18	16	9	27	31	7	18			
ELL	16	26	22	21	28	35	4	26			
ASN	82	82		45	36						
BLK	28	32	24	26	30	35	18	40	66		
HSP	36	39	18	39	37	33	29	51	79		
MUL	30	20									
WHT	43	39	31	38	37	41	50	53	74		
FRL	28	31	23	26	30	36	21	41	63		
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	9	34	38	12	42	35	5	22			
ELL	25	44	48	24	47	43	25	47	92		
BLK	32	41	36	31	48	42	28	61	84		
HSP	31	51	53	34	51	44	27	51	85		
MUL	53	41		47	41						
WHT	59	62	54	46	55	73	53	85	83		
FRL	32	44	43	30	49	43	26	57	86		

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	46
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	31
Total Points Earned for the Federal Index	457
Total Components for the Federal Index	10
Percent Tested	98%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	22
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	39
English Language Learners Subgroup Below 41% in the Current Year?	YES
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	66
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	46
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	48
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	18
Multiracial Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Multiracial Students Subgroup Below 32%	1
Pacific Islander Students	
Federal Index - Pacific Islander Students	

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	48
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	44
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?

Across grade levels, data revealed a decrease in English Language Arts (ELA) demonstrating significant reading challenges which impacted learning for all students. In addition to our overall ELA results, our students with disabilities (SWD) and multi-racial students are not scoring above the 41% federal index in any of the state assessed content areas.

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

FSA ELA shows a decrease from 33% to 32% overall proficiency. With our subgroups, our students with disabilities (SWD), English Language Learners (ELLs), and students that are identified as multi-racial are below the 41% federal index for one or more consecutive years.

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 include teacher content knowledge and pedagogical decision-making, student attendance, school-wide behavior management systems, lack of support staff, and inadequate coaching/ mentoring of new teachers. New actions to address these concerns would include strategic planning to evaluate significant needs and identification of effective strategies for support. These actions would then need to be implemented and consistently monitored.

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

Math learning gains went from 33% to 55% (+22%), math learning gains with the bottom quartile went from 36% to 61% (+25%), and science proficiency went from 45% to 58% (+13%).

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

Math gains can be attributed to smaller class sizes and interventionists in needed areas. Most teachers used the CRMs with fidelity and did small group instruction on a consistent basis.

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

Teachers will focus one day a week in common planning on analyzing student performance data. Formative and summative assessment performance data will be the basis of instructional decisions on grouping for small-group interventions and materials used with each group to close the educational gaps.

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.

Professional development will be provided to teachers in the areas of data literacy and differentiation strategies used with standards-aligned instruction. Data literacy is needed to make instructional decisions on the use of differentiated instruction and deciding what strategies will be used with students in small-group during common planning meetings, during monthly department meetings and one-on-one during quarterly teacher data meetings, as well as coaching cycles for specific individual teachers as needed. Data literacy will be critical for both grouping students for intervention as well as determining the gaps in learning. Professional development in standards-aligned instruction including determining new learning as well as gaps from previous year standards will be done during common planning meetings and for specific teachers in individual teacher coaching cycles.

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

Additional services include support facilitation in general education classrooms for students who receive ESE services, ongoing mentoring and coaching of classroom teachers, and consistent professional development and training based on teachers' areas for growth.

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

:

#1. ESSA Subgroup specifically relating to Students with Disabilities	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Lockhart Middle School will increase overall proficiency in all areas for Students with Disabilities (SWD) by developing and monitoring a system to analyze data and scaffold instructional practices. ELA Achievement data for SWD increased from the 2021-22 school year by 1% from 6% to 7% and it was the lowest areas of proficiency compared to other subgroups who took the FSA.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	ESE students will increase their overall proficiency in ELA by 10% from 7% to 17% as measured by the data collected from the FAST. Math will continue to trend with a 10% increase moving from 15% to 25% proficiency according to the FAST.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Lockhart Middle School will increase overall proficiency for ESE students by developing and maintaining a system to analyze data and scaffold instructional practices. We will monitor instructional practices through classroom walkthroughs.
Person responsible for monitoring outcome:	Inga Smith (inga.smith@ocps.net)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Build a system to analyze data, use class walkthroughs to monitor instructional practices, and make data driven adjustments that improve student outcomes.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	The system will allow the leadership team to monitor the effectiveness of instruction specifically with ESE students by having a wide view of the current practices within each classroom. Classroom walkthroughs will assist in observing the practices happening in instruction and analyzing trends while the data will prove its effectiveness.

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.

Develop an intensive plan to help promote student success by collecting, analyzing, and reviewing data.

Person Responsible	Taylirre Mack (taylirre.mack@ocps.net)

Analyze classroom walk-through data to monitor instructional focus areas with specific actionable feedback.

Person Responsible	Farah Henderson (farah.henderson@ocps.net)

Monitor the fidelity of implementation used to support students through intervention.

Person Responsible	Taylirre Mack (taylirre.mack@ocps.net)

#2. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	All students will receive grade level standards-based instruction to improve student achievement in ELA. Students will be exposed to the intent and rigor of the grade-level standard, which will build on their current level of learning closing the gap in proficiency. Teachers will select, plan and implement strategies while using student performance data to increase proficiency in ELA. Lockhart Middle School has had a consistent decline in achievement overall in ELA with a 1% decrease in 2021 and 2% decreased in the 2019 school year according to ELA FSA results.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	ELA achievement will increase from 32% to 40% as measured by the FAST.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Student performance data from classroom, unit and mini standards assessments will be reviewed by classroom teachers weekly during PLC data meetings with instructional support resource personnel. The ELA department will review all recent student performance data monthly (common assessments, iReady, Amplify formative assessment) with the instructional support and assessing administrator assigned to the content area. Teachers and the leadership team will review quarterly progress monitoring student performance data on iReady/PMA assessments.
Person responsible for monitoring outcome:	Taylirre Mack (taylirre.mack@ocps.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Lockhart Middle School will use data based decision making to drive standards based instruction. In addition, strategic standards based planning and lesson implementation will be guided by the Instructional Framework which consists of a variety of evidence-based high-yield strategies for instruction. Students systematically engage in processing content to generate conclusions through collaborative interactions with other students.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/	We selected this strategy to support both the planning process for and delivery of standards-based instruction to reach mastery.

**criteria used for
selecting this
strategy.**

PLC support and classroom monitoring will be conducted by the school-based leadership team.
Classroom walk through and observation data will include actionable feedback to teachers to improve the
implementation of ELA instruction and acceleration strategies in the classroom.

**Person
Responsible**   Taylirre Mack (taylirre.mack@ocps.net)

Teachers will use continuous improvement model and analyze data from common assessments and
progress monitoring assessments to make data-based instructional decisions, employ accelerated
learning practices and create intervention plans. Data meetings with each PLC will be conducted after
each unit assessment in order to plan for reteaching, interventions and reassessments. Individual teacher
data meetings will be conducted each quarter so that teachers can reflect on their practices.

**Person
Responsible**   Taylirre Mack (taylirre.mack@ocps.net)

Coaches will provide professional development to assist teachers in creating and planning for
differentiation through targeted small group and teacher led instruction. Support will be tailored to the
needs of the teacher and include collaboration, peer observation, modeling, side by side coaching and
safe practice with feedback.

**Person
Responsible**   Taylirre Mack (taylirre.mack@ocps.net)

Teachers will monitor subgroup data and involve support staff early for support and assistance in creating
appropriate interventions for increased standards mastery for ESE, ELL, and multiracial students which
are the identified ESSA subgroups.

**Person
Responsible**   Taylirre Mack (taylirre.mack@ocps.net)

#3. Positive Culture and Environment specifically relating to School Climate	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Lockhart Middle School will 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 the subject material. By strengthening our school's culture for social and emotional learning, we will support a positive culture and climate. Social and emotional learning data is measured by the 2021-22 Panorama data. 23% students responded favorably regarding school climate which was a 22% decrease from the 2021-22 school data. This is 6% lower than the North Learning Community and 7% lower than other Title 1 schools. Teachers and staff responded the same with 14% responding favorably.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	We will measure the success of our SELL goal with the following data sources looking to see an increase in favorable responses and data indicators. These sources include: Early Warning Systems indicator data, Student Survey data, Teacher and Staff Survey data, and Family Survey data. Survey data will be measurable by our Panorama survey. Student data will increase from 23% of students to 50% and 14% of teachers to 50% responding positively regarding school climate. The sense of belonging as reported by students will increase from 27% to 50%.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Our school will plan and implement two cycles of professional learning to provide training, opportunities for safe practice, and examination of impact data. Our school will monitor and measure the impact of our implemented professional learning through analysis of the Culture and Climate continuum, needs assessments, classroom observations, school environment observations, and implementation surveys. We will modify our plan of action as indicated by data, student needs, staff needs, and family needs. We will continue to monitor culture and climate continuum data, classroom walkthrough trend data, evaluative instructional and leadership practice observational data and qualitative data from students, staff, and families.
Person responsible for monitoring outcome:	Farah Henderson (farah.henderson@ocps.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented	The school will use distributive leadership and social and emotional learning to implement a continuous improvement plan for social and emotional learning focused on implementing a School-wide SEL curriculum, intentionally integrating aligned instructional strategies, and deliberate school supports for families.

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.

In order to achieve large-scale and sustainable improvement, it is necessary to invest in the collective capacity of a school building, including its families. To strengthen a culture of social and emotional learning with families, staff, and students, it is critical to harness the professional skills and leadership capabilities of everyone in the school. Through a distributive leadership model, our school will strengthen the integration of instructional strategies and deliberate school supports necessary for collective organizational improvement and change.

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.

The school will Implement a school-wide SEL curriculum and ensure the school SEL team receives training on the implementation of our school-wide SEL curriculum. The SEL team will engage with a school site SEL team that will create a training plan that meets the needs of Lockhart Middle School. The school site team will consist of members from the student services team (academic and discipline), school coaches/resource and teacher representatives who will provide professional development in Social Emotional Learning instructional strategies. All necessary stakeholders will receive training through whole group, through faculty meetings and online modules, small groups through common planning meetings, and individually through coaching cycles for specific teachers.

Person Responsible   Farah Henderson (farah.henderson@ocps.net)

The Student Service Team (Deans, School Counselors, SAFE) will conduct Restorative Justice Circles to provide an opportunity for school community members to come together to address harmful behavior in a process that explores harms and needs, obligations, and necessary engagement.

Identify student social and emotional learning needs to prepare for academic instruction
Determine cognitive and conative strategies that align with the standard
Interpret standards and student needs to intentionally integrate aligned instructional strategies

Person Responsible   Inga Smith (inga.smith@ocps.net)

The HERO program is used by the Deans and grade level offices in order to track minor discipline infractions. as this program standardizes the consequences for infractions in order to establish nondiscriminatory practices. Class-to-class equitable discipline policies show students they're being treated fairly, which fosters trust and respect. Additionally the HERO program will be used to reinforce positive behaviors by awarding positive points and assisting in PBIS school wide. The leadership team will identify strategies (like strengthened communications) to increase the number of students who feel valued at school. Group activities and self paced lessons addressing this area will be conducted throughout the school and classrooms building a sense of community and positive relationships between all stakeholders on campus. We will strive to create a welcoming environment where family culture, languages, students, teachers, staff and parents are recognized and respected (staff greetings, office appeal).

Person Responsible   Farah Henderson (farah.henderson@ocps.net)

SEL components will be embedded in our monthly parent meetings such as curriculum nights, students services parent nights, SAC and PTSA meetings to include parents and community members in SEL training of best practices. In addition, student and staff celebrations will be scheduled quarterly to recognize different achievements in order to recognize the varied strengths of the school community. Systems that recognize individuals are in place to communicate the value of individuals in the school community.

Person Responsible   Taylirre Mack (taylirre.mack@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

N/A

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

N/A

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)

N/A

Grades 3-5: Measureable Outcome(s)

N/A

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.

N/A

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

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?

N/A

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?

N/A

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

N/A

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.

In order to establish a positive school culture and climate, Lockhart Middle School engages in ongoing, district-wide professional learning on leveraging social and emotional learning as well as leadership for student success. Through a distributive leadership model, Lockhart Middle School will create intentionally structured opportunities for adults to integrate and monitor resources and strategies to grow student academically, socially, and emotionally. 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.

Teachers are responsible for being the first smiling face they see in the morning. They will promote positive attitudes and experiences inside as well as outside of the classroom. Continue to be the liaison between the student/family and the school to ensure academic success of the student.

Community Partners are responsible for providing services such as tutoring, incentives, academic encouragement, specified nights, etc. This will encourage students and parents to be engaged in their student's learning. Community partners will be able to post school supply lists, provide coupons for families and encourage them to ask questions in order to gain clarification for any information needed from the school.

Our Support Staff will be promote positive interactions on campus. Janitors will encourage students daily to do their best. Food Service teams will greet students with a smile in efforts of building a positive relationship with students that will last throughout the school year and beyond.

Our parents will promote a positive culture and environment by joining PTSA and ensuring that they are being the educational advocate for the students and engage in their child's learning. This will ensure that all decisions made, are in the best interest of the student at all times. They will also participate and volunteer at student showcases and academic nights to increase volume and participation at events.