



---

## Table of Contents

---

<b>SIP Authority and Purpose</b>	<b>3</b>
<b>I. School Information</b>	<b>6</b>
<b>II. Needs Assessment/Data Review</b>	<b>10</b>
<b>III. Planning for Improvement</b>	<b>15</b>
<b>IV. ATSI, TSI and CSI Resource Review</b>	<b>20</b>
<b>V. Reading Achievement Initiative for Scholastic Excellence</b>	<b>20</b>
<b>VI. Title I Requirements</b>	<b>23</b>
<b>VII. Budget to Support Areas of Focus</b>	<b>0</b>

# Lockmar Elementary School

525 PEPPER ST NE, Palm Bay, FL 32907

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

## SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

### Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

### Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

### Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

## 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 Department 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.

## I. School Information

### School Mission and Vision

#### **Provide the school's mission statement.**

Lockmar parents, staff and students will strive to achieve our vision for excellence.

ACHIEVEMENT – To continue the pursuit of outstanding academic performance.

CURRICULUM – To monitor our curriculum and update technological areas for the future needs of our children and society.

UNITY – To unify the staff, students, parents, and members of the community to mold Lockmar into an extended family.

RESPECT – To develop self-esteem, respect for others, and positive attitudes.

COMMUNITY – To use all resources in providing enrichment and experiences for our students.

(Reviewed 2022, Committee formed to review and revise)

#### **Provide the school's vision statement.**

Lockmar, Where Minds Open To The Future

(Reviewed 2022, Committee formed to review and revise)

### School Leadership Team, Stakeholder Involvement and SIP Monitoring

#### **School Leadership Team**

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 as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Campione, Kathleen	Principal	The Principal oversees day to day functions at the school by addressing students' and teachers' needs as they arise. The Principal supervises the implementation of the SIP and monitors the outcomes of measurable goals. The Principal monitors instruction through classroom walkthroughs, as well as informal and formal observations. The Principal meets with the Leadership team on a weekly basis to analyze data and discuss strategies for improvement.
Lucarotti, Erika	Assistant Principal	The Assistant Principal provides support for instruction, curriculum, interventions and discipline. The Assistant Principal ensures that teachers are working with students in the lowest 25% of achievement. The Assistant Principal works with teachers to identify low achieving students and to ensure that they are receiving support. The Assistant Principal monitors instruction through classroom walkthroughs, in addition to informal and formal observations.
Moffitt, Manuela	Reading Coach	The Reading/Instructional Coach analyzes school data across all grade levels. The Reading Coach supports teachers in the areas of testing, instruction and intervention. The Reading Coach monitors the action steps specifically related to student achievement, focusing on i-Ready, FAST, STAR, and PENDA. The Reading Coach will also facilitate monthly data meetings in which instruction and student achievement is closely monitored throughout the school year. The coach will support teachers within the coaching cycle and conduct walkthroughs to give feedback and support to teachers.
Gillaspie, Alicia	Teacher, ESE	The teacher plans, teaches and supports ESE students on grade level standards while scaffolding to meet individual needs. Teacher leader responsibilities include; ESE Contact, and Title I Contact. Teacher leader is responsible for maintaining Title I compliance documentation and assists with monitoring schoolwide progress of the School Improvement Plan.
Riley , Megan	Teacher, K-12	The teacher plans and teaches students the district/state adopted curriculum and state standards. In addition, the teacher scaffolds instruction to meet individual student needs. Her teacher leader responsibilities include School Advisory Council Chairperson, In this capacity she facilitates monthly meetings with multiple stakeholders, assists with the monitoring of the School Improvement Plan, and maintains all records and record keeping for the SAC Committee.

**Stakeholder Involvement and SIP Development**

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

Input from all stakeholders is gathered from the BPS Parent Survey, the Youth Truth Survey, the Insight Survey, and, parent/teacher/community input at School Advisory Council Meetings. Comments and suggestions are considered and included in the development of the School Improvement Plan.

**SIP Monitoring**

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State’s academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

Student achievement data is analyzed after each assessment. Assessments include, but are not limited to; iReady, FAST and STAR. Particular attention is given to ESSA Subgroup data. After each assessment, the leadership team meets to discuss impact of current interventions and Title I supports.

**Demographic Data**  
Only ESSA identification and school grade history updated 3/11/2024

<b>2023-24 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-6
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2022-23 Title I School Status</b>	No
<b>2022-23 Minority Rate</b>	46%
<b>2022-23 Economically Disadvantaged (FRL) Rate</b>	96%
<b>Charter School</b>	No
<b>RAISE School</b>	Yes
<b>ESSA Identification</b> *updated as of 3/11/2024	ATSI
<b>Eligible for Unified School Improvement Grant (UniSIG)</b>	No
<b>2021-22 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL) Black/African American Students (BLK)* Hispanic Students (HSP) Multiracial Students (MUL)* White Students (WHT) Economically Disadvantaged Students (FRL)
<b>School Grades History</b> *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: B 2018-19: B 2017-18: C
<b>School Improvement Rating History</b>	
<b>DJJ Accountability Rating History</b>	

**Early Warning Systems**



Using 2022-23 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	
Absent 10% or more days	5	13	8	6	7	10	15	0	0	64
One or more suspensions	0	3	4	4	6	3	12	0	0	32
Course failure in English Language Arts (ELA)	0	0	0	0	3	0	0	0	0	3
Course failure in Math	0	0	0	0	1	1	2	0	0	4
Level 1 on statewide ELA assessment	0	0	0	8	15	18	17	0	0	58
Level 1 on statewide Math assessment	0	0	0	0	5	22	21	0	0	48
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	5	1	1	2	4	3	8	0	0	24

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	2	0	2	2	5	7	11	0	0	29

Using the table above, complete the table below with the number of students identified retained:

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

**Prior Year (2022-23) As Initially Reported (pre-populated)**

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	10	18	6	11	16	10	22	0	0	93
One or more suspensions	0	2	0	7	4	8	8	0	0	29
Course failure in ELA	0	0	0	0	3	1	2	0	0	6
Course failure in Math	0	0	0	0	2	0	1	0	0	3
Level 1 on statewide ELA assessment	0	0	0	0	3	4	7	0	0	14
Level 1 on statewide Math assessment	0	0	0	0	3	4	7	0	0	14
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	10	1	0	6	0	0	0	0	0	17

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	1	1	0	3	7	4	7	0	0	23

**The number of students identified retained:**

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

**Prior Year (2022-23) Updated (pre-populated)**

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	10	18	6	11	16	10	22	0	0	93
One or more suspensions	0	2	0	7	4	8	8	0	0	29
Course failure in ELA	0	0	0	0	3	1	2	0	0	6
Course failure in Math	0	0	0	0	2	0	1	0	0	3
Level 1 on statewide ELA assessment	0	0	0	0	3	4	7	0	0	14
Level 1 on statewide Math assessment	0	0	0	0	3	4	7	0	0	14
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	10	1	0	6	0	0	0	0	0	17

**The number of students by current grade level that had two or more early warning indicators:**

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	1	1	0	3	7	4	7	0	0	23

**The number of students identified retained:**

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

**II. Needs Assessment/Data Review**

**ESSA School, District and State Comparison (pre-populated)**

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

**On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.**

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	56	58	53	56	61	56	54		
ELA Learning Gains				64			52		
ELA Lowest 25th Percentile				49			54		
Math Achievement*	49	58	59	46	49	50	46		
Math Learning Gains				59			42		
Math Lowest 25th Percentile				51			36		
Science Achievement*	51	58	54	42	60	59	54		
Social Studies Achievement*					64	64			
Middle School Acceleration					51	52			
Graduation Rate					56	50			
College and Career Acceleration						80			
ELP Progress	55	54	59	54			59		

*\* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.*

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

**ESSA School-Level Data Review (pre-populated)**

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	53
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	266
Total Components for the Federal Index	5

2021-22 ESSA Federal Index	
Percent Tested	99
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	53
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	421
Total Components for the Federal Index	8
Percent Tested	98
Graduation Rate	

**ESSA Subgroup Data Review (pre-populated)**

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	32	Yes	2	
ELL	27	Yes	1	1
AMI				
ASN				
BLK	33	Yes	4	
HSP	42			
MUL	60			
PAC				
WHT	65			
FRL	47			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	39	Yes	1	
ELL	45			
AMI				
ASN				
BLK	39	Yes	3	
HSP	50			
MUL	38	Yes	1	
PAC				
WHT	60			
FRL	48			

**Accountability Components by Subgroup**

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	56			49			51					55
SWD	29			24			26				5	44
ELL	24			24			33				5	55
AMI												
ASN												
BLK	37			29							2	
HSP	42			40			52				5	45
MUL	57			54							3	
PAC												
WHT	67			58			61				4	
FRL	49			46			48				5	50

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	56	64	49	46	59	51	42					54
SWD	29	51	47	22	50	46	13					53
ELL	45	55	25	27	52	58	45					54
AMI												
ASN												
BLK	38	43		28	61		23					
HSP	50	63	40	44	68	56	29					52
MUL	46	68		28	32		18					
PAC												
WHT	65	70	64	55	60	50	55					
FRL	49	60	47	38	53	49	34					54

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	54	52	54	46	42	36	54					59
SWD	25	45	59	23	29	33	32					56
ELL	36	31		30	15							59
AMI												
ASN												
BLK	42	58		32	25							
HSP	47	52	42	38	30	22	60					56
MUL	50			39								
PAC												
WHT	59	51	60	53	55	46	53					
FRL	46	53	50	38	39	30	44					67

**Grade Level Data Review– State Assessments (pre-populated)**

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (\*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	52%	59%	-7%	54%	-2%
04	2023 - Spring	53%	61%	-8%	58%	-5%
06	2023 - Spring	65%	61%	4%	47%	18%
03	2023 - Spring	55%	56%	-1%	50%	5%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	62%	67%	-5%	54%	8%
03	2023 - Spring	60%	60%	0%	59%	1%
04	2023 - Spring	58%	61%	-3%	61%	-3%
05	2023 - Spring	41%	55%	-14%	55%	-14%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	48%	57%	-9%	51%	-3%

### III. Planning for Improvement

#### Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

**Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.**

The lowest performance on the FAST assessment for 22-23 was 5th Grade ELA. Proficiency in this component fell 6% from the previous year. Contributing factors include lack of student engagement and sense of belonging to the school community as indicated in the Youth Truth Survey.

**Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.**

The greatest decline in student achievement was in the area of 5th grade math. Percentage of proficiency dropped by 6%. Math scores declined in grade 3 by 1% and grade 4 by 2% as well.

**Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.**

The greatest gap in performance compared to the state was in Grade 5 math. Our scores were 14% below the state. The previous year there was a 10% gap between the school and the state.

**Which data component showed the most improvement? What new actions did your school take in this area?**

The data component that showed the most improvement was 3rd grade math. An increase of 16% in achievement compared to the previous year. Third grade teachers used targeted instruction in small groups to boost student achievement.

**Reflecting on the EWS data from Part I, identify one or two potential areas of concern.**

Areas of concern continue to be attendance, and suspension.

**Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.**

1. Student achievement in Math
2. Student achievement in Reading
3. Increase attendance
4. Lowering the suspension rate
5. Student achievement in Science

**Area of Focus**

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)



## #1. Positive Culture and Environment specifically relating to Early Warning System

### Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Our low performing subgroups are Students with Disabilities, African American, and Multiracial. The targeted concern from last year which had a negative impact on positive culture and environment is attendance.

### Measurable Outcome:

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

For the 2022-2023 SY, our school-wide attendance rate was 82%. This year, our school-wide attendance rate will increase to 90%.

### Monitoring:

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

Attendance will be monitored bi-monthly through an attendance committee. Students with over 3 absences each nine weeks will be placed on an attendance plan. The attendance committee will work with the family to increase attendance through meetings and positive incentives. Additionally, celebrations for classes meeting the 95% goal will occur monthly.

### Person responsible for monitoring outcome:

Kathleen Campione (campione.kathleen@brevardschools.org)

### Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

The attendance committee will utilize the framework from Attendanceworks.org to engage students and parents, recognize good attendance, monitor attendance, provide outreach, and develop responses to barriers.

### Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

A strong home/school relationship is essential for student achievement. Providing families with resources and supports has shown to improve family engagement and have a positive impact on attendance.

### Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

### Will this evidence-based intervention be funded with UniSIG?

No

### 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.

1. Develop a plan/schedule for monitoring attendance data
2. Use FOCUS to record parent /school communication
3. Plan/develop school-based celebrations for 95% attendance

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

**By When:** Plan will be established and in practice by the beginning of the second nine weeks.

Principal will establish and put into practice a system for weekly check of attendance by school, grade, class, and individual student. Systems will be put into place to monitor attendance, document all communication between parent and school regarding attendance, and to document all follow-up.

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

**By When:** System will be in place and in practice by 10/13/23.

## #2. Instructional Practice specifically relating to Student Engagement

### Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Overall proficiency rates from the 2022-2023 SY in math is 55% and in ELA it is 56%. Additionally, in the 2023-2024 SY, classroom walkthrough documentation indicate low on task behavior. In order to increase student achievement, it is determined that student engagement is an area of crucial need.

### Measurable Outcome:

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

Our overall proficiency rates in Math will increase from 55% in the 2023 SY to 65% in the 2024 SY and ELA will increase from 56% proficiency to 66% as indicated through FAST PM3. Additionally, data will be collected during walkthroughs which will focus on Brevard Public School's Evidence of Practice for student engagement. The goal is to have 75% of our walkthrough data indicate that students are engaged in the work.

### Monitoring:

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

During weekly coaching cycle meetings, administration and the literacy coach will discuss classroom walk throughs. Data from the walk throughs will analyzed to develop further professional learning opportunities. Additional observation and feedback opportunities may be scheduled to support teachers with increased needs.

### Person responsible for monitoring outcome:

Erika Lucarotti (lucarotti.erika@brevardschools.org)

### Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Student discourse that aligns with content and standards.

### Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Due to the low proficiency rates, student engagement through discourse is needed to demonstrate knowledge and thinking of content and standards.

### Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 4 - Demonstrates a Rationale

### Will this evidence-based intervention be funded with UniSIG?

No

### 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.

1. Data from beginning of the year assessments will be reviewed by teachers with support from administration and literacy coach.
2. Walk through tool will be created to support the student engagement needs of the school.
3. Feedback to teachers based on data collected through classroom walkthroughs.

4. Coaching cycle will analyze data collected through walk through to determine next professional learning opportunities.

**Person Responsible:** Erika Lucarotti (lucarotti.erika@brevardschools.org)

**By When:** In place by October 2nd and on going each week through coaching cycle meetings.

### **CSI, TSI and ATSI Resource Review**

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

An allocation for a Kindergarten Instructional Assistant was added to our PAR. Currently, that position is vacant and is currently advertised. When this instructional assistant is hired, their job will be to support the Kindergarten teachers during small group instruction.

When allocated, ASP (Academic Support Program) funds will be used to offer after school tutoring to Kindergarten students who are significantly below the grade level expectations in reading.

In addition, Title I funds will be used to hire an Instructional Assistant to provide additional support in reading as well.

### **Reading Achievement Initiative for Scholastic Excellence (RAISE)**

#### **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**

Improve Tier I instructional strategies in Reading and provide support through Title I for targeted small group instruction.

#### **Grades 3-5: Instructional Practice specifically related to Reading/ELA**

Improve Tier I instructional strategies in Reading and provide support through Title I for targeted small group instruction.

## 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 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 Measurable Outcomes

Data from each PM testing cycle will be monitored by grade level and by individual student outcomes. Students scoring below 50% will receive small group, targeted instruction weekly. At the end of each week, progress monitoring will measure growth.

### Grades 3-5 Measurable Outcomes

Data from each PM testing cycle will be monitored by grade level and by individual student outcomes. Students scoring below 50% will receive small group, targeted instruction weekly. At the end of each week, progress monitoring will measure growth.

## Monitoring

### 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 impact student achievement outcomes.

Weekly assessments to monitor small group, targeted instruction will be conducted. Results will be reviewed by the instructor and the Literacy Coach. Changes to instructional strategies will be made as necessary.

### Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Campione, Kathleen, [campione.kathleen@brevardschools.org](mailto:campione.kathleen@brevardschools.org)

## Evidence-based Practices/Programs

**Description:**

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. §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?

Three evidence-based programs will be implemented to achieve measurable outcomes in grades K-5 in ELA/Reading. The programs are, 95% Group, iReady (Magnetic Reading) and Lexia. The specific programs will be aligned to student needs. Based on assessment results, students will receive small, group targeted instruction directly relating to their specific needs. Weekly progress monitoring will occur. PM data will be reviewed by the teacher, Literacy Coach and administration.

**Rationale:**

Explain the rationale for selecting 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 evidence-based practices/programs show proven record of effectiveness for the target population?

These resources were selected because they have been used successfully to address student achievement deficits.

**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
<p>Literacy Leadership: The principal and assistant principal will take the lead in monitoring student achievement data, interventions, and progress monitoring. The principal, assistant principal and literacy coach will meet weekly to discuss current trends in progress monitoring.</p>	<p>Campione, Kathleen, campione.kathleen@brevardschools.org</p>
<p>Literacy Coaching: The literacy coach will use walkthrough data to make a plan and needs assessment for literacy coaching needed in each grade level. The literacy coach will work with individual teachers or grade level teams to maximize and improve Tier 1 instructional strategies.</p>	<p>Moffitt, Manuela, moffitt.manuela@brevardschools.org</p>

## Title I Requirements

### Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

**Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))**

List the school's webpage\* where the SIP is made publicly available.

The school will disseminate the SIP, the SWP and Budget for Title I through our school web page, individual parent emails through FOCUS communication, at the Annual Title I Meeting and at monthly SAC meetings.

<https://www.brevardschools.org/LockmarES>

**Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.**

List the school's webpage\* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

The school will build positive relationships with parents, families and other stakeholders through monthly evening events at the school, weekly family lunch opportunities, School Advisory Council outreach, monthly newsletters, frequent communications through FOCUS, the school marquee, the school web page and our school Facebook page.

<https://www.brevardschools.org/LockmarES>

**Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)**

The school will use Title I funds to provide learning opportunities for students including Zoo School in partnership with The Brevard Zoo, the STARBASE Patrick Program, Rolling Readers, Lagoon Quest and others. In addition Title I funds will be used to hire a Title I teacher to provide small group, targeted instructional support to students based on progress monitoring data.



**If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))**

Currently all students at Lockmar receive free breakfast and lunch under the Community Eligibility Provision (CEP). Also The Children's Hunger Project provides weekly meals to approximately 40 students.

### **Optional Component(s) of the Schoolwide Program Plan**

Include descriptions for any additional strategies that will be incorporated into the plan.

**Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))**

The school currently has a Social Worker to provide support to students and families. We currently have two vacancies for Guidance Counselors.

**Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))**

The elementary schools work with the middle schools to make a smooth transition for students and families. Counselors from the middle schools meet with students at the elementary school during the last quarter of 6th grade and assist students with class/schedule selections for 7th grade. Students are provided with information and opportunity to choose elective options that align with their preference and possible future career choice. This collaboration continues when the students make the transition from middle school to high school.

**Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).**

Lockmar is a PBIS school. Student behaviors are addressed using the MTSS process. Student Behavior Intervention Plans are created and implemented, based on data collected by the teacher and other observers. Input from district behavior technicians/analysts is also collected. If a student has an IEP or 504 Plan, the ESE teacher plus district personnel are invited to participate in the process.

**Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))**

Teachers participate in professional development during small group meetings with Administrators, Literacy Coach and/or Math Coach. In addition PD support is provided by on site facilitators from iReady to support that platform. Teachers also

**Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))**



Students who participate in early childhood education programs within the public school system are a part of the local elementary community from the start. In addition, Lockmar Elementary hosts an Open House that is open to all families in the community with student who are beginning Kindergarten. Information about expectations, teacher meet and greet, classroom and school tours and registration information is a part of the experience.