

Orange County Public Schools

Lockhart Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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Lockhart Elementary

7500 EDGEWATER DR, Orlando, FL 32810

<https://lockhartes.ocps.net/>

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.

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, 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
Gordon , Monica	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 PLCs, 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 the completion of team duties, and oversees all operations of the school.
Nelson, Adrienne	Instructional Coach	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
Nelson, Elvon	Assistant Principal	Support the principal in the oversight of school-wide student safety and student achievement. With the principal, create a common school vision for excellence and engage teachers, students, and community stakeholders towards the achievement of that vision.
Thompson, Carla	Reading Coach	Provide professional development, analyze data, provide peer coaching support and peer observation feedback, assist with small group instruction, and facilitate common planning.
Mason, Stephanie	Staffing Specialist	Serves as the Staffing Specialist/504 Coordinator. The staffing specialist helps analyze data and assists with determining the 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 staff to create appropriate schedules and conduct IEP meetings and staffing meetings. The staffing specialist facilitates collaborative efforts between the classroom teacher,

Name	Position Title	Job Duties and Responsibilities
		school resource personnel, and the parent/s to act in making the best academic and personal decisions regarding individual students.
Washington, Monica	Curriculum Resource Teacher	Provide professional development, analyze data, coordinate instructional resource alignment, facilitate school-wide testing, and assist with small group instruction.
Orsini, Ricardo	Dean	Dean & ECT: 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 the best interests of students. The ECT role will provide professional development, analyze data, coordinate MTSS, facilitate ESL compliance and monitoring, and assist with small group instruction.
Harris, Deidre	School Counselor	Serves as the school counselor, conducts threat assessments, implements Child Safety Matters, and implements positive behavior support, and counseling.
Miller, Jennifer	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 the best interests of students. The behavior specialist offers social skills groups for students in need and also serves as a liaison with outside agencies that offer support to students and families.

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.

The SIP will be conducted based on a set of ground rules that form the basis for the respectful interaction of all parties involved in their process. This framework will be established tentatively with the initiation of the SIP, but must be agreed upon by the stakeholders and, therefore, may be modified based on stakeholder input.

These rules include the following:

- Input on the project from all stakeholders is a duty considered in order to yield the best solutions to problems identified by the process.
- Input from all participants in the process is valued and considered.
- The list of stakeholders is subject to revision at any time as events warrant.
- All participants should work collaboratively and cooperatively to seek a consensus solution (Consensus is defined as “when a majority of the stakeholders agree on a particular issue, while the remainder of stakeholders agrees its input has been heard and duly considered and that the process as a whole was fair.”)
- All participants in the process must treat each other with respect and dignity.
- The project must progress at a reasonable pace, based on the project schedule.

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))

Monitoring a SIP

- Create checkpoints to check the results of each task and measure the impact of the task towards the attainment of the outlined goals.
- Prioritize fidelity in the implementation of the plan to ensure that tasks are executed as described.
- Create new tasks if the tasks in place are not achieving the predetermined goals.
- Adjusting goals if the set goal looks unattainable with the tasks in place.

Stages to monitoring the SIP

- Keep identifying points of progress, this helps in achieving the overall goals of the School Improvement Plan and can be replicated at some point.
- Evaluating the plan at the end of monitoring to ascertain if all the problems were addressed.
- Reporting is a key stage because it acts as a checklist and self-assessment tool for the evaluation process of the school plan.
- Using qualitative and quantitative data as a tool for monitoring.

Demographic Data

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

2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	89%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
ESSA Identification	TSI

*updated as of 3/11/2024	
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (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) White Students (WHT)* Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: D 2018-19: D 2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

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	3	0	2	0	0	0	0	0	0	5	
One or more suspensions	2	2	2	7	2	5	0	0	0	20	
Course failure in English Language Arts (ELA)	2	8	4	9	1	1	0	0	0	25	
Course failure in Math	0	7	8	8	1	3	0	0	0	27	
Level 1 on statewide ELA assessment	6	13	15	31	15	18	0	0	0	98	
Level 1 on statewide Math assessment	11	8	16	33	16	27	0	0	0	111	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	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 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	0	0	1	0	1	5	0	0	0	7

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

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	19	27	22	23	22	14	0	0	0	127	
One or more suspensions	0	0	0	6	4	0	0	0	0	10	
Course failure in ELA	0	0	1	1	7	1	0	0	0	10	
Course failure in Math	0	0	0	2	0	0	0	0	0	2	
Level 1 on statewide ELA assessment	0	0	0	10	14	19	0	0	0	43	
Level 1 on statewide Math assessment	0	0	0	11	10	20	0	0	0	41	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0		
	0	0	0	0	0	0	0	0	0		

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	0	0	0	11	16	19	0	0	0	46

The number of students identified retained:

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

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	19	27	22	23	22	14	0	0	0	127	
One or more suspensions	0	0	0	6	4	0	0	0	0	10	
Course failure in ELA	0	0	1	1	7	1	0	0	0	10	
Course failure in Math	0	0	0	2	0	0	0	0	0	2	
Level 1 on statewide ELA assessment	0	0	0	10	14	19	0	0	0	43	
Level 1 on statewide Math assessment	0	0	0	11	10	20	0	0	0	41	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0		
	0	0	0	0	0	0	0	0	0		

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	0	0	0	11	16	19	0	0	0	46

The number of students identified retained:

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

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*	42	57	53	36	56	56	35		
ELA Learning Gains				56			35		
ELA Lowest 25th Percentile				52			38		
Math Achievement*	34	60	59	36	46	50	42		
Math Learning Gains				48			35		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Math Lowest 25th Percentile				41			38		
Science Achievement*	55	63	54	38	61	59	31		
Social Studies Achievement*					66	64			
Middle School Acceleration					51	52			
Graduation Rate					55	50			
College and Career Acceleration						80			
ELP Progress	65	59	59	65			76		

* 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)	TSI
OVERALL Federal Index – All Students	47
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	4
Total Points Earned for the Federal Index	234
Total Components for the Federal Index	5
Percent Tested	99
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	TSI
OVERALL Federal Index – All Students	47
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	372
Total Components for the Federal Index	8
Percent Tested	100

2021-22 ESSA Federal Index

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	8	Yes	4	4
ELL	38	Yes	1	
AMI				
ASN				
BLK	42			
HSP	35	Yes	1	
MUL				
PAC				
WHT	22	Yes	2	1
FRL	45			

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	15	Yes	3	3
ELL	52			
AMI				
ASN				
BLK	43			
HSP	42			
MUL				
PAC				
WHT	36	Yes	1	
FRL	46			

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	42			34			55					65
SWD	11			5							2	
ELL	22			28							3	65
AMI												
ASN												
BLK	43			34			51				4	
HSP	37			37							3	
MUL												
PAC												
WHT	29			14							2	
FRL	39			31			57				5	64

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	36	56	52	36	48	41	38					65
SWD	4	17		15	24							
ELL	24	64		35	73							65
AMI												
ASN												
BLK	36	58	47	35	50	38	40					
HSP	30	53		33	40							55
MUL												
PAC												
WHT	42	42		28	33							
FRL	33	54	50	34	50	43	44					60

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	35	35	38	42	35	38	31					76
SWD	0			9								
ELL	40			33								76
AMI												
ASN												
BLK	31	40	60	36	38	50	29					
HSP	45			65								71
MUL												
PAC												
WHT	40	18		44	18		27					
FRL	29	29	40	39	33		22					87

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	42%	54%	-12%	54%	-12%
04	2023 - Spring	49%	60%	-11%	58%	-9%
03	2023 - Spring	36%	52%	-16%	50%	-14%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	27%	59%	-32%	59%	-32%
04	2023 - Spring	49%	62%	-13%	61%	-12%
05	2023 - Spring	37%	55%	-18%	55%	-18%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	51%	59%	-8%	51%	0%

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.

Our data component with the lowest performance is 3rd-grade math achievement. The 3rd-grade proficiency went from 38% in the 22-23 school year down 10% to 28% in the 23-24 school year. Contributing factors to this low performance include multiple teacher vacancies in 3rd grade, the introduction of the new BEST standards, and the learning gaps our 3rd graders still have from schools being closed during COVID-19.

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

Our data for ELA, Math, and Science overall proficiencies increased in the 22-23 FAST administration. We attribute this increase to streamlined PLCs, a tightened MTSS process, and teacher attendance with district professional developments centered around core instruction and upcoming benchmarks.

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.

Our data component with the greatest gap when compared to the state average is the 3rd-grade math achievement. The state percentage for math achievement was 58%, and the Lockhart Elementary math achievement percentage was 28%. The major contributing factor to this low performance is student tardies and absences in 3rd grade. In the 22-23 school year, 3rd graders made up over 50% of the unexcused absences. Our 63 third-grade students had a total of 2,432 unexcused absences throughout the school year.

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

The data component that showed the greatest improvement was 5th Grade Science Achievement. For the 21-22 school year, Lockhart's science achievement was 38%. For the 22-23 school year, the science achievement was 54%. Contributing factors to this improvement include consistent science instruction in all grade levels, use of Study Island in 4th and 5th grades, utilizing science based text in ELA centers and science instruction for our 5th graders in our afterschool tutoring program.

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

One potential area of concern is the percentage of level 1 scores in both ELA and Math on statewide assessments. Another potential area of concern is student absences.

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

Overall ELA Proficiency, Overall Math Proficiency, SWD ELA Proficiency

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 previous Panorama parent survey data indicates that our school climate decreased from 82% in spring 2021 to 81% in spring 2023. During the 22-23 school year, we tracked 4,836 unexcused absences, 1,037 excused absences, and 562 tardies across all grade levels. We anticipate that fostering a positive school culture and climate will decrease absences from school, and in turn increase student achievement. Lockhart Elementary will continue to support a positive culture and environment by focusing on our attendance and tardy rates.

Measurable Outcome:

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

The number of unexcused absences tracked will decrease by 10% from 4,836 unexcused absences to 4,352 unexcused absences.

Monitoring:

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

Using attendance data from Skyward, we will monitor the absences and tardies for the desired outcome. The Student Services Team will have biweekly meetings to discuss attendance trends.

Person responsible for monitoring outcome:

Monica Gordon (monica.gordon@ocps.net)

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.)

We will be utilizing the Resiliency Toolkit provided by the Florida Department of Education to assist teachers in developing more resilient students. In addition, each quarter, we will place phone calls to families after the first 2 unexcused absences to see how we can support the parents in getting the students to school. If the problem persists, we will hold attendance meetings with parents/guardians following the 4th unexcused absence. Students with 6 or more unexcused absences will be referred to the school social worker.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The toolkit was selected because it helps to empower Florida's students as they develop resilience and character education skills to adapt to a variety of situations. In addition, the student support team will collect data to track trends and form specific plans to meet the student's needs.

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.

Monitor, Measure, and Modify

1. Review attendance data with the Student Services Team
2. Identify specific students that meet the criteria listed above.
3. Implement the phone call and parent meeting process stated above.
4. Monitor, measure, and modify the plan for continuous improvement.

Person Responsible: Elvon Nelson (elvon.nelson@ocps.net)

By When: October 2023 and ongoing through the 2023-2024 school year.

The Student Support Team will meet biweekly to review attendance data.

Person Responsible: Ricardo Orsini (ricardo.orsini@ocps.net)

By When: September 2023 and ongoing through the 2023-2024 school year.

Building Community

1. Establish a family resource center where families can access resources and information to support student attendance
2. Host events, workshops, and opportunities that are relational, connected to family interests and culture, and linked to the importance of attending school

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

By When: October 2023 and ongoing through the 2023-2024 school year.

Building student capacity for resiliency through resiliency lessons during health block.

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

By When: September 2023 and ongoing through the 2023-2024 school year.

#2. Instructional Practice specifically relating to Small Group Instruction**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.

Lockhart Elementary had a proficiency score of 43% in ELA and 38% in math for the 22-23 school year. We will focus on small group instruction in order to increase proficiency in ELA and Math for grades 3-5. When teachers appropriately prompt, monitor, and scaffold student understanding of new content within a small group setting, student achievement will increase for all students. This was selected as an area of focus based on classroom walkthrough data collected throughout the 22-23 school year. Our classroom walkthrough data indicated that when in small groups, teachers frequently over-scaffolded instruction. Therefore, focusing on improving our small group instructional practices will increase student achievement.

Measurable Outcome:

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

Lockhart's 2024 ELA proficiency for grades 3-5 will increase by 10%, from 43% to 53%. Lockhart's 2024 Math proficiency for grades 3-5 will increase by 10%, from 38% to 48%.

Monitoring:

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

Using the four guiding questions for PLC, we will analyze Tier I data to provide for teachers to take collective responsibility for student learning rather than in isolation. we will monitor, measure, and modify after both SBUAs and formative assessments and discuss trends and needs identified by the data during meetings. We will also utilize data to inform small-group instruction including such strategies as concrete representation, acceleration, scaffolding, and differentiation. Classroom walk-throughs will focus on small-group instruction.

Person responsible for monitoring outcome:

Monica Gordon (monica.gordon@ocps.net)

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.)

Lockhart will use data-based decision-making to drive instruction, consistently monitoring academic growth and providing relevant interventions in ELA and Math monitored through the MTSS process. We will utilize and pull SuccessMaker and Exact Path data monthly to inform our small groups during intervention time.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Based on the program diagnostic assessment, an instructional learning path is created for each individual student that focuses on closing the learning gaps that exist. The program usage and intervention of the teacher to support the student learning will lead to evident growth decreasing the learning gaps for each individual student. Implementation of an effective MTSS program eliminates the "wait to fail" situation that prevents at-risk students from receiving intervention sooner versus later. While the interventions are taking place, school staff monitors any progress that these students are making in their problem areas. These progress monitoring techniques provide information that allows teachers to better evaluate student needs and match instruction, resources, and interventions appropriately. MTSS also encourages better collaboration between teachers and families as families are kept abreast of ongoing changes to a child's instructional plan.

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. Collaboratively plan targeted small group lessons that are aligned to the benchmarks, while providing effective and differentiated instruction based on demonstrated student needs.
2. Implement the effective PLCs to ensure that all students achieve at high levels.
3. Monitor and ensure transfer from collaborative planning to instruction.
4. Provide strategic coaching support focused on data analysis and small group instruction, including modeling, side-by-side teaching, and actionable feedback.

Person Responsible: Monica Gordon (monica.gordon@ocps.net)

By When: August 2023 and ongoing through May 2024.

1. Develop an MTSS framework and provide PD on data collection.
2. Monthly support meetings to discuss Tier II and Tier III data

Person Responsible: Monica Washington (monica.washington@ocps.net)

By When: October 2023 and ongoing through May 2024.

#3. 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 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.

FSA data from the 21-22 school year shows an overall SWD ELA proficiency of 27%. FAST data from the 22-23 school year shows an overall SWD ELA proficiency of 31%.

FSA data from the 21-22 school year shows an overall White ELA proficiency of 40%. FAST data from the 22-23 school year shows an overall White ELA proficiency of 38%.

Measurable Outcome:

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

Lockhart Elementary will increase proficiency for Students with Disabilities (SWD) in ELA (ESSA) by 10%, increasing it from 31% proficient to 41% proficient. Lockhart Elementary will also increase proficiency for White students in ELA (ESSA) by 10 percent, increasing it from 38 % to 48%.

Monitoring:

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

We will engage in frequent actionable feedback and classroom walk-throughs during support facilitation services. In addition, we will monitor, measure, and modify when reviewing data from SBUAs, and Exact Path lessons.

Person responsible for monitoring outcome:

Monica Gordon (monica.gordon@ocps.net)

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.)

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 for SWD and White ESSA subgroups. Implement support facilitation for SWD with fidelity. A cohesive schedule will be developed to ensure each SWD is provided with appropriate support. ESE support facilitation teachers will receive collaborative teaching strategies. Support facilitators will use the OCPS ELA curriculum through the Wonders program, as well as intervention lessons from Exact Path.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Successful implementation of Exact Path will produce proficiency as evidenced by an increased percentage of scholars scoring at 70% or above on each SBUA. This should lead to an increased proficiency percentage on FAST ELA PM3 at the end of the 23-24 school year. We will celebrate successful implementation by identifying model classrooms to replicate.

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.

ESE schedule monitored for instructional time of pull-out and push-in support (POPI).

Person Responsible: Elvon Nelson (elvon.nelson@ocps.net)

By When: October 2023 and ongoing throughout the 23-24 school year

ESE student data is monitored weekly by teachers of SWD as well as the instructional team.

Person Responsible: Stephanie Mason (stephanie.mason@ocps.net)

By When: October 2023 and ongoing throughout the 23-24 school year

Provide an overview of support facilitation and Tier 1 interventionist expectations for SWD and White student support. Monitor student data to make data-driven adjustments for subgroup instruction.

Person Responsible: Monica Washington (monica.washington@ocps.net)

By When: October 2023 and ongoing throughout the 23-24 school year.

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).

Lockhart Elementary's TSI (Targeted Support and Improvement) plan will use our school's current efforts to support student achievement with a specific emphasis on monitoring our underperforming subgroups more closely through MTSS and root cause analysis. The students in our subgroups of SWD and White will be provided additional targeted resources and support via small-group intervention and be monitored through disaggregated data reviews tailored for these ESSA groups. The goal of this plan is to exit TSI, by improving performance on the federal percent of points (FPPI) to 41% or higher.

To support our SWD and White subgroups, we will 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 will be provided appropriate support. ESE support facilitation teachers will receive collaborative teaching strategies. Frequent actionable feedback and classroom walk-throughs during support facilitation services will allow us to monitor, measure, and modify when reviewing data.

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

Although 50% or more of our students in K-2 scored above the 40 percentile, we will continue to engage in instruction that will focus on developing early literacy skills with an increased emphasis on the following areas:

- Develop awareness of the segments of sounds in speech and how they link to letters.
- Teach students to decode words, analyze word parts, and write and recognize words.
- Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension.

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

65% of 3rd graders, 51% of 4th graders, and 55% of 5th graders scored below a level 3 on ELA FAST PM 3 2023.

We will engage in instruction for 3-5th graders that will enhance student skills and strengthen skills in the following areas:

- Build students' decoding skills so they can read complex multisyllabic words.
- Provide purposeful fluency-building activities to help students read effortlessly.
- Routinely use a set of comprehension-building practices to help students make sense of the text.
- Build students' world and word knowledge so they can make sense of the text
- Consistently provide students with opportunities to ask and answer questions to better understand the text they read.

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

Each grade level will increase the percentage of students scoring above the 40th percentile in the 2024 Statewide Assessments by 3 percentage points. Kindergarten will increase from 51% to 54% scoring above the 40th percentile. First Grade will increase from 71% to 74% scoring above the 40th percentile. Second Grade will increase from 62% to 65% scoring above the 40th percentile.

Grades 3-5 Measurable Outcomes

- Increase the percentage of third-grade students scoring Level 3 on the 2024 statewide, standardized English Language Arts assessment by 3 percentage points, from 35% to 38%.
- Increase the percentage of fourth-grade students scoring Level 3 on the 2024 statewide, standardized English Language Arts assessment by 3 percentage points, from 49% to 52%.
- Increase the percentage of fifth-grade students scoring Level 3 on the 2024 statewide, standardized English Language Arts assessment by 3 percentage points, from 45% to 48%.

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 reading walkthroughs by administrators. Monthly data meetings by area including the MTSS Problem-solving Teams and Cadre leadership to review FAST progress monitoring assessments, K-1 DIBELS progress monitoring data, SIPPS progress monitoring data, 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.

Gordon , Monica, monica.gordon@ocps.net

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?

The evidence-based practices/programs we will be implementing to achieve measurable outcomes are those recommended and backed by Orange County Public Schools. We will be using Heggerty, Exact Path, SIPPS, OCPS Multisensory Kits, and Being a Reader resource. These evidence-based programs do align with the district's K-12 Comprehensive Evidence-based Reading Plan and they align with the B.E.S.T. ELA Standards.

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 programs have been selected because they build students' world and word knowledge so they can make sense of the text and consistently provide students with opportunities to ask and answer questions to better understand the text they read. These programs also teach students to monitor their comprehension as they read. Exact Path may be used to help students develop awareness of the segments of sounds in speech and how they link to letters. Students will be taught to decode words, analyze word parts, and write and recognize words. By building decoding skills to enable students to read multisyllabic words, students will become more fluent readers through the use of fluency-building activities. Students will also be taught to use a set of comprehension-building practices to help students make sense of the text being read. In addition, SIPPS is used to teach students to decode words, analyze word parts, and write and recognize words. Building decoding skills helps students read complex multisyllabic words. Being a Reader Small Group Curriculum helps students develop an awareness of the segments of sounds in speech and how they link to letters. This teaches students to decode words, analyze word parts, and write and recognize words. By building decoding skills through this program, students will be able to read complex multisyllabic words which will improve fluency and comprehension. Students will be provided with fluency-building activities to help them read better as they use comprehension-building practices to help them make sense of the text. Heggerty also helps to develop awareness of the segments of sounds in speech and how they link to letters and the OCPS Multisensory Kits will also help with developing awareness of the segments of sounds in speech and how they link to letters and teach students to decode words, analyze word parts, and write and recognize 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 further action steps are implemented and monitored for effectiveness.	Thompson, Carla, carla.thompson@ocps.net
The literacy coach attends district coach meetings. The coach uses data to identify personnel and areas of need. Implementation of coaching cycles, modeling, and PLC planning support. The literacy coach is also an active member of the MTSS problem-solving team.	Thompson, Carla, carla.thompson@ocps.net
Use and analysis of the following data sources to determine interventions and support needs of students:	
<ul style="list-style-type: none"> -FAST -Heggerty Assessments -District created Standards-Based Unit Assessments (SBUAs) -District created Foundational Unit Assessments (Grades 2) -DIBELS (K-1) -Being a Reader Formative Data (K-3) -SIPPS Formative Data (K-5) 	Gordon , Monica, monica.gordon@ocps.net
Lockhart Elementary will develop its professional learning plans based on the school's needs. These plans include specific support for teachers based on progress monitoring data. Moreover, we will also promote our district PD options available including the Instructional Literacy Institute, literacy coach meetings, K-5 ELA Impact Series, Being a Reader PD, SIPPS PD, and Making Sense of Multisensory Instruction PD.	Gordon , Monica, monica.gordon@ocps.net

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 SIP will be housed with a link on the school website. www.lockhartes.ocps.net Additionally, it will be available on the FLDOE website. During PTA and SAC meetings the SIP, budget, and Schoolwide programs will be disseminated and discussed with faculty, parents, businesses, and local partners. Meetings will provide translation for Creole and Spanish.

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))

As a school, we will build positive relationships with our parents, families, and community stakeholders by hosting the following events Bowl-A-Thon (Partners In Ed.), PTA Movie Night, Parents Night Out, Family Lunch-On-the Lawn, Family Reading Night, Family Math Night, Trunk O' Treat, Daddy Daughter Dance, and Storybook Vocabulary Parade. Additionally, parents are invited to two Parent Conference Nights where they are informed of their child's progress. We will also use Talking Points to regularly communicate with parents.

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 plans to strengthen the academic program by offering an FBS block in each class. We will additionally host an afterschool tutoring program two days a week. The quality of learning time will be enhanced by using programs that support the Science of Reading. A math FBS block will also be added to the schedule to support math instruction for struggling students. Exact Path (reading) and Success Maker (math) have been adopted to support the curriculum.

Positive school culture will be enhanced by using Talking Points to communicate regularly with parents and use PBIS to create an environment for students to thrive. Our instructional practices will be focused on small-group instruction. Teachers will use the BEST question stems for leveled text in small groups.

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))

n/a

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 counselor provides assistance to students as requested by parents. School mentors are also assigned based on need by the counselor. A district-issued mental health counselor also supports staff and students one day a week.

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))

Lockhart Elementary participates in Teach-In. This is an opportunity for our students to hear from professionals representing a variety of different fields and careers. These individuals share information about their education and training, as well as the skills necessary to be successful in the professional world.

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).

Our MTSS coordinator, behavior specialist, and dean work together to provide a system of tiers to address problem behavior and early intervention services.

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))

PLCs are held weekly for reading and math for all instructional staff. PD and data meetings are scheduled after every progress monitoring session to ensure instruction is adjusted based on trends shown. Teachers are also celebrated for their hard work when data shows improvement in any area.

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))

During each summer, we offer a VPK summer transition program. This program gets VPK students ready to enter kindergarten. Prior to the first day of school, Lockhart Elementary has a Meet the Teacher night. This is an opportunity for incoming kindergarten students to see their classrooms and meet their teachers, making the transition easier for the student and the parent on the first day of school.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

The approved budget does not reflect any amendments submitted for this project.

1	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System	\$0.00
2	III.B.	Area of Focus: Instructional Practice: Small Group Instruction	\$0.00
3	III.B.	Area of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups	\$0.00
Total:			\$0.00

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No