Lockhart Middle School

2023-24

Schoolwide Improvement Plan (SIP)

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Lockhart Middle

3411 DOCTOR LOVE RD, Orlando, FL 32810

https://lockhartms.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 that lead our students to success.

Provide the school's vision statement.

To ensure every student has a promising and successful future.

School Leadership Team, 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
Henderson, Farah	Principal	The principal provides a common vision and direction for Lockhart Middle School, placing student success at the forefront. Teacher evaluations and progress monitoring are used to inform the decision making process. Data-based decision making is important as the principal oversees curriculum and instruction, ensures the School Improvement Plan is implemented throughout the school year and that curriculum and instruction align to OCPS specifications. These decisions are discussed and evaluated by the school-based leadership team and communicated to the stakeholders.
Hearn, Theresa	Assistant Principal	Support the common vision for instruction and the use of data-based decision making; supervision, evaluation and coaching of all instructional personnel; manage and maintain all school facilities; ensure the safety and security of all staff and students; ensures implementation of intervention support and enrichment activities as well as collecting documentation; ensures adequate professional development to support core instruction and implementation of new programs or curriculum, including the use of digital devices; collaborate with the Professional Learning Communities to gain input and suggestions from the teachers as well as review lesson planning; building the master schedule and coordinating with guidance counselors on program requirements; and communicates with parents regarding school-based plans and activities.
Tatarka, Nicholas	Assistant Principal	Support the common vision for instruction and the use of data-based decision making; supervision, evaluation and coaching of all instructional personnel; manage and maintain all school facilities; ensure the safety and security of all staff and students; ensures implementation of intervention support and enrichment activities as well as collecting documentation; ensures adequate professional development to support core instruction and implementation of new programs or curriculum; collaborate with the Professional Learning Communities to gain input and suggestions from the teachers as well as review lesson planning; and communicates with parents regarding school-based plans and activities. Works closely with the positive behavior team to improve discipline, structures and processes.
Coleman, Altresse	Instructional Coach	Develops, leads, and evaluates school core curriculum programs; works with teachers to identify systematic patterns of student need while reviewing school data to identify appropriate, evidence-based intervention strategies; assists with screening assessments that provide data; assists in the design and implementation for progress monitoring, data collection, and data analysis; supports all new teachers and participates in the design and delivery of professional development; implements the coaching cycle with teachers identified for support; conducts classroom walk-throughs and gives feedback; and provides support for monitoring of all data.

Name	Position Title	Job Duties and Responsibilities
Joseph, Becky	Reading Coach	Develops, leads, and evaluates school core curriculum programs; works with teachers to identify systematic patterns of student need while reviewing school data to identify appropriate, evidence-based intervention strategies; assists with screening assessments that provide data; assists in the design and implementation for progress monitoring, data collection, and data analysis; and serves as the instructional coach for Reading.
Chiles, Takia	School Counselor	Implement our comprehensive guidance programs; conduct career education lessons; coordinate the transition programs for incoming 6th grade students and 8th grade going to HS; coordinate counseling services with outside agencies; coordinate the 504 plans for all students; assist teacher with special accommodations for students; counsel students and parents; coordinate our Homeless programs and community outreach; and coordinate our mental health resources.
Sears-Coleman, Adrienne	Dean	Develop, support and monitor our school wide discipline plan; develop a school wide student motivational program; monitor and analyze the discipline data on a regular basis; coordinate the Behavior Leadership Team; observe in classrooms in order to offer suggestions to teachers on classroom management plans; communicate with parents and students on a regular basis in regards to behavior and behavioral concerns; serve on the administrative leadership team; serve on the Positive Behavior committee; uphold our district's Student Code of Conduct; conduct Restorative Justice circles; and work closely with our teacher in the PASS program. Serves as lead and 8th grade dean.
Gilles, Vianna	Math Coach	Develops, leads, and evaluates school core curriculum programs; works with teachers to identify systematic patterns of student need while reviewing school data to identify appropriate, evidence-based intervention strategies; assists with screening assessments that provide data; assists in the design and implementation for progress monitoring, data collection, and data analysis; supports all new teachers and serves as the instructional coach for alternative certification teachers; manages and coordinates volunteers to assist in the classrooms; participates in the design and delivery of professional development; implements the coaching cycle with teachers identified for support; conducts classroom walk-throughs and gives feedback; and provides support for monitoring of all data.
Mann Hutchinson, Lucretia	Staffing Specialist	Attend all district training and meeting for this compliance area; organize all paperwork and support services for the ESE students; monitor and coordinate the work of our paraprofessional; ensure our FTE reports are clean of any violations; support teachers with strategies and accommodations for ESE students in the classrooms; conduct meetings with parents and teachers of our students to develop

Name	Position Title	Job Duties and Responsibilities
		specific plans for student success; and serve as a parent liaison between the school and the parents.
Nelson, Tricia	Curriculum Resource Teacher	Analyzes student achievement and teacher observation data to inform lesson planning and interventions that relate to instruction; supports all Lancers with instructional strategies to increase student success; and develops and implements school-wide Professional Development. The CRT provides coaching cycles for new and beginning teachers, monitors in-service points for all faculty, and provides input for the School Improvement Plan.
McCaskill, Kelly	Dean	Develop, support and monitor our school wide discipline plan; monitor and analyze the discipline data on a regular basis; communicate with parents and students on a regular basis in regards to behavior and behavioral concerns; serve on the administrative leadership team; serve on the Positive Behavior committee; uphold our district's Student Code of Conduct; conduct Restorative Justice circles; and work closely with our teacher in the PASS program. Serves as the 6th grade dean of discipline.
Kelley, DeAndrea	Other	Serves a resource to the leadership team, students, and families. The School Social Worker will observe and meet with family members in order to assist them in accessing available resources in the community. Also suggest interventions and provide guidance to the team in the problem-solving process.
Ghent, Marcus	Behavior Specialist	Analyzes student behavior data to collaboratively develop behavior intervention plans with a strong focus on restorative justice; they utilize referrals and analyze attendance and behavior data points to develop crisis intervention plans, connecting students and families to appropriate resources. The Behavior Specialist also ensures ESE/504 plans are being implemented in the classroom with fidelity and work with students to understand their plan and coping mechanisms for dealing with behavior.
Denis, Joanne	Parent Engagement Liaison	The parent engagement liaison (PEL) strives to support student success through engaging families and the community. The PEL works with the title 1 coordinator and the administrative team to foster effective partnerships between home and school through parent workshops and after school events.
Seabrooks, Lisa	Other	Builds teacher capacity and their understanding of instructional practices through various media outlets. They are responsible for ensuring that multiple modes of media are utilized in the classroom and support school-wide literacy initiatives. Provides support to teachers and students utilizing media-related materials, technology, and books. Teach media production professional development and facilitate Title I compliance.

Name	Position Title	Job Duties and Responsibilities
Moore, Cheryl	Other	The testing coordinator organizes testing process including: student displacement, materials, proctors, etc. Supports staff in professional development trainings related to testing. Ensures state compliance to test taking, documentation,storage of materials, and classroom procedures. Accesses, documents, and tracks data. Communicates relevant data to administrators for planning and instructional adjustments.

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.

Schools must support students, families, and communities in understanding the motivating reasons and performance dynamics driving a given cycle of school improvement to increase the chances of success. Effective communication via multiple methods (e.g., email, websites, public forums) is essential to family and community engagement in and comprehension of improvement efforts. Such communication efforts should be "open and honest[…]even if [they are] uncomfortable" so that families and community members understand the current
challenges that are behind a district's or school's improvement efforts. This is especially important, given the breadth of potential challenges that could be addressed via school improvement.

School leadership team and SAC was used to fulfill the stakeholder involvement.

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 progress will be critical to the success of the SIP. Several monitoring strategies will be implemented: classroom walkthroughs/observations, on-going data analysis, school leadership meetings targeted to discuss the SIP and consistent communication with stakeholders during SAC.

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)	Middle School 6-8
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	No
ESSA Identification *updated as of 3/11/2024	TSI
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)* Asian Students (ASN) Black/African American Students (BLK) Hispanic Students (HSP) Multiracial Students (MUL)* 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: C 2018-19: C 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	0	0	0	0	0	0	91	135	126	352
One or more suspensions	0	0	0	0	0	0	32	106	110	248
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	3	4	7
Course failure in Math	0	0	0	0	0	0	0	15	5	20
Level 1 on statewide ELA assessment	0	0	0	0	0	0	88	144	148	380
Level 1 on statewide Math assessment	0	0	0	0	0	0	103	115	124	342
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	
	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	0	0	0	0	102	164	157	423

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	3	3

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	0	0	0	0	0	0	102	118	124	344
One or more suspensions	0	0	0	0	0	0	19	56	56	131
Course failure in ELA	0	0	0	0	0	0	6	0	0	6
Course failure in Math	0	0	0	0	0	0	3	17	0	20
Level 1 on statewide ELA assessment	0	0	0	0	0	0	120	123	115	358
Level 1 on statewide Math assessment	0	0	0	0	0	0	116	120	100	336
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	

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	0	0	0	111	133	116	360

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	3	2	5

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	0	0	0	0	0	0	102	118	124	344
One or more suspensions	0	0	0	0	0	0	19	56	56	131
Course failure in ELA	0	0	0	0	0	0	6	0	0	6
Course failure in Math	0	0	0	0	0	0	3	17	0	20
Level 1 on statewide ELA assessment	0	0	0	0	0	0	120	123	115	358
Level 1 on statewide Math assessment	0	0	0	0	0	0	116	120	100	336
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	

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	0	0	0	111	133	116	360

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	3	2	5

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*	25	48	49	32	49	50	33		
ELA Learning Gains				37			35		
ELA Lowest 25th Percentile				30			23		
Math Achievement*	33	57	56	37	36	36	31		
Math Learning Gains				55			33		
Math Lowest 25th Percentile				61			36		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*	32	53	49	31	55	53	24		
Social Studies Achievement*	26	64	68	58	61	58	45		
Middle School Acceleration	72	77	73	85	52	49	70		
Graduation Rate					51	49			
College and Career Acceleration					69	70			
ELP Progress	43	43	40	31	79	76	30		

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	39
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	5
Total Points Earned for the Federal Index	231
Total Components for the Federal Index	6
Percent Tested	99
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	TSI
OVERALL Federal Index – All Students	46
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	457
Total Components for the Federal Index	10
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	6	Yes	4	4
ELL	37	Yes	2	
AMI				
ASN	59			
BLK	34	Yes	1	
HSP	44			
MUL	35	Yes	2	
PAC				
WHT	43			
FRL	35	Yes	1	

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	22	Yes	3	3
ELL	39	Yes	1	
AMI				
ASN	66			
BLK	46			
HSP	48			
MUL	18	Yes	1	1
PAC				
WHT	48			
FRL	44			

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	25			33			32	26	72			43
SWD	3			10			3	6			4	
ELL	19			34			32	23	70		6	43
AMI												
ASN	45			73							2	
BLK	22			28			28	21	73		5	
HSP	27			41			34	33	80		6	50
MUL	35			35							2	
PAC												
WHT	34			41			44	38	57		5	
FRL	23			30			30	24	71		6	29

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	32	37	30	37	55	61	31	58	85			31
SWD	7	23	23	15	37	35	10	26				
ELL	21	31	45	30	54	74	6	59				31
AMI												
ASN	67	55		67	73							
BLK	29	37	32	32	51	58	26	55	91			
HSP	33	38	34	42	64	73	34	60	81			24
MUL	25	10		20								
PAC												
WHT	41	34	14	51	60	50	45	60	80			
FRL	29	34	31	33	52	60	28	55	83			33

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	33	35	23	31	33	36	24	45	70			30
SWD	6	18	16	9	27	31	7	18				
ELL	16	26	22	21	28	35	4	26				30

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
AMI												
ASN	82	82		45	36							
BLK	28	32	24	26	30	35	18	40	66			
HSP	36	39	18	39	37	33	29	51	79			29
MUL	30	20										
PAC												
WHT	43	39	31	38	37	41	50	53	74			
FRL	28	31	23	26	30	36	21	41	63			29

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.
<u>The percentages shown here represent ALL students who received a score of 3 or higher on the statewide</u>
<u>assessments</u>.

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
07	2023 - Spring	22%	45%	-23%	47%	-25%
08	2023 - Spring	28%	46%	-18%	47%	-19%
06	2023 - Spring	22%	44%	-22%	47%	-25%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	26%	53%	-27%	54%	-28%
07	2023 - Spring	12%	38%	-26%	48%	-36%
08	2023 - Spring	49%	58%	-9%	55%	-6%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	32%	50%	-18%	44%	-12%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	85%	47%	38%	50%	35%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	100%	45%	55%	48%	52%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	26%	61%	-35%	66%	-40%

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.

Across all grade levels, data revealed that English Language Arts (ELA), demonstrated significant reading challenges which impacted student learning for all students. Reading proficiency levels are significantly below grade level, with 77% of the student population reading below grade level.

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

The data point that showed the largest decrease is Civics, going from 58% to 25%. This is a decrease of 33%. This is due to the number of students that are reading below grade level and impacting performance in all content areas. Additionally, with our subgroups, our students with disabilities (SWD), English Language Learners (ELL), and students that are identified as multiracial ae below the 41% federal index for one or more consecutive years.

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.

This data is currently unavailable.

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

MIddle school acceleration showed the most improvement going from 85% to 92%. The rigor of the classwork and strategies utilized in the classroom drove the positive student outcomes. Teachers utilized the CRMs with fidelity and implemented small group instruction consistently.

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

The first area of concern would be the number of students with attendance below 90%. This number would reflect more than 40% of our student population. In addition to attendance, behavior issues resulting in suspension and loss of classroom instruction. Both areas of concern are reflected in the number of students that are failing a core class (ranging from 15 to 18 percent in core content areas).

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

Increasing overall proficiency in all areas for Students with Disabilities (SWD) by developing and monitoring a system to analyze data and scaffold instructional practices.
Providing grade level, benchmark aligned instruction to improve student achievement in ELA. Students will be exposed to the appropriate rigor of the grade level benchmarks, which will build on their current level of learning,closing the gap in proficiency. Teachers will select, plan and implement strategies, while using data, to make informed instructional decisions to produce positive student outcomes.
Integrating and monitoring resources and strategies that strengthen a culture for social and emotional learning to grow every student academically, socially, and emotionally.

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

#1. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a 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 Middle School will increase overall proficiency in all areas for Students with Disabilities (SWD) by developing and monitoring a system to analyze data and scaffold instructional practices. ELA Achievement data for SWD in 2023 was 2%.

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

SWD students will increase their overall proficiency in ELA by 10% as measured by the data collected from the FAST. Also, Math will continue to trend with a 10% increase moving from 15% to 25% proficiency according to the FAST.

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

Lockhart Middle School will increase overall proficiency for ESE students by developing and maintaining a system to analyze data and scaffold instructional practices. We will monitor instructional practices through classroom walkthroughs.

Person responsible for monitoring outcome:

Farah Henderson (farah.henderson@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, use class walkthroughs to monitor instructional practices, and make data driven adjustments that improve student outcomes.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

The system will allow the leadership team to monitor the effectiveness of instruction specifically with ESE students by having a wide view of the current practices within each classroom. Classroom walkthroughs will assist in observing the practices happening in instruction and analyzing trends while the data will prove its effectiveness.

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.

Develop an intensive plan to help promote student success by collecting, analyzing, and reviewing data Support students with fidelity by increasing pedagogical knowledge for
all, building consistency across the school in the areas of assessment, reporting, support and follow-up, and work with teachers to ensure that
challenging tasks are actually challenging (in terms of pedagogy and rigor)

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

By When: Data will be collected, analyzed and reviewed quarterly: -Quarter 1: October 31, 2023 -Quarter 2: January 23, 2024 -Quarter 3: April 9, 2024 -Quarter 4: May 7, 2024

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

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

By When: Data will be collected weekly and analyzed bi-weekly with increased dialogue and reflection about teaching practices on the part of both teacher and administrative team.

Monitor the fidelity of implementation used to support students through intervention. Use progress monitoring to make informed decisions about whether a student's intervention(s) should be modified or intensified.

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

By When: Progress monitoring data will be used quarterly: November 2023, February 2024 and April 2024

Support students with fidelity by increasing pedagogical knowledge for
all, building consistency across the school in the areas of assessment, reporting, support and follow-up, and work with teachers to ensure that
challenging tasks are actually challenging (in terms of pedagogy and rigor)

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

By When: On-going

#2. Instructional Practice specifically relating to ELA

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.

All students will receive grade level standards-based instruction to improve student achievement in ELA. Students will be exposed to the intent and rigor of the grade-level standard, which will build on their current level of learning closing the gap in proficiency. Teachers will select, plan and implement strategies while using student performance data to increase proficiency in ELA. Lockhart Middle School has had a consistent decline in achievement overall in ELA with a 12% decrease in 2022 - 2023 according to FAST data.

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

ELA achievement will increase from 23% to 35% as measured by the FAST.

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

Student performance data from classroom, unit and mini standards assessments will be reviewed by classroom teachers weekly during PLC data meetings with instructional support resource personnel. The ELA department will review all recent student performance data monthly (common assessments, and formative assessments) with the instructional support and assessing administrator assigned to the content area. Teachers and the leadership team will review quarterly progress monitoring student performance data on assessments.

Person responsible for monitoring outcome:

Theresa Hearn (theresa.hearn@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 Middle School will use data based decision making to drive benchmark aligned instruction. In addition, strategic benchmark based planning and lesson implementation will be guided by the Instructional Framework which consists of a variety of evidence-based high-yield strategies for instruction. Students systematically engage in processing content to generate conclusions through collaborative interactions with other students. Providing differentiated instruction to meet the needs of all students.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

We selected this strategy to support both the planning process for and delivery of benchmark aligned instruction to produce positive student outcomes.

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.

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

Person Responsible: Theresa Hearn (theresa.hearn@ocps.net)

By When: Weekly

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

Person Responsible: Theresa Hearn (theresa.hearn@ocps.net)

By When: Monthly or as needed

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

Person Responsible: Altresse Coleman (altresse.coleman@ocps.net)

By When: Monthly or as needed

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

Person Responsible: Theresa Hearn (theresa.hearn@ocps.net)

By When: Quarterly or as needed

#3. 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.

By implementing the use of life skills into daily lessons, we will decrease the number of students scoring level 1 on the FAST Test by 5%. This focus will decrease the number of students failing an ELA class by 5%. Lockhart Middle School will integrate and monitor resources and strategies that strengthen a culture for life skills learning to grow every student and work toward creating a positive school environment. Academic learning is enhanced when students have opportunities to interact with others and make meaningful connections to the subject material. By strengthening our school's culture for life skills learning, we will support a positive culture and climate.

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

We will measure the success of our Life Skills goal with the following data sources looking to see an increase in favorable responses and data indicators. These sources include: Early Warning Systems indicator data, Student Survey data, Teacher and Staff Survey data, and Family Survey data. Survey data will be measurable by our Panorama survey. The sense of belonging as reported by students will improve as needs are met.

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

Our school will plan and implement two cycles of professional learning to provide training, opportunities for safe practice, and examination of impact data. Our school will monitor and measure the impact of our implemented professional learning through analysis of the Culture and Climate continuum, needs assessments, classroom observations, school environment observations, and implementation surveys. We will modify our plan of action as indicated by data, student needs, staff needs, and family needs. We will continue to monitor culture and climate continuum data, classroom walkthrough trend data, evaluative instructional and leadership practice observational data and qualitative data from students, staff, and families.

Person responsible for monitoring outcome:

Nicholas Tatarka (nicholas.tatarka@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.)

The school will use distributive leadership and social and emotional learning to implement a continuous improvement plan for social and emotional learning focused on implementing a School-wide life skills curriculum, intentionally integrating aligned instructional strategies, and deliberate school supports for families.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

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

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.

The school will conduct professional learning opportunities for teachers and staff to understand how life skills are connected to instructional strategies. The Student Support team will create a training plan that meets the needs of the staff and students. The team will consist of members from the student services team (academic and discipline), school coaches/resource and teacher representatives who will provide professional development - Life Skills strategies.

Person Responsible: Takia Chiles (takia.chiles@ocps.net)

By When: On going training/professional development opportunities will take place: September 2023, November 2023, February 2024 and March 2024

The Student Service team (Deans, School Counselors, SAFE) will conduct Restorative Justice Circles to provide an opportunity for school community members to come together to address harmful behavior in a process that explores harms and needs, obligations, and necessary engagement. The team will identify students' life skills needs to prepare for academic instruction and form groups to improve students' needs.

Person Responsible: DeAndrea Kelley (deandrea.kelley@ocps.net)

By When: Restorative Circles will be conducted as needed. The team meets bi-weekly to discuss students' academic and behavior concerns/interventions and access the needs of students identified by the team.

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

Person Responsible: Nicholas Tatarka (nicholas.tatarka@ocps.net)

By When: Monthly to review HERO data and share data with stakeholder groups and make adjustments as needed based on the data.

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

Person Responsible: Joanne Denis (joanne.nazaire@ocps.net)

By When: Monthly

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).

Based on achievement data for 2022-2023, resources will be focused on teacher development and support in the form of in-class tutors.

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 dissemination of plans, protocols and procedures for Lockhart Middle is available in the front office, school website and upon request. Parents are welcome to join us on the second Tuesday of each month for the Lockhart Middle School Parent Teacher Student Association (PTSA) and School Advisory Committee (SAC) meetings. During these meetings, they will hear from the Principal and the President of the Lockhart PTSA. All meetings take place starting at 5:30pm in the Media Center. In addition, they will receive and learn what is happening with our School Improvement Plan (SIP) and they will have an opportunity for their voice to be heard for important decisions that impact their scholars.

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))

Teachers are responsible for being the first smiling face they see in the morning. They will promote positive
attitudes and experiences inside as well as outside of the classroom. Continue to be the liaison between the
student/family and the school to ensure academic success of the student.
Community Partners are responsible for providing services such as tutoring, incentives, academic encouragement, specified nights, etc. This will encourage students and parents to be engaged in their student's learning. Community partners will be able to post school supply lists, provide coupons for families
and encourage them to ask questions in order to gain clarification for any information needed from the school.

Our Support Staff will be promote positive interactions on campus. Janitors will encourage students daily

to
do their best. Food Service teams will greet students with a smile in efforts of building a positive relationship
with students that will last throughout the school year and beyond.

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

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 Leadership Team will continue to focus on curriculum, assessment, and instructional planning and classroom Instruction to address the Area of Focus, the school's highest priorities based on any/all relevant data sources. The data pointed to a glaring need for students to increase their overall proficiency in ELA and Mathematics.

Teachers will be required to develop and maintain a system to analyze data and scaffold instructional practices.
The Leadership Team will use class walkthroughs to monitor instructional practices, and make data driven adjustments that improve student outcomes. All students will receive grade level standards-based instruction to improve student achievement in ELA and Mathematics. Students will be exposed to the intent and rigor of the grade level standard, which will build on their current level of learning closing the gap in proficiency. Student performance data from classroom, unit and mini standards assessments will be reviewed by classroom teachers weekly during PLC data meetings with instructional support resource personnel and administration.
Lockhart Middle School will use data based decision making to drive standards based instruction. In addition, strategic standards based planning and lesson implementation will be guided by the Instructional Framework which consists of a variety of evidence based high-yield strategies for instruction. Students systematically engage in processing content to generate conclusions through collaborative interactions with other students. The Leadership Team will follow a continuous cycle of Plan, Do, and Check.

Lockhart Middle School will integrate and monitor resources and strategies that strengthen a culture for social and emotional learning to grow every student academically, socially, and emotionally. Academic learning is enhanced when students have opportunities to interact with others and make meaningful connections to the subject material.

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))

Lockhart Middle School's mission is to lead our students to success with the support and engagement of families and the community. Lockhart Middle School encourages all parents to be involved in all aspects of its programs. Shared responsibility is essential in our students' education. We will work in conjunction with parents and families to plan for and provide meaningful activities and events that support instruction needed
for the various learners within Lockhart Middle School. Activities and events include, but not limited to

hosting curriculum nights that are aligned to grade level standards to provide strategies for parents when working with students at home.
Each year, the school will conduct an annual meeting designed to inform parents of the school's Title I program,
supplemental education services, and the rights of parents. Our annual meeting will be in September.
Lockhart Middle offers parent meetings on a flexible schedule including before, during and after school.
We will also offer our curriculum nights during different times and different days of the week during the school year. We will also utilize our school canvas page, school website, flyers, ConnectED messages, and Remind to communicate and address barriers for our school parent involvement activities.
Also, parent and family engagement focuses on developing partnerships between parents, families, teachers, administrators, and community leaders by creating effective and engaging parent and family engagement programs and ; developing and implementing parent and family engagement policies/plans based on the input of parents, students, and teachers via annual surveys.

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))

Lockhart Middle has a Mental Health Counselor to support our scholars. Our scholars are supported in a variety of ways, including in referring students for mental health services, provision of brief counseling services, conducting trainings on mental health topics, and attending various meetings where a mental health perspective or consultation is beneficial.

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 Center for the Advancement of Science and Engineering magnet provides a rigorous integrated curriculum that focuses on science, technology, engineering, and math. Students have a selection of science-based electives, combined with core curriculum that infuses STEM practices of inquiry-based thinking and project based learning.

The vision of CASE at Lockhart Middle School is to provide meaningful opportunities in a learning community that encourages collaborative decision making, teamwork and problem solving through the use of 21st century thinking skills and technology.

Hands-on course work and instruction of the fundamentals of science, math and technology that encourages and develops higher order thinking prepares our students for college and beyond.
Reading, writing, and vocabulary development directly connected to STEM fields is critical for future success.
Extended learning beyond the classroom is essential to explore and obtain real-life exposure and experience.

Our scholars can earn High School Credit in the following courses:
Honors Algebra
Honors Geometry
Spanish 1 and 2
Intro to Engineering
Honors 7th grade Earth Space Science

Honors 8th grade Physical Science
HOPE
DIT

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).

Lockhart Middle have incorporated MTSS- an evidence-based model of schooling that uses data-based problem-solving to integrate academic and behavioral instruction and intervention. The integrated instruction and intervention is provided to students at varying levels of intensity based on student need. The goal is to prevent problems and intervene early so that students can be successful.

Tier I refers to the high quality differentiated instruction that is provided to all students in the general education classroom.
Tier II refers to the interventions that are provided to small groups of students who need more support than they are receiving in Tier I.
Tier III refers to the interventions that are provided to students based on individual skill need.

Expectations for the scholars at Lockhart Middle:
· Frequent updates of student progress

· Early identification of academic or behavioral concerns at the first signs of difficulty.

· Help for you child that increases or decreases depending on his or her needs.

· Information and involvement in planning and providing intervention to help your child.

· Information about how your child is responding to the interventions being provided.

We will use our Multi-Tiered Systems of Support committee to review our student data each month and work with
teachers to develop academic or behavioral plans for students who are struggling in these areas.

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))

Lockhart Middle have incorporated professional learning plan and calendar. Our ultimate purpose is to empower educators to implement responsive practices that impact learning for each scholars. Teachers are required to attend professional learning community (PLCs) as a team to share ideas to enhance their teaching practice and create a learning environment where all students can reach their fullest potential. The PLCs will meet twice weekly. They are organized by grade level and content area.
The purpose for the PLC's are:
1) PLCs allow educators opportunities to directly improve teaching and learning.
2) PLCs build stronger relationships between team members.
3) PLCs help teachers reflect on ideas and reflect on ways to enhance teaching and to adjust teaching practice.

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))

N/A