

# Brevard Public Schools School Improvement Plan 2018 -2019

**Superintendent:**

Dr. Mark Mullins

**Asst. Supt. of Leading and Learning:**

K. Jane Cline

**Principal Supervisor:**

Marilyn Sylvester

**Name of School:**

Lockmar Elementary School

**Principal:**

Mrs. Norma Hostetler

**SAC Chairperson:**

Mrs. Meagan Buckingham

<b>School Grade History</b>	<b>2017-18: C</b>	<b>2016-17: B</b>	<b>2015-16: B</b>
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### Connections to District Strategic Plan

- Obj.L1: Protect instructional time
- Obj.L2: Support educator effectiveness and build capacity of teachers to improve student outcomes and close achievement gaps
- Obj.L4: Provide equitable support for every student's social-emotional development
- Obj.L6: Build principal capacity to develop and spread highly effective instructional practices
- Obj.R3: Increase system-wide proactive communications

**Mission Statement:**

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

**ACHIEVEMENT** – To continue the pursuit of outstanding academic performance.

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

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

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

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

**Vision Statement:**

Lockmar, Where Minds Open To The Future

## **Stakeholder Involvement in School Improvement Planning:**

Briefly explain how stakeholders are involved in the development, review, and communication of the SIP.

Teachers, staff, parents, and community members are involved in the development, review, and communication of the SIP in a variety of ways:

All teachers are members of Professional Learning Communities. They are given the opportunity to review the annual Education Delivery Institute (EDI) Insight survey results and make suggestions for improvement based on domain scores. In addition, the PLC groups track and analyze academic performance of students and make suggestions concerning the areas that need to be targeted. They are also given opportunities to discuss barriers and action steps relating to our school goal.

Select faculty members contribute ideas and strategies for the plan concerning Early Warning Indicators (EWI), Best Practices for Inclusive Education (BPIE), Multi-Tiered System of Supports (MTSS), Student Transition and Readiness, student achievement, outcome measures, and family involvement.

Input is also sought from parents, volunteers and businesses who support the school through the Partners in Education Program. Parents are surveyed annually by Brevard Public Schools and the results of the survey are used when developing the School Improvement Plan. The results of the survey are also shared with both the School Advisory Council and the faculty and staff.

Our School Advisory Council, which is made up of teachers, staff, parents, and community members, reviews the previous year's FSA and FSAA data during presentations. The presentation was made by our assistant principal at the first SAC meeting of the year and during Pre-Planning to faculty and staff members. Following the presentations, the student performance data is discussed by SAC members and by faculty and staff.

The School Improvement Plan is also monitored through presentations given at the monthly SAC meetings by the faculty PLC teams throughout the year. Each PLC team is assigned to focus on a specific area of the plan for their presentation.

# **Brevard Public Schools School Improvement Plan 2018-2019**

## **Part 1: Planning for Student Achievement**

### **RATIONALE – Continuous Improvement Cycle Process**

**Data Analysis from multiple data sources:** Please consider the priority indicators selected from your school BPIE and EDI Insight Survey results within the rationale of your SIP.

What are the areas of successful professional practices and what data shows evidence of improvements? What are the concerns with professional practices and what data shows evidence of opportunities for growth?

### Best Practices for Inclusive Education (BPIE)

#### Positive Indicators:

- All students with disabilities who are working toward Florida Standards without modifications to curriculum content now participate in an inclusion model in general education classes.
- There continues to be increased opportunities for all students with disabilities to be included in school sponsored non-academic activities with their grade level peers.
- School leaders have facilitated technical assistance to school faculty on best practices for inclusive education through inservices related to school culture, PEER, ESE compliance, and behavior intervention.

#### Priority Indicators:

- School leaders continue to facilitate technical assistance for all school-based personnel, as appropriate for their job role, on best practices for inclusive education for all students with disabilities.

### EDI Insight Survey

The index is a reliable measure of the school’s instructional culture. It serves as a leading indicator of both teacher retention and student achievement. Results of Lockmar’s 2016 and 2017 EDI Insight Survey, including areas of successful professional practices as well as opportunities for growth, are listed in the following chart:

DOMAIN	Lockmar 2016	Lockmar 2017	Brevard Average	Brevard Top Quartile Average
Learning Environment	7.6	7.9	8.0	9.0
Instructional Planning & Student Growth Measures	7.5	7.9	7.9	8.7
Observation and Feedback	7.4	7.8	7.7	8.6
Professional Development	7.0	7.8	7.8	8.5
Evaluation	7.4	7.8	7.9	8.6
Peer Culture	7.4	8.2	8.2	9.0
Leadership	7.8	8.0	8.5	9.2
Academic Expectations	8.1	8.4	8.3	9.0
Workload	6.2	6.7	6.0	6.7
Career Progression	6.4	6.9	6.8	7.4
School Operations	7.9	8.1	8.2	8.8

### Areas of Successful Professional Practices:

- The six PLC teams met throughout the year for planning and implementing the strategies that were presented. Each PLC team was responsible for turning in written responses concerning plans for utilizing the new strategies. The teams were also responsible for mentoring individual students in the lowest 25% achievement level in grades 3-6.

#### **EDI:**

- Lockmar’s Fall 2017 index percentile rank was 51%. Our Instructional Culture Index increased from 6.9 to 8.6
- All domains showed improvement based on scores from the Fall 2016 survey.
- Domain – Observation and Feedback  
Academic expectations, workload, and career progression are above the Brevard average score.
- Domain – Professional Development  
The Professional Development domain showed an improvement from 7.0 to 7.8 and is at the Brevard average score.

- Domain – Peer Culture  
This domain showed the greatest improvement from 7.4 to 8.2. It is also at the Brevard average score. In 2016, 59% of teachers responded that they share a common vision of what effective teaching looks like. On the 2017 EDI survey, 80% of teachers responded that they share a common vision of what effective teaching looks like.

**Areas of Professional Practices that are Opportunities for Growth:**

- Due to the drop in the school grade from a B to a C, utilizing student data to improve instruction is a top priority.
- Utilizing the new i-Ready program and LLI are also top priorities to improve student achievement. Professional development to implement these programs will be provided.

**EDI:**

- Domain – Learning Environment  
Even though there was an increase from 7.6 to 7.9 in this domain, the score was still below the Brevard average score of 8.0.
- Domain – Instructional Planning and Student Growth Measures  
There was an increase in this domain from 7.5 to 7.9, but several elements of this domain support the need to provide more support for teachers. It is at the Brevard average score.

The goals from last year’s SIP Outcome measures were met as listed below:

- The goal was for an increase from 59% to 70% of teachers to indicate that they had a common vision of what effective teaching looks like. The 2017 EDI survey indicated that 80% of the teachers responded that they had a common vision of what effective teaching looks like.
- The goal was to increase the Cultural Index score from the bottom quartile to the district average score and the 2017 EDI survey indicated that Lockmar increased to a ranking of 51%.
- Social and Emotional Learning and the use of math manipulatives and “hands on” science activities will be utilized by 70% of the teachers. Lesson plans were reviewed and 60% showed documentation of using Social and Emotional strategies that were presented during pre-planning. Classroom observations and lesson plans indicated that 65% of teachers were using math manipulatives and 70% of teachers were doing “hands on” science activities.

What are the areas of successful student achievement and what data shows evidence of improvements?

What are the concerns with student achievement? Specify subgroups that represent concerns. Provide data to support concerns.

**Student Achievement Strengths:**

Science Statewide Assessment

- Grade 5 student scores increased from 49% to 53% Level 3 and above
- Science achievement increased from 53% to 58%

FSA ELA

- Grade 3 students who scored Level 3 and above increased from 65% to 67%

FSA Math

- Grade 6 students who scored Level 3 and above increased from 59% to 64%
- Increase in Learning Gains of the Lowest 25% from 40% to 44%

**Student Achievement Opportunities**

FSA ELA

- Lowest 25% Learning Gains declined from 57% to 26%
- English Language Arts Learning Gains declined from 64% to 47%

**FSA Math**

- Math Learning Gains declined from 57% to 50%
- Grade 5, Level 3 and above decreased from 67% to 44%

The data to support the areas of successful student achievement, as well as the areas of concern, are shown in the following charts:

**School Grade Comparison 2017-2018**

School Year	English Language Arts Achievement	English Language Arts Learning Gains	English Language Arts Learning Gains of the Lowest 25%	Mathematics Achievement	Mathematics Learning Gains	Mathematics Learning Gains of the Lowest 25%	Science Achievement	Total Points Earned	School Grade
2017	66	64	57	64	57	40	53	401	B
2018	59	47	26	57	50	44	58	341	C

**Statewide Science Assessment (Grade 5 by percent)**

	Level 1	Level 2	Level 3	Level 4	Level 5	Level 3 and Above
2018	21	26	34	12	7	58
2017	24	27	26	13	10	53
2016	12	18	38	15	16	71

**FSA ELA**

Grade	Number Of Students	2017 Mean Scale Score	2018 Mean Scale Score	Change in Mean Scale Score	2017 % Level 1	2018 % Level 1	Difference	% Level 2	% Level 3	% Level 4	% Level 5	2017 % Level 3-5	2018 % Level 3-5	Difference
3	99	307	305	-2	7	10	+3	23	41	20	5	65	67	+2
4	110	314	310	-4	14	16	+2	33	29	21	1	65	51	-14
5	103	324	319	-5	12	26	+14	24	24	22	3	67	50	-17
6	106	332	329	-3	12	22	+10	13	24	28	13	65	65	0

**FSA Math**

Grade	Number Of Students	2017 Mean Scale Score	2018 Mean Scale Score	Change in Mean Scale Score	2017 % Level 1	2018 % Level 1	Difference	% Level 2	% Level 3	% Level 4	% Level 5	2017 % Level 3-5	2018 % Level 3-5	Difference
3	99	301	300	-1	15	15	0	26	33	22	3	61	59	-2
4	110	314	310	-4	24	20	-4	26	36	15	2	64	54	-10
5	107	324	316	-8	15	36	+21	20	21	18	6	67	44	-23
6	105	326	329	+3	20	11	-9	25	31	27	6	59	64	+5

**State and District Comparison  
Percent of Students Scoring Level 3 and Above**

Grade	Subject	Lockmar	District	Difference	State	Difference
3	ELA	67	63	+4	57	+10
4	ELA	51	57	-6	56	-5
5	ELA	50	54	-4	55	-5
6	ELA	65	63	+2	52	+13
3	Math	59	62	-3	62	-3
4	Math	54	59	-5	62	-8
5	Math	44	58	-14	61	-17
6	Math	64	68	-4	52	+12
5	Science	53	57	-4	55	-2

Write a 2-3 sentence summary explaining how the data above provides the rationale for your goals, barriers and action steps.

Lockmar's ELA scores indicate that overall ELA performance needs to be an area of focus. The percentage of students scoring Level 1 increased in all grades, but the most significant increase was in grades 5 and 6. The percentage of students scoring level 3-5 decreased in grades 4 and 5, with 5th grade showing the largest decrease.

The Math scores indicated that 5th grade students had the biggest increase in students scoring Level 1 in math. Fifth grade students also had the biggest decline in students scoring Level 3-5. However, 4th grade students also showed a decline in students scoring Level 3-5.

Describe how your school ensures standards-aligned instruction is occurring in ELA, math and content areas. Describe the processes in place to progress monitor instruction to ensure it is systematic, explicit and based on data. (Please limit to 250 words.)

Teachers are required to include the standards being taught in their lesson plans. Teachers are also required to have essential questions posted in their classrooms. Administrators check lesson plans and look for essential questions being posted during classroom walkthroughs and observations. Standards are also checked to ensure rigor is being provided.

Trainings are provided by the Instructional Coach to ensure that teachers are given information concerning ATU's, Focus Training, and the use of i-Ready to deliver standards based instruction. The Instructional Coach also models lessons for teachers and provides them with assistance for including the standards in their instruction.

Opportunities are provided for teachers to observe in other classrooms where teachers are delivering rigorous instruction based on the standards. Substitute teachers are also provided for the observations. Additionally, time is allowed for the teachers to meet and discuss with the Instructional Coach and an administrator about what they observed.

**School-Based Goal:** What can be done to improve instructional effectiveness?

Lockmar teachers will implement the online i-Ready program, with fidelity, to increase ELA and Math achievement scores. Teachers and Title I personnel will utilize LLI with students in Tier 2 and Tier 3 to increase ELA achievement scores.

**Strategies:** Small number of action oriented staff performance objectives.

<b>Barrier</b>	<b>Action Steps to Overcome Barrier</b>	<b>Person Responsible</b>	<b>Timetable</b>	<b>In-Process Measure</b>
Intervention service and progress monitoring for Tier 2 & Tier 3 students lack consistency	<ol style="list-style-type: none"> <li>Title 1 Teacher and Instructional Assistants will deliver direct instruction for identified Tier 2 learners</li> <li>Leveled Literacy Instruction will be used weekly Monday-Thursday with identified Tier 2 learners</li> <li>i-Ready will be used to monitor progress through a minimum of 3 diagnostic and 2 Ongoing Progress Monitoring (OPM) reports</li> </ol>	<p>Title 1 Teacher</p> <p>Title 1 Teacher</p> <p>Instructional Coach</p>	<p>August 2018- April 2019</p> <p>August 2018- April 2019</p> <p>August 2018- April 2019</p>	<p>Reading records, lesson plans</p> <p>Classroom Observations</p> <p>i-Ready reports, diagnostics</p>
Classrooms lack the technology needed to consistently provide practice on skills in identified areas of weakness	<ol style="list-style-type: none"> <li>i-Ready will be used to practice standards-based skills in classrooms and computer labs</li> <li>Computers will be purchased to allow each teacher to share a cart with one other teacher in their pod</li> </ol>	Instructional Coach, Classroom Teachers	<p>August 2018- April 2019</p> <p>August 2018- April 2019</p>	<p>Lessons plans, observations, monitoring of i-Ready student data</p> <p>Computer lab schedule</p>
Teachers lack access to content experts with deep subject-area knowledge (based on Insight Survey)	<ol style="list-style-type: none"> <li>The principal will schedule training by district resource teachers for various content areas.</li> <li>The Instructional Coach will model lessons that support incorporating rigor into the standards being taught.</li> <li>Instructional Coach and administrators will do walkthroughs to observe new information and modeled strategies being utilized by teachers. Feedback will be given based on observations.</li> </ol>	<p>Principal, Assistant Principal</p> <p>Instructional Coach</p> <p>Instructional Coach, Administrators</p>	<p>October 2018 – April 2019</p> <p>October 2018 – April 2019</p> <p>October 2018 – April 2019</p>	<p>Schedule for trainings and handouts, PowerPoints, exit slips, etc. from presentations</p> <p>Schedule for trainings by Instructional Coach, classroom observations of new strategies being implemented</p> <p>Timetable and Walkthrough schedule and written feedback</p>

## **EVALUATION – Outcome Measures and Reflection-*begin with the end in mind.***

### **Qualitative and Quantitative Professional Practice Outcomes:**

Measures the level of implementation of professional practices as a result of school improvement planning.

#### **Qualitative:**

- On the EDI Insight survey conducted in 2017, the Instructional Planning for Student Growth Domain indicated that 68% of teachers felt that there is dedicated time for teachers to analyze interim assessment data and student work to plan for future instruction and intervention based on student performance. Also, 68% of teachers indicated that they have ready access to content experts with deep subject-area knowledge to support instructional planning.
- In the Professional Development domain, 67% of teachers indicated that coaching and feedback include demonstrations of what effective teaching of rigorous content looks like in practice.
- On the 2018 EDI Insight survey, each of these indicators will increase by 5 percentage points.

#### **Quantitative:** Show baseline data and goals set for the end of the year.

- At the beginning of the school year, only three teachers were familiar with the new online i-Ready Program and only one teacher was familiar with Leveled Literacy Instruction.
- At the end of the 2018-2019 school year all Lockmar teachers in grades K-6, the resource VE teachers, and the GSP teacher will be knowledgeable about how to use the i-Ready Program. The goal is to ensure that the program is used with fidelity. The i-Ready reports will indicate that 75% of K-1 teachers and 100% of 2-6 teachers will have students spending the recommended time of 45 minutes per week for reading and 45 minutes per week for math on the program. Student data from the i-Ready usage will be used during Data Team and grade level meetings throughout the school year.
- At the end of the school year, all Lockmar teachers in grades K-6 and the resource VE teachers will be knowledgeable about Leveled Literacy Instruction based on a survey conducted by the Title I Coordinator. They will also know how each of their students is performing and being served in the program.

### **Qualitative and Quantitative Student Achievement Outcomes:**

All students will be given a folder to keep track of their own academic data. Each grade level will select the data and the format for students to utilize to record their progress and to set goals for achievement. Data generated by the new i-Ready program will be utilized by all students. It is expected that students will show continuous improvement based on the various measures of their performance.

- Student work samples posted in classrooms and in the hall will show evidence of rigor.
- Assignments for student journals and logs will show evidence of rigor based on grade level standards.
- 60% of students in grades 2-6 will gain at least 50 points from their beginning of the year Lexile level.
- FSA science assessment scores will increase from 58% of students scoring Level 3 and above to 65% of students scoring Level 3 and above.
- ELA learning gains for the lowest 25% on the FSA will increase from 26% to 33% or higher making a gain.
- Math learning gains for the lowest 25% on the FSA will increase from 44% to 50% making a gain.
- The school grade will improve from a C to a B and the targets to achieve this are listed below:



	2016-2017 percent	Change between 16-17 to 17-18	2017-2018 percent	2018-2019 Target Goal of an "B"	Change needed for 2018-2019
<b>ELA 3+ Proficiency</b>	66	-7	59	64	+5
<b>ELA Learning Gains</b>	64	-17	47	52	+5
<b>ELA L 25% LG</b>	57	-31	26	33	+7
<b>Math 3+ Proficiency</b>	64	-7	57	62	+5
<b>Math Learning Gains</b>	57	-7	50	55	+5
<b>Math L 25% LG</b>	40	+4	44	49	+5
<b>Science</b>	53	+5	58	63	+5
<b>Total point/Possible 700</b>	<b>401/700</b>	<b>-60</b>	<b>341/700</b>	<b>378/700</b>	<b>+37</b>

## **Part 2: Support Systems for Student Achievement (Federal, State, and District Mandates)**

**For the following areas, please write a brief narrative that includes the data from the year 2017-18 and a description of changes you intend to incorporate to improve the data for the year 2018-19.**

### **MTSS & EARLY WARNING SYSTEMS**

- Describe your school's data-based problem-solving process and school-based structures in place to address MTSS implementation.
  - Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
  - One or more suspensions, whether in school or out-of-school
  - Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics
  - Other: We use the above criteria when analyzing our EWS data. We also take into consideration students who are not proficient in reading by the third grade and closely monitor the tardies, retentions, and Good Cause Exemptions. We review data during grade level MTSS meetings and monitor progress throughout the year. The team develops interventions and strategies to address these EWS indicators.
- List below who monitors the Early Warning System and how often.

The team who monitors the EWS includes: Assistant Principal, Guidance Counselor, ESE Specialist, ESE Support Specialist, ESE Resource teacher, Instructional Coach, ESOL teacher, clerk, and grade level teachers.

The process is monitored both monthly and quarterly.

3. This section captures a snapshot of the total number of students exhibiting a respective indicator or set of indicators during the 2017-18 school year. These data should be used as part of the needs assessment to identify potential problem areas and inform the school's planning and problem solving for 2018-19:

2017-18 School Year - Number of Students								
Grade Level	K	1	2	3	4	5	6	Total
Attendance <90	58	70	44	43	45	63	51	374
1 or more ISS or OSS	2	3	1	0	1	2	7	16
Level 1 in ELA or Math				10	16	26	22	74
Substantial Reading Deficiency	10	28	18					56
2 or more indicators	6	8	4	1	8	15	13	55

4. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the Early Warning System (i.e., those exhibiting two or more early warning indicators).

Kindergarten through sixth grade students who have been identified as exhibiting 2 or more of the Early Warning Systems (EWS) indicators will receive the following intervention strategies:

- Second grade students will be closely monitored for attendance problems and for reading deficiencies due to this being a problem last year as first graders. This group of students will be given priority for receiving instruction with the new LLI program and the classroom teachers will contact parents concerning attendance problems. Administrators, the guidance counselor, instructional coach, and Title I coordinator will also make this grade level a priority for monitoring and providing resources and services.
- Administration will discuss and review individual students with teachers during data team meetings.
- Parent conferences will be scheduled as needed.

The team (administration, guidance, teachers, parents, and other members) will discuss students' individual needs and concerns and create a Progress Monitoring Plan (PMP) from intervention strategies as follows:

- Check-In and Check-Out System
- Peer-Mentoring
- School-Based Club Involvement (mentoring by club sponsor) and/or Teacher-Mentor assigned through PLC groups
- Planner documentation and communication through a triangular method - Teacher, Parent, and Student
- ARMOR Spotlight Awards (Academic scores, behavior and attendance) monitored through a triangular method- Teacher, Parent, Student
- Walk to Intervention small group instruction within grade levels
- M.T.S.S.: Identified Strategies

**Other strategies that are available:**

- ASP
- ESOL tutoring (before and after school)
- Computer-based skill building programs

Through Performance Matters, the Assistant Principal, Guidance Counselor and Instructional Coach will identify students in the lowest 25%, previously retained students, and students indicating need for academic support and these students will be offered the opportunity to participate in the Academic Support Program in Reading and/or Math.

On a monthly basis, the Assistant Principal and Guidance Counselor will monitor and identify students with Early Warning Systems indicators of attendance. Monitoring will be done on a weekly basis if needed. A monitoring system (pre-truancy checklist) has been created to communicate with their teacher and parents. Meetings will also be organized with teachers, parents, and the Individual Problem Solving Team (IPST).

Behavior concerns monitored by the Assistant Principal and Guidance Counselor will trigger a student being placed on a Check-In/Check-Out system, planner documentation and/or a behavior contract.

**PARENT AND FAMILY ENGAGEMENT: (Parent Survey Data must be referenced) Title I Schools may use the [Parent and Family Engagement Plan](#) to meet the requirements of this section.**

Consider the level of family and community involvement at your school and parent survey data collected. Respond to the following questions. What are best practices that are strengths and how will they be sustained? What are areas of weaknesses and how are they being addressed?

**Best Practice Strengths:** As indicated through the 2017-2018 Parent Survey:

Strengths: 78% of the parents surveyed indicated that we keep parents informed about information and events in a format that is easy to understand, 81% feel we create a welcoming environment for families, and 77% responded that they are aware of what their child is expected to master in all subject areas.

Sustained: Our strengths will be sustained by continuing to inform parents of events and important information through Blackboard Connect messages, PTA Facebook page, flyers, and email (the preferred method of communication). Through Parent Nights and online information (such as Peachjar), parents will become even more informed about what their child is expected to master in all subject areas. We will continue to make it a priority to build positive relationships with families and the community.

**Best Practice Areas for Improvement:**

Parent Input (Weakness): Only 48% of parents who responded to the survey felt our school valued parent input “very much” or “extremely.” 46% responded that they had not been given opportunities to provide input and feedback into school decisions, and only 68% felt the school leadership fostered an environment in which staff, parents, and the community work together to improve student achievement.

Addressed: Our parents indicated they would participate more in decision making and the overall academic achievement in our school if they had more time in their schedule, if they had more information on how to become engaged, and if they knew the school issues to be addressed. The most popular method they indicated for providing input was to complete a survey online, followed by completing a paper survey. We will provide information about upcoming meetings and school information on our PTA Facebook page, Blackboard Connect, our school newsletter, and Peachjar. We will invite parents to attend SAC meetings and Title 1 meetings where they will have the opportunity to contribute input for the development of the School Improvement Plan, School-Parent-Student Compact for Learning, the Comprehensive Needs Assessment Plan, and the Parent and Families Engagement Plan. We will create surveys designed to get their input for those who are unable to attend meetings. Letters and newsletters will also be sent to our business partners requesting their input in the same areas.

Providing Parent Resources and Support (Weakness): 69% of parents who responded to the survey indicated they would like academic support materials for families.

Addressed: This year we will be purchasing Scootpad licenses for students to practice reading and math skills at home. We will also continue the use of an online library (MyOn or Epic Books). Parents will be introduced to these programs at Parent Nights, and they will learn how their child can access the programs from home. They will also learn tips for how they can help their child get the most from the programs. Parents will also be encouraged to use online resources (such as textbooks online and Focus). Resources will also be listed in the school newsletter. Lockmar will also host two Parent Nights in the fall and STEAM night in the spring to introduce parents to ways they can support their child’s learning at home.

## **STUDENT TRANSITION AND READINESS**

**PreK-12 TRANSITION** This section used to meet requirements of 20 U.S.C 6314(b)(1)(g).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another. (e.g. incoming kindergartners, outgoing 6<sup>th</sup> graders)

### **Pre-K to Kindergarten**

- Pre-Registration is conducted in April for incoming Kindergarten students.
- Evening Orientation is held for new Kindergarten parents during May.
- Kindergarten students have a delayed start date allowing Kindergarten teachers to schedule individual screening appointments.

### **Transitioning to 7<sup>th</sup> grade**

Lockmar Elementary has a year-long process to help 6<sup>th</sup> grade students transition to the middle school setting. During the first week of the school year, 6<sup>th</sup> grade teachers cover the requirements for a successful transition, both academically and behaviorally. Information from the school district's Student Progression Plan, clearly defining promotion requirements, is discussed with students. Parents are also directed to this information in the Lockmar newsletter and website.

- Information about various middle school programs, including registration deadlines and 7<sup>th</sup> grade presentations, is sent home with students and posted on the Lockmar and teacher websites.
- Choices are discussed with parents at parent conferences.
- Students and parents are made aware of the opportunities to attend campus tours of Southwest Middle School, Central Middle School, Stone Magnet School, and Westshore Junior/Senior High School.
- Counselors from Southwest and Central visit Lockmar to assist students with registration for the upcoming school year. They also share information about classes and clubs.
- Students take math exams to qualify for accelerated math classes.
- Lockmar teachers write letters of recommendation for students.
- Exceptional Education teachers develop IEPs to transition students to the 7<sup>th</sup> grade.
- The 504 contact from Lockmar provides the middle schools with a copy of the 504 plans for students and the appropriate report from AS 400.