Brevard Public Schools

LOCKMAR ELEMENTARY SCHOOL



2024-25 Schoolwide Improvement Plan

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School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

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 parents), 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://cims2.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)	
I.E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II.A-E: Data Review		6A-1.099827(4)(a)(2)
III.A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III.B, IV: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
V: 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. The printed version in CIMS represents the SIP as of the "Printed" date listed in the footer.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

Lockmar parents, staff and students will strive to achieve our vision for excellence.
ACHIEVEMENT – To continue the pursuit of outstanding academic performance.
CURRICULUM – To monitor our curriculum and update technological areas for the future needs of our
children and society.
UNITY – To unify the staff, students, parents, and members of the community to mold Lockmar into an
extended family.
RESPECT – To develop self-esteem, respect for others, and positive attitudes.
COMMUNITY – To use all resources in providing enrichment and experiences for our students.
(Reviewed 2022, Committee formed to review and revise)

Provide the school's vision statement

Lockmar, Where Minds Open To The Future
(Reviewed 2022, Committee formed to review and revise)

B. School Leadership Team

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name
Kathleen Campione

Position Title
Principal

Job Duties and Responsibilities

Oversees all responsibilities within the school.

Leadership Team Member #2

Employee's Name
Erika Lucarotti

Position Title
Assistant Principal

Job Duties and Responsibilities

Assists principal with overseeing daily roles and responsibilities of staff members. Ensures instruction and supports are in place.

Leadership Team Member #3

Employee's Name
Manuela Moffitt

Position Title
Literacy Coach

Job Duties and Responsibilities

Provides professional learning and supports to teachers in order to enhance their knowledge of instruction and intervention.

Leadership Team Member #4

Employee's Name
Alicia Gillaspie

Position Title
ESE Teacher and Title 1 Contact

Job Duties and Responsibilities

Provides specially designed instruction to students who qualify for special education services. Ensures compliance with Title 1 processes and procedures.

C. Stakeholder Involvement and Monitoring

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. *(ESEA 1114(b)(2))*

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

Lockmar Elementary encourages stakeholder involvement by creating a positive school culture and developing an academically focused environment. Our faculty, students, families, and community members were invited to complete various surveys such as Youth Truth Survey, the Title program survey, and special event surveys. The results from these surveys were reviewed and included in our 24-25 School Improvement Plan.

Additionally, Lockmar's School Advisory Committee meets monthly. During the September 2024 SAC meeting, faculty, families, and community members reviewed the School Improvement Plan. Their feedback and input was reviewed and revisions to the SIP were made by the leadership team.

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 academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement. *(ESEA 1114(b)(3))*

The SIP will be regularly monitored for implementation and impact on student achievement and progress towards focus area achievement goals. Administrators and coaches will create a walk-through rubric and schedule to monitor the outcomes of benchmark-aligned instruction during ELA as well as the instructional supports provided to our identified ESSA subgroup-SWDs. Monthly feedback will be given to the teachers based on the instruction observed.

Another way the goals of the SIP will be regularly monitored is through collaborative planning structures. Teachers will collaboratively plan each week with the lIteracy coach and administration. The goal of these planning sessions is to provide clarity to teachers on BEST Standards and to create an ongoing problem solving conversation for student achievement and data analysis.

Coaching cycle meetings will be held with the administration and the literacy coach to discuss

classroom walk-throughs and collaborative planning sessions. Data from the walk-throughs and collaborative meetings will be analyzed to develop further professional learning opportunities for teachers.

Monthly PBIS committee meetings will be held to analyze data focused on positive behavior referrals, discipline referral rates, and review student incentives. This data analysis will drive our next steps in fostering positive behavior throughout Lockmar.

The School Improvement Plan will be reviewed minimally four times a year by our leadership team. Additionally, the School Advisory Committee will review of the SIP and progress towards our goals at the January and March meetings. The feedback received will be reviewed by the leadership team and revisions will be made as needed.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	**ACTIVE**
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	**ELEMENTARY** **PK-6**
PRIMARY SERVICE TYPE (PER MSID FILE)	**K-12 GENERAL EDUCATION**
2023-24 TITLE I SCHOOL STATUS	**YES**
2023-24 MINORITY RATE	**46.1%**
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	**96.6%**
CHARTER SCHOOL	**NO**
RAISE SCHOOL	**YES**
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	**ATSI**
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	**STUDENTS WITH DISABILITIES (SWD)*** **ENGLISH LANGUAGE LEARNERS (ELL)** **BLACK/AFRICAN AMERICAN STUDENTS (BLK)** **HISPANIC STUDENTS (HSP)** **MULTIRACIAL STUDENTS (MUL)** **WHITE STUDENTS (WHT)** **ECONOMICALLY DISADVANTAGED STUDENTS (FRL)**
SCHOOL GRADES HISTORY **2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.*	**2023-24: B** **2022-23: B*** **2021-22: C** **2020-21:** **2019-20:**

E. Early Warning Systems

1. Grades K-8

Current Year 2024-25

Using 2023-24 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 school days	3	3	11	6	7	9	14			53
One or more suspensions	6	2	4	3	3	3	12			33
Course failure in English Language Arts (ELA)	0	0	0	0	1	0	0			1
Course failure in Math	0	0	0	0	0	0	0			0
Level 1 on statewide ELA assessment				16	16	19	7			58
Level 1 on statewide Math assessment				17	9	16	9			51
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	13	9	10	21						53
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Current Year 2024-25

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	3	2	4	11	8	14	8			50

Current Year 2024-25

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	1	4	1	3	0	0	0			9
Students retained two or more times	0	0	0	0	0	0	0			0

Prior Year (2023-24) As Last 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 school days	5	13	8	6	7	10	15			64
One or more suspensions		3	4	4	6	3	12			32
Course failure in ELA					3					3
Course failure in Math					1	1	2			4
Level 1 on statewide ELA assessment				8	15	18	17			58
Level 1 on statewide Math assessment					5	22	21			48
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	5	1	1	2						24

Prior Year (2023-24) As Last Reported (pre-populated)

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	2		2	2	5	7	11			29

Prior Year (2023-24) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year		3	1	8	3		1			16
Students retained two or more times					1					1

2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

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.

Data for 2023-24 had not been fully loaded to CIMS at time of printing.

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	57	61	57	56	58	53	56	61	56
ELA Grade 3 Achievement **	54	59	58	55	57	53			
ELA Learning Gains	59	64	60				64		
ELA Learning Gains Lowest 25%	50	60	57				49		
Math Achievement *	58	62	62	49	58	59	46	49	50
Math Learning Gains	67	68	62				59		
Math Learning Gains Lowest 25%	69	59	52				51		
Science Achievement *	54	60	57	51	58	54	42	60	59
Social Studies Achievement *								64	64
Graduation Rate								56	50
Middle School Acceleration								51	52
College and Career Readiness									80
ELP Progress	52	57	61	27	54	59	54		

*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.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL FPPI – All Students	58%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	520
Total Components for the FPPI	9
Percent Tested	99%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
58%	53%	53%	50%		61%	52%

* Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1 (PDF), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2023-24 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%
Students With Disabilities	38%	Yes	3	
English Language Learners	44%	No		
Black/African American Students	49%	No		
Hispanic Students	48%	No		
Multiracial Students	62%	No		
White Students	66%	No		
Economically Disadvantaged Students	52%	No		

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%
Students With Disabilities	32%	Yes	2	
English Language Learners	27%	Yes	1	1
Black/African American Students	33%	Yes	4	
Hispanic Students	42%	No		
Multiracial Students	60%	No		
White Students	65%	No		
Economically Disadvantaged Students	47%	No		

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%
Students With Disabilities	39%	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%
English Language Learners	45%	No		
Native American Students				
Asian Students				
Black/African American Students	39%	Yes	3	
Hispanic Students	50%	No		
Multiracial Students	38%	Yes	1	
Pacific Islander Students				
White Students	60%	No		
Economically Disadvantaged Students	48%	No		

D. 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)

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	57%	54%	59%	50%	58%	67%	69%	54%					52%
Students With Disabilities	24%	18%	49%	45%	31%	57%	66%	17%					38%
English Language Learners	28%	30%	49%	40%	38%	54%	71%	30%					52%
Black/African American Students	42%	42%	44%		33%	64%	71%						
Hispanic Students	46%	42%	46%	43%	49%	58%	54%	50%					47%
Multiracial Students	41%		71%		59%	76%							
White Students	69%	70%	67%	50%	68%	69%	70%	61%					
Economically Disadvantaged Students	50%	43%	56%	49%	50%	65%	68%	45%					44%

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	56%	55%			49%			51%					27%
Students With Disabilities	29%	35%			24%			26%					44%
English Language Learners	24%	0%			24%			33%					55%
Black/African American Students	37%				29%								
Hispanic Students	42%	30%			40%			52%					45%
Multiracial Students	57%	70%			54%								
White Students	67%	74%			58%			61%					
Economically Disadvantaged Students	49%	41%			46%			48%					50%

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2020-21	C&C ACCEL 2020-21	ELP PROGRESS
All Students	56%		64%	49%	46%	59%	51%	42%					54%
Students With Disabilities	29%		51%	47%	22%	50%	46%	13%					53%
English Language Learners	45%		55%	25%	27%	52%	58%	45%					54%
Native American Students													
Asian Students													
Black/African American Students	38%		43%		28%	61%		23%					
Hispanic Students	50%		63%	40%	44%	68%	56%	29%					52%
Multiracial Students	46%		68%		28%	32%		18%					
Pacific Islander Students													
White Students	65%		70%	64%	55%	60%	50%	55%					
Economically Disadvantaged Students	49%		60%	47%	38%	53%	49%	34%					54%

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

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

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

2023-24 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Ela	3	54%	59%	-5%	55%	-1%
Ela	4	57%	57%	0%	53%	4%
Ela	5	40%	57%	-17%	55%	-15%
Ela	6	72%	67%	5%	54%	18%
Math	3	52%	59%	-7%	60%	-8%
Math	4	72%	60%	12%	58%	14%
Math	5	36%	56%	-20%	56%	-20%
Math	6	70%	66%	4%	56%	14%
Science	5	52%	58%	-6%	53%	-1%

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

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

Most Improvement

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

FAST Math PM3 results for the 2024SY revealed significant improvements in 4th and 6th grade proficiency.

As a grade level, 4th grade increased from 58% proficiency in 2023 to 74% proficiency in 2024. When looking closer at student cohorts, the 3rd graders from the 2023 SY received a 60% proficiency rate and when taking the FAST Math as 4th graders during the 2024SY their proficiency rates increased to 74%.

As a grade level, 6th grade increased their proficiency rates from 62% in 2023 to 72% proficiency in 2024. When looking closer at student cohorts, the 5th graders from the 2023 SY received a 41% proficiency rate and when taking the FAST Math as 6th graders during the 2024SY their proficiency rates increased to 72%.

FAST ELA PM3 results for the 2024SY revealed significant improvements in 4th and 6th grade proficiency as well as with in our ESSA subgroups.

As a grade level, 4th grade increased from 53% proficiency in 2023 to 60% proficiency in 2024. When looking closer at student cohorts, the 3rd graders from the 2023 SY received a 55% proficiency rate and when taking the FAST Math as 4th graders during the 2024SY their proficiency rates increased to 60%.

As a grade level, 6th grade increased their proficiency rates from 65% in 2023 to 74% proficiency in 2024. When looking closer at student cohorts, the 5th graders from the 2023 SY received a 52% proficiency rate and when taking the FAST Math as 6th graders during the 2024SY their proficiency rates increased to 74%.

In the 2023 SY. our identified ESSA subgroups performing below the 41% federal index were African American at 33%, ELL at 27%, and SWD at 32%. In 2024SY, African American subgroup scored 49%, ELL subgroup scored 44%, and SWD subgroup scored 38%. Two out of the three subgroups

previously identified have increased their scores.

Actions Implemented:

Collaborative planning and continuous student data chats contributed to the successes listed above. Additionally, student conferencing occurred which held students accountable for their work and encouraged students to set goals for themselves.

Lowest Performance

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

5th Grade:

Over the past three years (2022SY, 2023SY and 2024SY), 5th grade FAST ELA proficiency rates have dropped from 53% to 40%. When looking closer at student cohorts, the 3rd graders from the 2022 SY received a 54% proficiency rate, as 4th grades in the 2023SY they received 53% proficiency rate, and when taking the FAST ELA as 5th graders during the 2024SY their proficiency rates decreased to 43%.

In 5th grade, 50% of our students scored below a level 3 on the 2023-2024 FAST ELA resulting in identification of RAISE status.

Over the past three years (2022SY, 2023SY and 2024SY), 5th grade FAST math proficiency rates have dropped from 41% to 34%. When looking closer at student cohorts, the 3rd graders from the 2022 SY received a 60% proficiency rate, as 4th grades in the 2023SY they received 58% proficiency rate, and when taking the FAST Math as 5th graders during the 2024SY their proficiency rates decreased to 34%.

Kindergarten:

For the second year in a row (2023SY and 2024SY), 50% of our Kindergarten students scored below the 40%tile on the statewide assessment STAR resulting in identification of RAISE status.

ESSA Subgroup: Students with Disabilities (SWD):

For three consecutive years, our SWDs have performed below the federal index. In the 2021 SY, our SWDs scored a federal index of 38%. In the 2022SY, our SWDs scored a federal index of 39%. In the 2023SY, our SWDs scored a federal index of 32%. In the 2024SY, our SWDs scored a federal index of 38%.

Greatest Decline

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

The greatest decline in achievement:

On the FAST ELA PM3 assessment, the 5th grade proficiency rate in 2023 was 52% and in 2024 it dropped 9 percent to 43% proficiency. Additionally, on the FAST Math PM3 assessment, the 5th grade proficiency rate in 2023 was 41% and it dropped 7 percent to 34% proficiency.

Contributing Factors:

During the 2024SY, the teachers in 5th grade had two different types of instructional models. Two teacher team taught while the other two teachers taught their class all subjects.

Greatest Gap

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.

Greatest Gap Compared to State Average:

Based on FAST PM3, there is a 20% proficiency gap between our 5th grade proficiency rate and the state. Lockmar's 5th grade students scored 34% proficiency on Math FAST in 2024 and the state proficiency rate in 5th grade was 54%.

EWS Areas of Concern

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

Based on EWS data from 2024SY, 29 students have been identified has scoring a level 1 on both ELA and Math FAST.

Highest Priorities

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

1. Increase math proficiency rates in 5th grade.
2. Increase ELA proficiency rates in 5th grade.
3. Increase ELA proficiency rates in Kindergarten.
4. Increase ELA proficiency rates for SWD.
5. Increase school culture by developing school-wide positive behavior supports.

B. Area(s) of Focus (Instructional Practices)

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

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to ELA required by RAISE (specific questions)

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Critical Need:

5th Grade:

Over the past three years (2022SY, 2023SY and 2024SY), 5th grade FAST ELA proficiency rates have dropped from 53% to 40%. When looking closer at student cohorts, the 3rd graders from the 2022 SY received a 54% proficiency rate, as 4th grades in the 2023SY they received 53% proficiency rate, and when taking the FAST ELA as 5th graders during the 2024SY their proficiency rates decreased to 43%.

In 5th grade, 50% of our students scored below a level 3 on the 2023-2024 FAST ELA resulting in identification of RAISE status.

Over the past three years (2022SY, 2023SY and 2024SY), 5th grade FAST math proficiency rates have dropped from 41% to 34%. When looking closer at student cohorts, the 3rd graders from the 2022 SY received a 60% proficiency rate, as 4th grades in the 2023SY they received 58% proficiency rate, and when taking the FAST Math as 5th graders during the 2024SY their proficiency rates decreased to 34%.

Kindergarten:

For the second year in a row (2023SY and 2024SY), 50% of our Kindergarten students scored below the 40%tile on the statewide assessment STAR resulting in identification of RAISE status.

Area of Focus:

Lockmar will focus on Instructional Practices specifically related to RAISE. We will use benchmark-aligned instruction and supplemental supports related phonological awareness and comprehension.

Rationale:

These instructional practices will support all learners, but it will also target critical need areas of 5th grade ELA proficiency and Kindergarten ELA proficiency.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

Teachers will work to gain clarity of the BEST Standards and the Science of Reading through weekly collaborative planning sessions. During these sessions, the literacy coach will facilitate and support instructional planning that will strengthen our tier 1 instruction.

Additionally, to enhance our Tier 1 instruction, Title 1 funded materials such as Magnetic Reading will be implemented. This will occur outside of the 90-minutes reading block; thus increasing their ELA instructional time to 120 minutes daily.

In order to enhance our tier 2 instruction, Lexia will be utilized so that students are engaged in differentiated instruction not only through teacher led small group instruction, but also through the enhancement of this computer based intervention program.

Our Literacy Coach will provide professional learning sessions focused on Mighty Moves. This learning will engage in phonological awareness practices that can be implemented immediately within the classroom. This learning process will be monitored and supported through coaching cycles.

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

Teachers will work to gain clarity of the BEST Standards and the Science of Reading through weekly collaborative planning sessions. During these sessions, the literacy coach will facilitate and support instructional planning that will strengthen our tier 1 instruction.

Teachers and students will implement small group instruction during their 90 minute reading block in which Benchmark and iReady instructional materials will be utilized.

Title 1 funded materials have been purchased in order to enhance Tier 1 and Tier 2 instruction. Text sets for classroom instruction, student materials for small group, and computer chargers will be utilized to ensure continuity of instruction within the classroom.

The literacy coach and administration will engage in walk throughs and provide feedback to teachers each month.

Grades K-2: Measurable Outcome(s)

In 2024, on the PM3 STAR ELA, 50% or more students in Kindergarten scored below the 40%tile which identified Lockmar as a RAISE school. In 2025, on the PM3 STAR ELA, students in grades K-2

will receive a 50% proficiency rate on the PM3 STAR assessment.

Grades 3-5: Measurable Outcome(s)

In 2024, on the PM3 FAST ELA, 66% of students in 5th grade scored below level 3 which identified Lockmar as a RAISE school. In 2025, on the PM3 FAST ELA, students in 5th grade will increase proficiency rates so that 50% of the students scores a level 3 or above.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

1. Teachers will engage in collaborative planning sessions each month with a focus on benchmark-aligned instruction. These planning sessions will be facilitated by the literacy coach and administration. Observations of the instructional delivery of these plans will be done and feedback will be provided each month.
2. Walkthrough rubrics will be developed to support the enhancement of tier 1 instruction. Administrators and the literacy coach will utilize the rubric to conduct walk throughs and provide monthly feedback to teachers to drive their instruction.
3. Coaching cycles will be implemented to support teachers in the delivery of benchmark-aligned instruction. Coaching cycle meetings will be held bi-monthly in which admin and coaches will review walk through observations and develop learning plans as next steps.

Person responsible for monitoring outcome

Kathy Campione, Principal

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Lockmar utilizes Brevard's ELA Decision Trees when designing and implementing instruction. In our primary grades, Tier 2 and Tier 3 instruction is based on foundational skills. Instruction and progress monitoring is conducted through the PASI and PSI.

Rationale:

Students in grades K-2 who are struggling with reading need more exposure to and direct instruction in foundational skills. Utilizing PASI and PSI allows teachers to provide focused instructional strategies to students who have gaps in phonological awareness.

Tier of Evidence-based Intervention:

Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

Rationale:

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Person Monitoring: **By When/Frequency:**

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

ESSA Subgroups specifically relating to Students With Disabilities (SWD)

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

ESSA Subgroup: Students with Disabilities (SWD):

For three consecutive years, our SWDs have performed below the federal index. In the 2021 SY, our SWDs scored a federal index of 38%. In the 2022SY, our SWDs scored a federal index of 39%. In the 2023SY, our SWDs scored a federal index of 32%. In the 2024SY, our SWDs scored a federal index of 38%.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Lockmar has had three consecutive years in which SWDs have performed below the federal index of 41%. Most recently, in the 2024SY, our SWDs scored a federal index of 38%. For the 2025 SY, our SWDs will increase their federal index scores to 41% as evidenced by their performance on PM3 FAST ELA.

Monitoring

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

how ongoing monitoring will impact student achievement outcomes.

Walkthroughs focused on high leverage practices such as small group instruction, visuals, and scaffolding will be conducted. Information collected through walkthroughs will be shared with general education and expectational education teachers each month.

Person responsible for monitoring outcome
Erika Lucarotti, AP

Evidence-based Intervention:
Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Rationale:

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:
List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Person Monitoring: **By When/Frequency:**

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

IV. Positive Culture and Environment

Area of Focus #1

Positive Behavior and Intervention System (PBIS)

Area of Focus Description and Rationale
Include a description of your Area of Focus for each relevant grade level, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Focus Area:
To increase positive school culture, we will develop a structured PBIS plan for our students and

teachers. The structures offered through PBIS will increase teacher clarity by 25% and decrease our discipline referrals by 25% for the 2025 SY.

Rationale:
According to Lockmar's Insight Staff Survey for 2024SY, two questions showed a need for support. The statement “Discipline in this School is Fair”, was documented as 42% of staff disagreeing. The statement “I feel informed about important decisions regarding my school”, was documented as 36% of our instructional staff felt that they disagreed or strongly disagreed.

Additionally, Lockmar’s referrals increased from 208 referrals in the 2023SY to 460 referrals for the 2024SY.

Measurable Outcome
Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

In 2023SY, 208 discipline referrals were processed. In 2024SY, 460 referrals were processed. Through the implementation of PBIS structures, our discipline referrals for the 2025SY will decrease by 20%.

Monitoring
Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Discipline referrals will be reviewed each month during our PBIS meetings. The committee members will review current PBIS practices and discuss additional supports that may need to be added. By engaging in monthly discipline reviews, interventions/supports are able to be put in place so that students may remain in class and a productive learning environment is maintained.

Person responsible for monitoring outcome
Erika Lucarotti, AP

Evidence-based Intervention:
Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).
Description of Intervention #1:

Rationale:

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

Action Step #1

Person Monitoring: **By When/Frequency:**

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

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 ESEA Section 1114(b). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

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. (ESEA 1114(b)(4))

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

Lockmar's method for dissemination of our SIP include but are not limited to: school website (https://lockmar.brevardschools.org), sent to all families through our FOCUS communication app, parent involvement book (located in the school lobby), school Facebook page, SAC meetings, school marque.. The principal will hold monthly SAC meetings for all stakeholders with an agenda sent out ahead of time identifying elements of the SIP to be reviewed. Our Title I coordinator (T) will send our SIP link to the teachers to share on their individual classroom newsletter and communication platforms . When SIP information is disseminated all stakeholder's will have the opportunity to request the plan to be translated in their native language. The approved SIP is shared with faculty and staff during a faculty meeting and email. Parents were informed about the SIP and school goals during the annual Title One meeting held on August 26th.
Progress toward SIP goals is reviewed after each progress monitoring assessment window (Mid year review PM2 and Program Evaluation PM3) and is shared with stakeholders during faculty meetings, SAC meetings, and with families through our FOCUS app.

Positive Relationships With Parents, Families and other Community Stakeholders

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 Parental and Family Engagement Plan (PFEP) is made publicly available. (ESEA 1116(b-g))

Lockmar Elementary is dedicated to fostering strong, positive relationships with parents, families, and stakeholders to support the school's mission. To achieve this goal, we have developed a Parent

Family Engagement Plan (PFEP) in collaboration with our families and community members. Summaries of our school's PFEP are shared with our stakeholders on our school website and sent home with every family. The full version of our PFEP can be found on our school website (https://lockmar.brevardschools.org) and a hard copy is kept in the front office in the Title One binder. This plan is translated into family's home language based on our home language report. The PFEP highlights how our school plans to build positive relationships with all stakeholders to support the needs of our students. This includes hosting family engagement events with a focus on strategies to support learning at home, two-way communication strategies, translation opportunities, and methods for keeping families informed of student progress throughout the school year.

Plans to Strengthen the Academic Program

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 II of the SIP. (ESEA Section 1114(b)(7)ii))

To strengthen our school's academic program, we are implementing a multifaceted approach that focuses on increasing student engagement, improving instructional practices, and budling staff collective efficacy in all core MESH subject areas. To increase student engagement, we plan to have teachers engage in collaborative planning sessions each month with a focus on benchmark-aligned instruction. These planning sessions will be facilitated by the literacy coach and administration. Observations of the instructional delivery of these plans will be done and feedback will be provided each month. To improve instructional practices, we will have teachers engage in peer observations to develop knowledge of benchmark-aligned instruction. These observations will occur in each semester. During the peer observations, teachers will be accompanied by the literacy coach (T) and a debrief will occur immediately following the observation. To build collective efficacy we plan to have coaching cycles to be implemented to support teachers in the delivery of benchmark-aligned instruction. Coaching cycle meetings will be held bi-monthly in which admin and coaches will review walk through observations and develop learning plans as next steps.

A strong foundation in phonemic awareness and phonics is emphasized, with early intervention to address reading gaps. Evidence-based practices, guided by the MTSS process and data analysis, ensure targeted instruction inside and outside the reading block. Our Literacy Coach (T) will be working with Grades K-3 with the District adopted Mighty Moves, aligned with the Science of Reading, which provides equal access to on-grade-level content, supported by higher-order questioning, i-Ready, and professional development. Subs (T) are provided in order for teachers to collaboratively plan ELA instruction using district unit plans, analysis sheets, and best literacy practices. Lexia Core 5 and Power Up (T) allow students during intervention time and/or at home to work on ELA curriculum to help close the achievement gaps through interactive technology (T). Students progress through different levels once they complete a Level they earn a certificate from our

Literacy Coach (T).

Small group instruction in Tiers 2 and 3, along with accelerated Tier 1 support, includes an additional 30 minutes of Magnetic Reading (T) for K-2 to master foundational skills. Intervention teachers (T) that start in January (sooner if possible) are provided to work with students. Student outcomes are measured using assessments like PSI, PASI, STAR, FAST, i-Ready diagnostics, and Benchmark Advance/SAVVAS. A focus on ensuring progress for the bottom quartile, SWD, and ELL students is maintained through evidence-based Tier 2/3 instruction discussed in bi-weekly PLCs and data chats.

Math interventions are provided within the math block based on data driven from the Math adopted decision tress, from observations and assessments, with progress monitoring, FAST, and i-Ready Math diagnostics. Data-driven intervention groups with the use of Magnetic Math (T), manipulatives (T) to support core instruction and intervention teachers (T) that start in January (sooner if possible) strengthen Tier 1 and support student outcomes. Regular walkthroughs and classroom visits ensure the implementation of evidence-based instruction across all tiers.

Academic Support System (ASP) (T) is utilized to help support students in ELA and math. With this support we are able to support our SIP goals of working with our Lowest 25% group, Student's with Disabilities (SWD), and our 3rd graders. The focus will be to increase the PM2 and PM3 scores on FAST. Progress monitoring will be done through i-ready and FAST testing.

Science curriculum is enhanced by 5th graders attending Star Base (T), Zoo School (T), 4th grade attending the Lagoon Field Trip (T), PreK and K Zoo School (T), and K-3 having field trips to the Zoo (T).

Fourth grade will get to enhance their Social Studies curriculum by attending St. Augustine (T) and experiencing hands on learning, trolley tours and sight seeing around this historical city.

How Plan is Developed

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). (ESEA Sections 1114(b)(5) and 1116(e)(4))

Our School Improvement Plan is a comprehensive plan that utilizes federal, state, and local services, resources and programs collaboratively to ensure all students can meet challenging state standards. Student Services and Florida Diagnostic and Learning Resources System (FDLRS) provide instructional support services to students, families, and teachers of students with exceptionalities.

Title IX/McKinney Vento provides support and services like school supplies, tutoring, counseling, and transportation for our families in transition. Title III provides instructional support to our ELL students and translation opportunities for families. Through Title III, professional development and training is provided for our staff to improve instructional practices. In collaboration with the Early Learning Coalition of Brevard, we host a Voluntary Prekindergarten Program at or elementary school. Our VPK program is a free early learning program to prepare four-year old's for kindergarten and build the foundation for school success. All resources are utilized to achieve critical goals for student success, supported by strategic planning and partnerships with outside programs and local community organizations. Activities to strengthen ESE student learning are integrated throughout the curriculum. The Fresh Fruit and Vegetable Program provides students with nutritious food during lunch.

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

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. (ESEA 1114(b)(7)(iii)(I))

Lockmar Elementary offers various services designed to support positive learning experiences for students, parents, and teachers. Access to a school counselor and social worker assist students in addressing challenges, fostering resilience, managing emotions, and applying interpersonal skills in both individual and group settings. Basic care needs are also addressed. Mentors, including campus staff, district mentors, and community volunteers, are assigned to students as needed. Daily classroom circles foster positive peer relationships, conflict resolution, mental health, and resilience. Consultations are available for parents and teachers to provide information on community referral services to ensure families have the resources and supports needed to address the overall students' mental wellness of our students. Our morning walk and talk is also an opportunity for our students to have positive peer interactions and to build relationships with each other.

Preparing for Postsecondary Opportunities and the Workforce

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. (ESEA 1114(b)(7)(iii)(II))

Sixth-grade students participate in ICT Fundamentals, a Career and Technical Education (CTE) program that enhances skills in word processing, spreadsheets, cybersecurity, coding, and digital literacy. Prior to building student schedules the middle school counselors send packets over to our school so that students can choice their electives and discuss their choices with their parents. The 6th grade students also go over to the middle schools or they come over to Lockmar and speak with the students about the programs they have to offer so they can determine what they may be interested in for 7th grade.

Addressing Problem Behavior and Early Intervening Services

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 ESEA 1114(b)(7)(iii)(III)).

At Lockmar Elementary School, the Multi-Tiered System of Supports (MTSS) system is in place. This evidence-based model uses data-driven problem-solving to integrate academic and behavioral instruction and intervention. The instruction and intervention are delivered to all students in varying intensities (tiers) based on student need. Need driven decision-making ensures that support and resources reach the appropriate students at the level to accelerate performance and reach proficiency. Monthly meetings with teachers, interventionists, the Reading Coach (T), and Title One Coordinator (T) focus on adjusting tiered interventions for behavior and early intervention.

Professional Learning and Other Activities

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. (ESEA section 11149b)(7)(iii(V)).

Teacher retention increases when they have access to professional learning opportunities and supports that are aligned with their needs, interests, and goals. Teachers will participate in professional learning communities (PLC) in which they have signed up. During these PLC meetings, job-embedded professional learning will be provided that is focused on data analysis and instructional strategies. Professional development focused on teacher clarity will occur during preplanning and quarterly. New teachers will participate in New Teacher Academy and be supported by a mentor in the same grade level or content area. Struggling teachers will also have the opportunity to work with a school or district-based mentor. Each quarter, teachers will be given a collaborative planning day to review data and plan instruction supported by instructional coaches. Our instructional coaches will provide job-embedded professional learning through coaching cycles. Instructional Assistants will work under the supervision and guidance of certified teachers.

Strategies to Assist Preschool Children

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

To aid in the transition from early childhood education program to Lockmar Elementary School, we offer a Kindergarten Round Up. During this Round Up (T), families can experience some of the learning activities in kindergarten. Families, with their child, are encouraged to tour the school, participate in kindergarten centers and speak with key school personnel (PE, Art, Media, STEM or Music). Attending to kindergarten Round Up gives students and parents the opportunity to preview Lockmar before the first day of school, increase comfort levels and have a successful start in elementary school.

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (d)(2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process to review the use of resources to meet the identified needs of students.

To review the use of resources at LOCKMAR to meet the needs of underperforming ESSA subgroup SWD, the process included the following steps:

Data Collection: Gather data on student performance, resource allocation, and support services from IEPs, assessments, and classroom observations.

Needs Assessment: Identify specific needs by analyzing the data to determine gaps in achievement and resource utilization.

Resource Evaluation: Review current resources (staff, materials, technology) and their effectiveness in addressing identified needs.

Stakeholder Collaboration: Engage teachers, special education staff, and administrators in discussions to assess the alignment of resources with student needs.

Action Plan Development: Create a targeted plan to optimize resources, ensuring they are effectively meeting the needs of students with disabilities.

Ongoing Monitoring: Implement the plan and regularly monitor its impact, adjusting resources as needed based on continuous data review.

Specifics to Address the Need

Identify the specific resource(s), rationale (i.e., data) and plan to address the need(s) (i.e., timeline).

RESOURCES

1. Educational Resources:
   - *Individualized Education Programs (IEPs): Tailored learning plans that outline specific accommodations, modifications, and goals for each student with disabilities.*
   - *Assistive Technology: Tools such as text-to-speech software, audiobooks, speech recognition software, and adaptive keyboards.*
   - *Specialized Instructional Materials: Resources that are adapted to meet the needs of SWD, such as large print books, visual aids, or hands-on materials.*
2. *Personnel Resources:*
   - *Special Education Teachers: Professionals trained to work with SWD and implement IEPs.*
   - *Assistants who can provide one-on-one or small group support.*
   - *School Psychologists and Counselors: Professionals who can address emotional and behavioral needs.*
3. *Physical Resources:*
   - *Accessible Classrooms: Rooms equipped to accommodate students with physical disabilities*

(e.g., ramps, wider doors).

- *Resource Rooms: Spaces dedicated to providing additional support and interventions.*

RATIONALE

1. *Data and Evidence:*
    - *Research on Assistive Technology: Studies show that assistive technology can significantly enhance learning outcomes for students with disabilities by providing tailored support.*
    - *IEP Effectiveness: Evidence indicates that well-designed IEPs improve educational outcomes by clearly defining goals and supports.*
    - *Impact of Specialized Instruction: Data suggests that specialized instruction from trained professionals leads to better academic performance and social-emotional development for SWD.*
2. *Compliance and Legal Requirements:*
    - *Individuals with Disabilities Education Act (IDEA): Federal law mandates that schools provide free appropriate public education (FAPE) to students with disabilities, including necessary accommodations and specialized services.*

PLAN AND TIMELINE

1. *Initial Assessment (Month 1):*
    - *Evaluate Needs: Conduct assessments of SWD to identify their specific needs and current levels of performance.*
    - *Develop IEPs: Collaborate with teachers, parents, and specialists to create or update IEPs for each student.*
2. *. Implementation*
    - *Provide Resources: Distribute assistive technology and instructional materials. Train staff on how to use these resources effectively.*
    - *Personnel Deployment: Assign special education teachers and paraprofessionals as needed. Ensure they are familiar with each student's IEP and needs.*
3. *Monitoring and Evaluation (Months 7-12):*
    - *Ongoing Assessment: Regularly review student progress and the effectiveness of the implemented resources and strategies.*
    - *Adjust Plans: Make adjustments to IEPs and resource allocation based on data collected and feedback from teachers, students, and parents.*
4. *Continuous Improvement (Ongoing):*
    - *Professional Development: Provide ongoing training for staff on new strategies, technologies, and best practices.*
    - *Stakeholder Feedback: Gather input from students, parents, and teachers to continually refine*

and improve support strategies.

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2024-25 UniSIG funds but has chosen not to apply. **No**

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					**0.00**