

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



Gerard Robinson, Commissioner
Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

Dr. Mike Grego, Chancellor
K-12 Public Schools
Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

School Name: LOCKHART MIDDLE

District Name: Orange

Principal: Allison Kirby

SAC Chair: Lashawn Sears

Superintendent: Dr. Barbara Jenkins

Date of School Board Approval: January 29, 2013

Last Modified on: 1/28/2013

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

Note: The following links will open in a separate browser window.

School Grades Trend Data
Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data
High School Feedback Report
K-12 Comprehensive Research Based Reading Plan

ADMINISTRATORS

List your school's administrators and briefly describe their certification(s), number of years at the current school, number of years as an administrator, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide assessment performance (percentage data for achievement levels, learning gains, Lowest 25%), and Ambitious but achievable annual measurable objective (AMO) progress.

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Allison Kirby	Library and Information Science Educational Leadership		7	<p>Allison Kirby was an assistant principal at South Creek Middle School when they opened and then went to Freedom High School serving as the Assistant Principal of Instruction before becoming the Principal of Lockhart MS in July 2012.</p> <p>Freedom High School 2010 School Grade A 50 % Meeting High Standards in Reading 76% Meeting High Standards in Math 87% Meeting High Standards in Writing 49% Meeting High Standards in Science 55% Making Learning Gains in Reading 78% Making Learning Gains in Math 50% of Lowest 25% Making Learning Gains in Reading 61% of Lowest 25% Making Learning Gains in Math AYP Percent of Criteria Met: 69%</p> <p>Freedom High School 2011 School Grade B 50 % Meeting High Standards in Reading 75 % Meeting High Standards in Math 92 % Meeting High Standards in Writing</p>

					<p>51 % Meeting High Standards in Science 54% Making Learning Gains in Reading 78% Making Learning Gains in Math 49 % of Lowest 25% Making Learning Gains in Reading 66% of Lowest 25% Making Learning Gains in Math AYP Percent of Criteria Met: 69%</p> <p>2012 Freedom High School School Grade A AYP Percent of Criteria Met: 47%</p>
Assis Principal	Emily Jones	Ed Leadership Counseling Ed Leadership	4	2	<p>Emily Jones served as the Reading Coach at Wekevia High School and then at Lockhart Middle School before becoming an assistant principal at Lockhart in 2010.</p> <p>2010 Lockhart Middle School School Grade C 56% Meeting High Standards in Reading 49% Meeting High Standards in Math 90% Meeting High Standards in Writing 29% Meeting High Standards in Science 62% Making Learning Gains in Reading 65% Making Learning Gains in Math 71% of Lowest 25% Making Learning Gains in Reading 68% of Lowest 25% Making Learning Gains in Math AYP Percent of Criteria Met: 69%</p> <p>2011 Lockhart Middle School School Grade C 55% Meeting High Standards in Reading 53% Meeting High Standards in Math 84% Meeting High Standards in Writing 33% Meeting High Standards in Science 60% Making Learning Gains in Reading 65% Making Learning Gains in Math 71% of Lowest 25% Making Learning Gains in Reading 72% of Lowest 25% Making Learning Gains in Math AYP Percent of Criteria Met: 69%</p> <p>2012 Lockhart Middle School School Grade C AYP No</p>
Assis Principal	Ronda Weber-Borrero	Ed Leadership Ed Leadership	2	2	<p>Ronda Weber-Borrero served for many years at Meadow Woods Middle School first as the SAFE Coordinator and then as the lead Administrative Dean before moving to Lockhart Middle School in 2010 as the Assistant Principal of Instruction.</p> <p>10 Meadow Woods Middle School Grade C 52% Meeting High Standards in Reading 51% Meeting High Standards in Math 57% Meeting High Standards in Writing 40% Meeting High Standards in Science 67% Making Learning Gains in Reading 67% Making Learning Gains in Math 75% of Lowest 25% Making Learning Gains in Reading 71% of Lowest 25% Making Learning Gains in Math AYP Percent of Criteria Met 79%</p> <p>2011 Lockhart Middle School Grade C 55% Meeting High Standards in Reading 53% Meeting High Standards in Math 84% Meeting High Standards in Writing 33% Meeting High Standards in Science 60% Making Learning Gains in Reading 65% Making Learning Gains in Math 71% of Lowest 25% Making Learning Gains in Reading 72% of Lowest 25% Making Learning Gains in Math AYP Percent of Criteria Met 69%</p> <p>2012 Lockhart Middle School School Grade C AYP No</p>

INSTRUCTIONAL COACHES

List your school's instructional coaches and briefly describe their certification(s), number of years at the current school, number of years as an instructional coach, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide assessment performance (Percentage data for achievement levels, learning gains, Lowest 25%), and AMO progress. Instructional coaches described in this section are only those who are fully released or part-time teachers

in reading, mathematics, or science and work only at the school site.

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Math	Cheryl Moore	MA Curriculum & Instruction BS Mathematics Education Math	18	2	<p>2010 Lockhart Middle School School Grade C 56% Meeting High Standards in Reading 49% Meeting High Standards in Math 90% Meeting High Standards in Writing 29% Meeting High Standards in Science 62% Making Learning Gains in Reading 65% Making Learning Gains in Math 71% of Lowest 25% Making Learning Gains in Reading 68% of Lowest 25% Making Learning Gains in Math AYP Percent of Criteria Met: 69%</p> <p>2011 Lockhart Middle School School Grade C 55% Meeting High Standards in Reading 53% Meeting High Standards in Math 84% Meeting High Standards in Writing 33% Meeting High Standards in Science 60% Making Learning Gains in Reading 65% Making Learning Gains in Math 71% of Lowest 25% Making Learning Gains in Reading 72% of Lowest 25% Making Learning Gains in Math AYP Percent of Criteria Met: 69%</p> <p>2012 Lockhart Middle School School Grade C</p>
Reading	Tisome Nugent	EDd Educational Leadership EDs Educational Leadership MA ESE VE English Exceptional Student Education Reading Ed Leadership	2	2	<p>2010 Ocoee High School School Grade B 43% Meeting High Standards in Reading 50% Meeting High Standards in Math 86% Meeting High Standards in Writing N/A% Meeting High Standards in Science 57% Making Learning Gains in Reading 52% Making Learning Gains in Math 58% of Lowest 25% Making Learning Gains in Reading 57% of Lowest 25% Making Learning Gains in Math AYP Percent of Criteria Met: 67%</p> <p>2011 Lockhart Middle School School Grade C 55% Meeting High Standards in Reading 53% Meeting High Standards in Math 84% Meeting High Standards in Writing 33% Meeting High Standards in Science 60% Making Learning Gains in Reading 65% Making Learning Gains in Math 71% of Lowest 25% Making Learning Gains in Reading 72% of Lowest 25% Making Learning Gains in Math AYP Percent of Criteria Met: 69%</p> <p>2012 Lockhart Middle School School Grade C</p>
Science	Angela Slaughter	MA Science Education BS Molecular Biology & Microbiology MG General Science	6	2	<p>2010 Lockhart Middle School School Grade C 56% Meeting High Standards in Reading 49% Meeting High Standards in Math 90% Meeting High Standards in Writing 29% Meeting High Standards in Science 62% Making Learning Gains in Reading 65% Making Learning Gains in Math 71% of Lowest 25% Making Learning Gains in Reading 68% of Lowest 25% Making Learning Gains in Math AYP Percent of Criteria Met: 69%</p> <p>2011 Lockhart Middle School School Grade C 55% Meeting High Standards in Reading 53% Meeting High Standards in Math 84% Meeting High Standards in Writing 33% Meeting High Standards in Science 60% Making Learning Gains in Reading 65% Making Learning Gains in Math 71% of Lowest 25% Making Learning Gains in Reading</p>

					72% of Lowest 25% Making Learning Gains in Math AYP Percent of Criteria Met: 69% 2012 Lockhart Middle School School Grade C
Curriculum Resource Teacher	Cheryl Johnson	MA Education Leadership Elementary Ed	13	3	2010 Lockhart Middle School School Grade C 56% Meeting High Standards in Reading 49% Meeting High Standards in Math 90% Meeting High Standards in Writing 29% Meeting High Standards in Science 62% Making Learning Gains in Reading 65% Making Learning Gains in Math 71% of Lowest 25% Making Learning Gains in Reading 68% of Lowest 25% Making Learning Gains in Math AYP Percent of Criteria Met: 69% 2011 Lockhart Middle School School Grade C 55% Meeting High Standards in Reading 53% Meeting High Standards in Math 84% Meeting High Standards in Writing 33% Meeting High Standards in Science 60% Making Learning Gains in Reading 65% Making Learning Gains in Math 71% of Lowest 25% Making Learning Gains in Reading 72% of Lowest 25% Making Learning Gains in Math AYP Percent of Criteria Met: 69% 2012 Lockhart Middle School School Grade C
Curriculum Compliance Teacher	Frances Venezuela	MS TESOL ESOL	2	2	2010 Apopka Middle School School Grade A 52% Meeting High Standards in Reading 48% Meeting High Standards in Math 84% Meeting High Standards in Writing 39% Meeting High Standards in Science 65% Making Learning Gains in Reading 64% Making Learning Gains in Math 70% of Lowest 25% Making Learning Gains in Reading 69% of Lowest 25% Making Learning Gains in Math AYP Percent of Criteria Met: 64% ath AYP Percent of Criteria Met: 69% 2011 Lockhart Middle School School Grade C 55% Meeting High Standards in Reading 53% Meeting High Standards in Math 84% Meeting High Standards in Writing 33% Meeting High Standards in Science 60% Making Learning Gains in Reading 65% Making Learning Gains in Math 71% of Lowest 25% Making Learning Gains in Reading 72% of Lowest 25% Making Learning Gains in Math AYP Percent of Criteria Met: 69% 2012 Lockhart Middle School School Grade C

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

Describe the school-based strategies that will be used to recruit and retain high quality, effective teachers to the school.

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	We will provide support and training to teachers, give them ownership in the school by making them part of decision-making. We will focus on PLCs and the new assessment instrument, which will drive instruction. We are also training all of the teachers in CHAMPS and giving them more opportunities to observe other teachers, including lesson study.	Kirby Jones Weber	ongoing	

Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).

*When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
As a Title I school, all of our instructional staff and paraprofessionals are highly qualified.	

Staff Demographics

Please complete the following demographic information about the instructional staff in the school.

*When using percentages, include the number of teachers the percentage represents (e.g., 70% (35)).

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
55	10.9%(6)	30.9%(17)	29.1%(16)	29.1%(16)	43.6%(24)	100.0%(55)	9.1%(5)	0.0%(0)	9.1%(5)

Teacher Mentoring Program/Plan

Please describe the school's teacher mentoring program/plan by including the names of mentors, the name(s) of mentees, rationale for the pairing, and the planned mentoring activities.

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Wendy Bashinski	Jeremie Canton Donald Rawlerson	Bashinski is a veteran teacher that has had great results and will be a good model for Canton and Rawlerson.	Bashinski, Rawlerson and Canton are planning together and meet on a regular basis to revisit lessons and see what is and is not working to correct issues immediately.
Angela Slaughter	Sean Murphy John Rogers Ikeesha Medaries	Slaughter is the Science Coach and will be in classrooms regularly, as well as helping with planning.	The Science department is doing lesson study, which will be a good way to develop lessons.
Tisome Nugent	Sarah Culberson	Nugent is the Reading Coach and will be in Culberson's room regularly, as well as assisting in planning.	Nugent will make sure that Culberson is using Read 180 with fidelity and setting up her classroom and centers correctly.

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

Please describe how federal, state, and local services and programs will be coordinated and integrated in the school. Include other Title programs, Migrant and Homeless, Supplemental Academic Instruction funds, as well as violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education, and/or job training, as applicable.

Title I, Part A

Services are provided to ensure students requiring additional remediation are assisted through before and after school tutoring and our learning center program during school and summer school.

Title I, Part C- Migrant

N/A

Title I, Part D

District receives funds to support the Educational Alternative Outreach program. Services are coordinated with the district Dropout Prevention programs.

Title II

Funds provided from Title II funds were allocated for the following trainings that occurred the week before pre-planning:
Rtl overview
Essential Questions training
Interactive Smart Boards
New Generation Sunshine State Standards
Collaboration
Cornell Notes

Title III

We have a part-time Curriculum Compliance Teacher to serve our ELL population.

Title X- Homeless

District Homeless Social Worker provides resources (clothing, school supplies, social service referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

Supplemental Academic Instruction (SAI)

SAI funds will be used to provide before school and after school tutoring for any struggling students, but particularly those that scored levels I and II on FCAT.

Violence Prevention Programs

Bullying Prevention

The Olweus Bullying Prevention Program has been implemented and has components for staff, students, parents and community members.

Suicide Prevention

A curriculum has been implemented for the awareness and prevention of suicide.

Crisis Intervention

We have a full-time SAFE Coordinator and support from the district SAFE office.

SAFE Ambassadors

A group of students are trained to be change agents for the campus, promoting a safe and drug-free school campus. Training components include effective communication, conflict resolution, understanding bystander behavior and bullying and harassment prevention strategies.

Peer Mediation

Students are trained in conflict resolution and mediation skills to mediate issues among their peers.

Nutrition Programs

All of our students receive free breakfast and 85% of our students receive free/reduced lunch. Our free after school program provides free snacks every afternoon.

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

We will partner and promote the adult vocational education offerings hosted at one of the OCPS Vocational Ed Tech Centers.

Job Training

We will partner and promote the adult vocational education offerings at the OCPS Vocational Ed Tech Centers.

Other

Multi-Tiered System of Supports (MTSS)/Response to Instruction/Intervention (RTI)

School-based MTSS/RTI Team

Identify the school-based MTSS leadership team.

Allison Kirby- Principal
Emily Jones- Assistant Principal
Ronda Weber-Borrero- Assistant Principal
Marcia Owens- Administrative Dean
Dawn Cannon- Staffing Specialist
April Allen- School Psychologist
Yirmyah- SAFE Coordinator
Cheryl Moore - Math Coach
Audra Gefter - Guidance Department Chair

Describe how the school-based MTSS Leadership Team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts?

RTI team will meet twice a month to discuss student and/or classroom concerns, to make a plan for them and to address those concerns. Progress reports and other data will be collected and used to respond.

The Learning Center will be set up full-time to address students that are falling behind in academic classes and basic skills to receive remediation and extra support. Those students will be identified by teachers and resource staff.

Describe the role of the school-based MTSS Leadership Team in the development and implementation of the school improvement plan. Describe how the RTI Problem-solving process is used in developing and implementing the SIP?

Although some of the RTI team members have gone through RTI training, some have not, so training will occur for those team members this year. The teachers have received a training overview and will continue to be immersed in the RTI philosophy this school year and beyond. It takes two years to fully integrate RTI school-wide. When the RTI Team meets we are continually looking at the interventions we have at each tier and whether or not those interventions are working. We then use that information to keep or change the interventions.

MTSS Implementation

Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior.

Forms provided by OCPS will be used.
RIOT/ICLE
benchmark data
FAIR data
My Access program data
3 week progress reports

Describe the plan to train staff on MTSS.

Most members of the RTI team have already attended OCPS's three day training, and those that have not will attend this year. The CRT will continue to train in RTI throughout the school year.

Describe the plan to support MTSS.

We support RtI by continued training by the district and other sources. We continue to use FCAT and benchmark data to access whether our tiers are working or not. The administrative team is continually involved in this process.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

Identify the school-based Literacy Leadership Team (LLT).

Principal - Allison Kirby
Assistant Principal - Emily Jones
Assistant Principal - Ronda Weber-Borrero
Reading Coach - Tosome Nugent
Media Specialist - Christina Willson
Media Clerk - Isranie Sheobaran
Reading Teacher Erica Hooks
Reading Teacher - Janet Anderson
Reading Teacher - Barbara Sandlak
Reading Teacher - Cleve Gregory
Reading Teacher - Sara Culberson
Language Arts Teacher - Takisha Howard
Language Arts Teacher - Bronwen Rocha
Language Arts Department Head - Dave McConnell
Language Arts Teacher - Shana Macon
Language Arts Teacher - Stephanie Duhart-Neal
ESOL Teacher/Curriculum Compliance Teacher - Frances Venezuela
Technology Teacher - Lorraine Smith
Art Teacher - Linda Smith

Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).

The LLT is interdisciplinary and will function as the literary spine of our educational community. They will collaborate to create cross-curricular activities to infuse literacy activities across the campus that will promote a love for reading and in the process improve student achievement. The team will meet the second Wednesday morning of each month.

What will be the major initiatives of the LLT this year?

- ~ "Are You Smarter than a Middle Schooler" - game show based on Sunshine State novels
- ~ "Hero of the Scroll" - AR points competition
- ~ various essay contests
- ~ Reading Lounge - before and after school in the Media Center
- ~ "I Read to the Principal" - sharing non-fiction leisure reading with principal
- ~ Spelling Bee
- ~ The Great Lancer Scavenger Hunt - critical thinking scavenger hunt to help 8th grade students review concepts learned throughout the school year
- ~ "On the Mic" - poetry contest
- ~ Accelerated Reader
- ~ Scrabble Club - meets once a week and open to all students
- ~ Book Cart - the Media Specialist will take books to the cafeteria and to classrooms to make checking out books easier

Public School Choice

Supplemental Educational Services (SES) Notification
[View uploaded file](#) (Uploaded on 9/13/2012)

*Elementary Title I Schools Only: Pre-School Transition

Describe plans for assisting preschool children in transition from early childhood programs to local elementary school programs as applicable.

N/A

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

For schools with Grades 6-12, describe the plan to ensure that teaching reading strategies is the responsibility of every teacher.

ALL teachers will take part in school-wide literacy incentives and programs. While at least one person from each department will be part of our Literacy League (literacy committee), ALL teachers will participate in programs. We have school-wide programs such as DERTC (Drop Everything Read Think Construct), posters of teachers reading outside of school and signs outside of every teacher's door telling what book that they are reading at the time. Administrators and coaches will monitor that teachers are participating in these activities.

*High Schools Only

Note: Required for High School - Sec. 1003.413(g)(j) F.S.

How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?

N/A

How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful?

Lockhart MS offers an AVID program that motivates students to take advanced classes, encourages them to begin considering colleges and helps them choose meaningful high school classes. Our AVID program is certified and has received accolades. We are offering more advanced courses. Many different elective classes are available to all students including, but not limited to, band, chorus, Spanish, computers and art. We are also going to offer orchestra this year. These classes allow students to explore and see where they excel. We also offer many high school level courses. We ranked ninth in the district for middle schools that have students earning high school credits and passing the EOCs. We will continue this trend.

Postsecondary Transition

Note: Required for High School - Sec. 1008.37(4), F.S.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#)

N/A

PART II: EXPECTED IMPROVEMENTS

Reading Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	Lockhart MS is committed to excellence in Reading for all students. We will continue to provide courses in Reading for all students. Additional interventions will be provided for struggling readers.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In July 2012, thirty-one percent (200) of students at Lockhart MS scored at Level 3 on FCAT Reading.	By July 2013, fifty percent (375) of all students taking the FCAT Reading at Lockhart MS will score at Level 3.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Access to engaging literature	Make engaging novels readily available through literacy activities such as "Battle of the Books", "Spelling Bee" and critical thinking activities.	Nugent Jones	determine if students' reading levels have increased using FAIR/SRI data	FAIR Edusoft SRI AR
2	Lack of background knowledge	Help students to widen background knowledge by providing opportunities to connect to ideas or experiences being read about.	Nugent	students will create a product to demonstrate ownership, connection or understanding of concept	FAIR Edusoft SRI AR class activity
3	Lack of sufficient reading skills	Teach concrete reading skills: decoding words, comprehension, reading fluently.	Nugent	improvement of reading ability as measured in both formal and informal assessments such as reading aloud or FAIR, Edusoft	FAIR Edusoft SRI AR class activity

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	Lockhart Middle School is committed to excellence in literacy for all students. We will continue to provide a rigorous curriculum filled with 21st century literacy skills to both enrich and challenge students who are performing at or above grade level.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In July 2011, 17% (133) of students at Lockhart MS scored at Levels 4 & 5 on FCAT Reading. We remained at seventeen percent (114) for the 2012 FCAT test.	By July 2013, 20% (152) of all students taking the FCAT Reading at Lockhart MS will score at Level 4 & 5.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Increased accountability for demonstration of abilities	Provide opportunity for more independent practice- both formal and informal with more challenging text	Administrators Media Staff Reading Coach- Dr. Nugent Teachers	Students self-assess for mastery by monitoring lexile growth, AR points, classroom assignments, benchmark and classroom assessments	Progress Book Edusoft-Benchmark SRI/STARS AR Class Activity
2	Access to challenging or rigorous text.	Infuse more challenging text and teach students strategies to independently navigate their learning, process and adapt this more challenging information.	Administrators Media Staff Reading Coach- Dr. Nugent Teachers	Monitor growth from baseline to mid and post lexile level assessments using STAR/SRI Monitor assessment score to determine direction of movement of students' academic success in relation to the direction of movement of the text complexity	Edusoft-Benchmark SRI/STARS AR Class Activity

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	Lockhart Middle School is committed to excellence in literacy for all students. We will continue to provide literacy skills and strategy support to all students both in reading classes as well as through their content area courses.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In July 2012, 65% (454) of students at Lockhart Middle School made learning gains on the FCAT Reading assessment.	By July 2013, 70% (532) of students at Lockhart MS will make learning gains on the FCAT Reading assessment.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of continued exposure to higher level (transferable) reading strategies.	Integrating literacy strategies across the curriculum and facilitating critical thinking through the expansion of Depth of Knowledge tasks (DOK).	Reading Coach- Dr. Nugent Teachers	All teachers will evaluate student responses and products for evidence of Depth of Knowledge-DOK skills and increase in literacy skills.	Marzano Art & Science 5 point scale

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

4. FCAT 2.0: Percentage of students in Lowest 25%	Lockhart Middle School is committed to excellence in literacy
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making learning gains in reading. Reading Goal #4:	for all students. We will continue to provide interventions such as intensive classes, student support services such as additional tutoring in literacy skills and strategy to support our struggling readers.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In July 2012, 69% (119) of students at Lockhart MS who were in the lowest twenty-five percent made learning gains on the FCAT reading assessment.	By July 2013, 72% (136) of students at Lockhart MS who are in the lowest 25 percentile will make learning gains on the FCAT Reading assessment.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of sufficient comprehension and other reading skills.	Expanding differentiated instruction in all classrooms using stations and rotations in content area classrooms.	Administrators Reading Coach- Dr. Nugent All Teachers	Monitor student progress through evaluation of data as well as student involvement and quality of that involvement.	FAIR Edusoft AR FCAT Explorer Focus Progress Book Class Activity Mini Benchmarks
2	Access to challenging curriculum adapted to their instructional level.	SRI students to determine lexile level and have students check out suggested titles. Also incorporate trade books into instructional plan.	Reading Coach- Dr. Nugent Media Specialist Teachers	Monitor students through evaluation of data.	FCAT Explorer Focus Progress Book Edusoft- Benchmark SRI/STARS AR Class Activity Mini Benchmarks
3	Lack of concrete adaptable strategies.	Incorporate AVID strategies and binders school-wide (Cornell Notes, Costas, Socratic Seminar, etc.).	Administrators Reading Coach - Dr. Nugent AVID Coordinator All Teachers	Monitor cross-curricula and cross-grade level application Assessment to determine Costas level of questions	Binder Checks

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Reading Goal #					
	Our goal at Lockhart MS is to continue improving until all of our students are reading on grade level. We will measure this by the percentage of students scoring a Level 3 or above on FCAT Reading.					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	55%	59%	63%	67%	71%	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	Lockhart Middle School is committed to excellence in literacy for all students. We will provide culturally relevant literature and literacy activities geared towards incorporating the sub-cultures among our students as a means of helping them to be more engaged with literacy activities.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 37% (75) of white students, 60%(215) of black students and 51% (85) of hispanic students did not make AYP gains in reading.	In 2013 we expect each of our subgroups to increase the number of students making gains by 10% per group. So only 27% of white students, 50% of black students and 41% of hispanic students will not make AYP gains in reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of background knowledge	Culturally relevant literature being used to teach strategies and skills.	Nugent	Monitor student progress through evaluation of data.	FAIR Edusoft AR Class/school activity Curriculum-specific assessment resources

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	In 2012 52% (59) of our ELL students made satisfactory progress in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012 52% (59) of our ELL students made satisfactory progress in reading.	In 2013 we expect that 60% (67) of ELL students will make AYP gains.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of adequate vocabulary	Explicit instruction in vocabulary.	Nugent Jones	Monitor student progress through evaluation of assessment data.	FAIR Edusoft AR Class/school activity Curriculum-specific assessment resources
2	Lack of background knowledge	Culturally relevant literature being used to teach strategies and skills (per district guidelines).	Nugent	Monitor student progress through evaluation of data as well as student involvement and quality of that involvement.	FAIR Edusoft AR Class/school activity Curriculum-specific assessment resources

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	Although only 49% (19) of Students with Disabilities made AYP gains in reading in 2012, we expect that 86% will make AYP in 2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012 49% (19) of Students with Disabilities made AYP gains in reading.	In 2013 we expect that 55% (21) of Lockhart's Students with Disabilities will make AYP in reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of reading skills impaired further by specific disability.	Provide intensive instruction in least restrictive environment and student pace.	Nugent Cannon	monitor students through student services meetings and teacher collaborations CWT	benchmark testing 9 week exams FCAT student samples

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	Although in 2012 only 57% (383) of Economically Disadvantaged students made AYP gains in reading, we expect that in 2013 86% of those students will make AYP gains.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012 57% (383) of Economically Disadvantaged students made AYP gains in reading.	In 2013 we expect that 60% (403) of Economically Disadvantaged students will make AYP gains in reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students may be hungry and not able to focus.	Title I will create a food pantry to provide food items and snacks for students and families as available.	Johnson	Informal assessment of usage.	Parent/student log
2	Lack of material resources to engage students outside of the classroom.	Provide activities and opportunities for students to win material rewards such as snacks and books to take home.	Johnson Nugent	Keeping track of student participation in extra events during school hours and before/after school hours.	Sign-in sheets

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Stations/Centers	ALL	Reading and Language Arts Departments	Core Content Area Teachers	Bi-monthly PD calendar/alternate topics	Period assessment for fidelity	Instructional Coaches
Webb's DOK	ALL	Science Department	Faculty and staff	Bi-monthly PD calendar/alternate topics	Content area assessments	Administrators Teachers
Marzano Vocabulary Strategies	ALL	Reading Coach- Dr. Nugent	Faculty and staff	Bi-monthly PD calendar/alternate topics	Vocabulary assessments	Teachers
Content Area Reading Strategies	ALL	Reading Coach- Dr. Nugent District Reading Personnel	Faculty and Staff	Bi-monthly PD calendar/alternate topics	Monitor assessment data for movement in weaknesses across clusters/strands	Reading Coach- Dr. Nugent

Text Complexity in Reading and Writing	ALL	Reading and Language Arts Departments	Core Content Area Teachers	Bi-monthly PD calendar/alternate topics	Review curriculum and text	Reading Coach-Dr. Nugent
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Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Passport Reading Journeys	State adopted core reading program	Title 1	\$882.00
Accelerated Reader	Progress monitoring software assessment	Title 1	\$3,799.00
			Subtotal: \$4,681.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
AR-Stars	Program that monitors students' lexile/reading levels	Title 1	\$3,200.00
			Subtotal: \$3,200.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Marzano Strategies	Instructional strategies	Title 1	\$200.00
			Subtotal: \$200.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Lockhart Literacy League student activities	Activities such as game shows geared at increasing student motivation to read	Title 1	\$500.00
Text complexity	Book study - PLC geared towards increasing capacity, knowledge of and instruction using complex text	Title 1	\$200.00
Reading Coach	Support Reading teachers and Reading across the curriculum	Title 1	\$65,000.00
Media Clerk	Assist Media Specialist and teachers with academic endeavors	Title 1	\$17,000.00
			Subtotal: \$82,700.00
			Grand Total: \$90,781.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

* When using percentages, include the number of students the percentage represents next to the percentage (e.g., 70% (35)).

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	
1. Students scoring proficient in listening/speaking. CELLA Goal # 1:	In 2012 80% (54) of our ELL students were proficient in listening/speaking. In 2013 we would like 85%(96)of our ELL students to be proficient in listening/speaking.
2012 Current Percent of Students Proficient in listening/speaking:	
In 2012 80% (54) of our ELL students were proficient in listening/speaking.	
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students may not have opportunities to practice listening/speaking in English at home.	Opportunities for practice at home will be given by reading aloud and listening/speaking using web based sites like Edmodo.	Venezuela	Observing language proficiency through classroom dialogues.	Having students answer questions orally and following directions given orally.

Students read in English at grade level text in a manner similar to non-ELL students.

2. Students scoring proficient in reading. CELLA Goal #2:	In 2012 25% (17) of our ELL students were proficient in reading. In 2013 we expect 30% to be proficient.
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2012 Current Percent of Students Proficient in reading:

In 2012 25% (17) of our ELL students were proficient in reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students may not have a literacy rich home environment.	Make sure students have access to books through our Media Center, classroom library and books that they can earn/win and keep.	Venezuela	Monitor reading logs and AR points.	Benchmark tests FAIR

Students write in English at grade level in a manner similar to non-ELL students.

3. Students scoring proficient in writing. CELLA Goal #3:	In 2012 28% (18) of our ELL students were proficient in writing. In 2013 we expect 32%(21) to be proficient.
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2012 Current Percent of Students Proficient in writing:

In 2012 28% (18) of our ELL students were proficient in writing.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students may not be getting ample opportunities to write in English.	Students will be given opportunities every day to write with essays, reading logs and long answer questions.	Venezuela	The progression of writing samples will be monitored.	My ACCESS Teacher graded essays FCAT simulations

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of CELLA Goals

Middle School Mathematics Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal # 1a:	Based on 2012 FCAT score data, twenty-four percent (186) of Lockhart MS students achieved a Level 3 in mathematics. We plan to increase the students achieving proficiency (FCAT level 3) in mathematics to 30%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
The level of proficiency for the 2011/12 school year was 24% or 186 students.	Our expected level of proficiency for the 2012/13 school year is to increase to 30% (228).

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	We have curriculum gaps from previous years.	-More level 3 students will be placed in advanced classes -Labs in 7th grade -Double block math in 6th and 8th grade -Before & after school tutoring -Learning center -Course recovery	Moore, C Kirby	-Monitoring students' achievement -Formative assessments -Collaboration meetings -CWT	-Progress reports -Report cards -Student samples -Benchmark tests and minis

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal # 1b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics.	Based on 2012 FCAT score data thirteen percent (97) of Lockhart MS students achieved level 4 or 5 in mathematics.
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Mathematics Goal #2a:	We plan to increase the students achieving above proficiency (FCAT level 4 or 5) in mathematics to 18%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012 13% (97)of students tested scored levels 4 or 5 on the FCAT mathematics section.	For 2013 we expect 18% (136) of our students tested to achieve levels 4 or 5 on FCAT mathematics.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Putting some lower level students into advanced classes may slow down the momentum of the curriculum and take rigor from higher level students.	Level 4 and 5 students will be placed in advanced classes to receive rigor and level 3 AVID students in advanced classes will receive extra help. Separate the level 4 and 5s from the levels 1 through 3 into different classes	Moore, C Gore Geffer Carr Martin	Monitoring students' academic achievement/ observation/ formative assessments CWT	-Progress reports -Report cards -Student samples Benchmark tests and minis

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	Based on the 2012 FCAT school grade data that showed 65% learning gains in mathematics, Lockhart plans to increase the percentage to 70% for 2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012 65% (469) of students tested made learning gains in mathematics.	In 2013 we expect that 70% (532) of our students will make learning gains in mathematics.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Curriculum gaps	<ul style="list-style-type: none"> - Manipulatives - One-on-one pull outs - Before and after school tutoring - Positive reinforcement - Weekly stations - Double block in some math classes - Math Coach working with students 	Moore, C Kirby	<ul style="list-style-type: none"> - Formative assessments - Observations - Collaboration meetings - Common assessments - CWT 	<ul style="list-style-type: none"> - Progress reports - Report cards- benchmark tests and minis - Summative assessments - Student samples

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal #3b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	Based on the 2012 FCAT school grade data that showed 72% (140) of the students in the lowest 25% making learning gains in mathematics, Lockhart MS plans to increase the percentage to 75% (142).
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012 72% (140) of our lowest 25% of students made learning gains in mathematics.	In 2013 we expect that 75% (142) of our lowest 25% of students will make learning gains in mathematics.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Curriculum gaps	<ul style="list-style-type: none"> - Manipulatives - One-on-one pull outs - 7th grade math lab 	Moore, C Kirby	<ul style="list-style-type: none"> - Formative & common assessments - Observations 	<ul style="list-style-type: none"> - Progress reports - Report cards - Benchmark tests

1	<ul style="list-style-type: none"> using Success Maker - Before & after school tutoring - Positive reinforcement - Weekly stations - Double block 6th grade math classes - 8th graders taking two math classes 	<ul style="list-style-type: none"> - Collaboration meetings - CWT 	<ul style="list-style-type: none"> and minis - Summative assessments - Student samples
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Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Middle School Mathematics Goal #					
	We will continue to strive to increase the number of students that are scoring on or above grade level on the FCAT Mathematics assessment. We will measure this by looking at the percentage of students that scored a Level 3					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	53%	57%	61%	65%	69%	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	Based on the 2012 FCAT school grades AYP report, none of our student subgroups made AYP. Lockhart plans to increase all subgroups to 86% to make AYP or to make safe harbor with the proper percentages.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012 the following subgroups did not make satisfactory progress: White 49% (74) Black 31% (124) Hispanic 33% (49)	The expected level of performance for all of our subgroups in 2013 is for each subgroup to increase satisfactory progress by 5%. White 44% (66) Black 26% (104) Hispanic 28% (42)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Curriculum gaps	<ul style="list-style-type: none"> - Manipulatives - One-on-one pullouts - 7th grade math labs using Success Maker - Before and after school tutoring - Positive reinforcements - Weekly stations - Double block 6th grade math classes - Math Coach in classrooms working with students 	Moore, C Kirby	<ul style="list-style-type: none"> - Formative & common assessments - Observations - Collaborative meetings - CWT 	<ul style="list-style-type: none"> - Progress reports - Report cards - benchmark tests and minis - Summative assessments - Student samples

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	In 2012 63%(71) of our ELL students made satisfactory progress in mathematics.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012 63%(71) of our ELL students made satisfactory progress in mathematics.	For 2013 we expect that 66% (74)of our ELL subgroup will make AYP gains in mathematics.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	We anticipate language barriers as well as gaps in curriculum.	-Students are being supported by ELL classes and paraprofessional in regular classes -Accommodations used by all teachers	Venezuela Moore, C	-Formative & common assessments -Collaboration meetings -CWT	-Progress reports -Report cards -Benchmark tests -Summative assessments -Student samples

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	Based on the 2012 achievement level summary data, students with disabilities did not make AYP (receiving 18%). Lockhart MS plans to increase the percentage to 25% to make AYP or to make the proper percentage for safe harbor.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012 18% (23)of students with disabilities made AYP gains in mathematics.	In 2013 we expect that 25% (27)of students with disabilities will make AYP gains in mathematics.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	-Curriculum gaps -Behavior issues	-ESE support teacher in math classes -Math labs available -New technology being used -Large print -Sound systems in all classrooms -Accommodations used in all classrooms	Moore, C Cannon Weber	-Formative & common assessments -Observations -Collaboration meetings -CWT	-Progress reports -Report cards -Benchmark tests -Summative assessments -Student samples

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal E:	Based on the 2012 FCAT achievement level summary data,55% (366) of students that are economically disadvantaged did not make satisfactory progress in mathematics.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012 55% (366)of economically disadvantaged students did not make satisfactory gains in mathematics.	In 2013 we expect 50% (333) of our economically disadvantaged students will not make satisfactory gains.

Problem-Solving Process to Increase Student Achievement

			Person or	Process Used to	
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	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Do not have the school supplies needed in class	Supply students with supplies when necessary.	Classroom teachers	Observations in classrooms	Observations of students on task with supplies
2	Too hungry to focus on tasks	-We offer breakfast before school -most of our students receive free or reduced breakfast and lunch. -Boys & Girls' Club after school offers a free snack.	Duhart Guimarin	-Observations in classes and cafeteria	Monitor the number of students that receive free/reduced meals and how many are using their free/reduced meals

End of Middle School Mathematics Goals

Algebra End-of-Course (EOC) Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1. Students scoring at Achievement Level 3 in Algebra. Algebra Goal #1:	Based on 2012 EOC score data, 66% (42) of Lockhart MS students achieved a Level 3 on the Algebra EOC. We plan to increase the students achieving proficiency (EOC Level 3) in mathematics to 70%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012 66% (42) of students tested scored a Level 3 on the Algebra EOC.	For 2013 we expect 70% (87) of our students tested to achieve Level 3 on the Algebra EOC.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	-Putting level 3 students in a high school class creates curriculum gaps -retaining curriculum	-Double block all Algebra classes so students can get that extra reinforcement -AVID students in advanced classes will receive extra help -Manipulatives -One-on-one pull outs -Math Coach in classrooms working with students -Before and after school tutoring -Positive reinforcement -Weekly stations	Moore, C Gore Gefter Martin	-Monitoring students' academic achievement -Observation -Formative assessments -CWT	-Progress reports -Report cards -Student samples -Benchmark tests and minis

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2. Students scoring at or above Achievement Levels 4 and 5 in Algebra. Algebra Goal #2:	Based on 2012 EOC score data, 22% (14) of Lockhart MS students achieved Levels 4 or 5 on the Algebra EOC. We plan to increase the students achieving these levels.
2012 Current Level of Performance:	2013 Expected Level of Performance:

In 2012 22% (14) of students tested scored levels 4 or 5 on the Algebra EOC.			For 2013 we expect 25% (16) of our students tested to achieve levels 4 or 5 on the Algebra EOC.		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	-Putting some lower levels students into advanced classes may slow down the momentum of the curriculum and take rigor away from higher level students -Retaining curriculum	-Level 4 and 5 students will be placed in Algebra Honors classes to receive rigor and level 3 students will be placed in Algebra -AVID students in advanced classes will receive extra help -Double block on Algebra Honors class for students that need extra help -Manipulatives -One-on-one pull outs -Math Coach in classrooms working with students -Before and after school tutoring -Positive reinforcement -Weekly stations	Moore, C Gore Gefter Martin	-Monitoring students' academic achievement -Observation -Formative assessments -CWT	-Progress reports -Report cards -Student samples -Benchmark tests and minis

End of Algebra EOC Goals

Geometry End-of-Course (EOC) Goals

** When using percentages, include the number of students the percentage represents (e.g., 70% (35)).*

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1. Students scoring at Achievement Level 3 in Geometry. Geometry Goal #1:			There is no Geometry EOC data from 2012.		
2012 Current Level of Performance:			2013 Expected Level of Performance:		
There is no Geometry EOC data from 2012.			For 2013 we expect 70% of our students tested to achieve level 3 on the Geometry EOC.		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	-Retaining pre-requisite algebra curriculum	-Smaller class sizes -AVID students in advanced classes will receive extra help -Manipulatives -One-on-one pull outs -Math Coach in classrooms working with students -Before and after	Moore, C Gore Gefter Martin	-Monitoring students' academic achievement -Observation -Formative assessments -CWT	-Progress reports -Report cards -Student samples -Benchmark tests and minis

		school tutoring -Positive reinforcement -Weekly stations		
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2. Students scoring at or above Achievement Levels 4 and 5 in Geometry. Geometry Goal #2:	There is no Geometry EOC data from 2012.
2012 Current Level of Performance:	2013 Expected Level of Performance:
There is no Geometry EOC data from 2012.	For 2013 we expect 30% of our students tested to achieve levels 4 or 5 on the Geometry EOC.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	-Retaining pre-requisite algebra curriculum	-Smaller class sizes -AVID students in advanced classes will receive extra help -Manipulatives -One-on-one pull outs -Math Coach in classrooms working with students -Before and after school tutoring -Positive reinforcement -Weekly stations	Moore, C Gore Gefer	-Monitoring students' academic achievement -Observation -Formative assessments -CWT	-Progress reports -Report cards -Student samples -Benchmark tests and minis

End of Geometry EOC Goals

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Cooperative Learning Stations- PLC	Mathematics- all grades	Stoney	Math Teachers	Monthly	Observation of stations	Kirby Moore, C
Student Response Clickers	Mathematics- all grades	Turning Point Company	Math Teachers, 2 Administrators	October	Observation of clicker use	Kirby Moore, C

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Math Coach	Assist Math teachers and support cross curricular Math goals	Title 1	\$65,000.00
Math tutors	Math tutoring is available to all students before and after school	Title 1	\$8,000.00
			Subtotal: \$73,000.00
			Grand Total: \$73,000.00

End of Mathematics Goals

Elementary and Middle School Science Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:		The goal for 2013 is to increase the percentage of students achieving proficiency (FCAT level 3) in science from 21% to 24%.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
In 2012 21% (56) of students were proficient (scored a level 3 in FCAT).		In 2013 we expect 24% (59) of students to be proficient in science.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Curriculum & learning gaps from previous years	Utilize formative and summative assessments to gauge student conceptions, identify strengths/weaknesses, drive instruction, and inform content review.	Slaughter Science Teachers	-Analyze data from quarterly benchmark assessments to determine strengths and weaknesses -Collaborate during common planning time to analyze data from assessments and cooperatively plan effective lessons -Monitor and track progress of students towards learning goals	-Benchmark assessments -Formative assessments -Common teacher created assessments -Progress reports -Report cards -Report card grade distribution analysis
2	Underdeveloped cognitive and critical thinking skills	Ensure the implementation of science best practices on a daily basis: Marzano's High Yield Strategies, cooperative learning,	Slaughter Science Teachers	-Monitor, model and help facilitate implementation of best practices -Consistently seek evidence of implementation of best	-Weekly Lesson Plans -Common board configuration evaluation -Formal/Informal Classroom

		science not-booking & inquiry based and/or hands on labs.		practices -Monitor and track progress of students towards learning goals	observations -Common assessments -Progress reports -Report cards
3	Professional development and maintenance of teachers	Facilitate and participate in professional development including the areas of scientific content, classroom practices, inquiry, technology, and PLCs.	Slaughter Kirby Science Teachers	-Collaborate during common planning time to reflect on application of professional training -Monitor teacher participation in professional development at both the school and district level	-IPDP -Formal/Informal classroom observations -Weekly lesson plans

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	The goal will be to increase FCAT levels 4 & 5 from 4% in 2012 to 7% in 2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012 four percent (11) of student scored levels 4 & 5 on science FCAT.	In 2013 we expect seven percent (17) of students to score 4 & 5 on science FCAT.

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
Participation in rigorous learning opportunities	Increase the number of rigorous learning opportunities: offer more advanced and honors classes, school	Slaughter Science Teachers	-Use formative and summative assessments to drive selection, appropriateness and	-Benchmark assessments -Common teacher created assessments

1		wide science competitions, technologically enhanced lessons (Gizmos, SmartBoard, FCAT Explorer, etc.) and field trip experiences.		rigor of planned activities -Use formative assessments to determine impact of planned activities on student learning	-Formal/informal classroom observations
2	Curriculum & learning gaps from previous years	Utilize formative and summative assessments to gauge student conceptions, identify strengths/weaknesses, drive instruction, and inform content review.	Slaughter Science Teachers	-Collaborate during common planning time to analyze data from quarterly benchmark assessments to determine strengths and weaknesses and cooperatively plan effective lessons -Monitor and track progress of students towards learning goals	-Benchmark assessments -Common teacher created assessments -Progress reports -Report cards -Report card grade distribution analysis
3	Professional development and maintenance of teachers	Facilitate and participate in professional development including the areas of scientific content, classroom practices, inquiry, technology, and PLCs.	Slaughter Kirby Science Teachers	-Collaborate during common planning time to reflect on application of professional training -Monitor teacher participation in professional development at both the school and district level	-IPDP -Formal/informal classroom observations -Weekly lesson plans

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Grade Level Science Content	Science all grades	District and/or Slaughter	Science Teachers	Quarterly	District transcript, IPDP	Slaughter Kirby
Science Note-booking	Science all grades	Chance	Science Teachers	August	Classroom observations	Slaughter
PLC- Lesson Study	Science all grades	Moore, C	Science Teachers	Fourth Wednesdays	IPDP, portfolio	Kirby
IMS	School-wide	Slaughter	School-wide	August	Data chats	Kirby

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Ensure the implementation of science best practices on a daily basis: Marzano's High Yield Strategies, cooperative learning, science note-booking & inquiry based and/or hands on labs.	Notebook Supplies (spiral notebooks, colored pencils, scissors, glue, tape, construction paper)- to be used by students to create their science interactive notebooks. Students will use these notebooks to stay organized, develop critical thinking skills and participate in a variety of higher order learning activities that utilize science best practices in an efficient and meaningful way.	School budget	\$1,500.00
			Subtotal: \$1,500.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Utilize formative and summative assessments to gauge student conceptions, identify strengths/weaknesses, drive instruction and inform content review.	Learner Response System- hand held remote control system that enables learners to answer questions based on content and standards. The systems collect data and provide immediate and timely feedback to teachers, students and administrators about learning accomplishments and/or misconceptions. Enables data collection from formative assessments to be analyzed more effectively providing teachers the opportunity to adjust instructional practices according to learner needs.	School budget	\$4,500.00
			Subtotal: \$4,500.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Facilitate and participate in professional development in the areas of scientific content, classroom practices, inquiry, technology and PLCs.	NSTA Conference- participate in science professional development opportunities with the nation's top experts in science education. Topics to be covered at the next conference will focus on embracing technology in the 21st-Century classroom, accessing language through science and mathematics content, exploring earth, wind and fire and building scientific minds: inspiring teaching and effective learning.	School budget	\$50,000.00
			Subtotal: \$50,000.00
Other			

Strategy	Description of Resources	Funding Source	Available Amount
Science Coach	Assist Science Teachers and increase our participation in high school credit/upper level courses	Title 1	\$65,000.00
			Subtotal: \$65,000.00
			Grand Total: \$121,000.00

End of Science Goals

Writing Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	Lockhart Middle School will continue to meet and exceed its high standards in Writing. 85% of all 8th grade students taking the FCAT Writing test will score at Level 3 or above in 2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012 79% (195) of Lockhart's 8th grade students scored a level 3 or above in Writing.	By 2013 85% (209) of Lockhart's 8th grade students will score a level 4 or above in writing.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of exposure/practice with evidence based writing	Exposure to more evidence based writing samples; instruction in and practice with writing evidence based pieces primarily through science and social studies.	Weber Nugent Slaughter Bashinski	Evaluation using CCSS writing rubrics for academic progress/improved writing quality.	FCAT Rubrics- class assignments My Access

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Writing Rubrics	All Grades, Language Arts	Jones	All Language Arts Teachers	September-October	Consistency of writing scores monitored by administration.	Jones Kirby

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
MyAccess	Data-based writing software that provides students with fun and interactive topics across the content areas. Students and teachers get immediate feedback.	Title 1	\$3,700.00
			Subtotal: \$3,700.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Calibration Sessions	Substitutes needed for teacher calibration sessions to score writing prompts and professional development	Title 1	\$1,000.00
			Subtotal: \$1,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$4,700.00

End of Writing Goals

Civics End-of-Course (EOC) Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1. Students scoring at Achievement Level 3 in Civics.

Civics Goal #1:

We have no Civics data for 2012.

2012 Current Level of Performance:		2013 Expected Level of Performance:		
We have no Civics data for 2012.		*		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2. Students scoring at or above Achievement Levels 4 and 5 in Civics.				
Civics Goal #2:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
DBQ Training	All Grades, Social Studies	Bashinski	All Social Studies Teachers	August-September	Monitor teacher made tests.	Weber

Civics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount

No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Civics Goals

Attendance Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Attendance Attendance Goal # 1:		Student attendance is imperative for academic success. When students miss school they are missing learning opportunities. Our goal is to be as close to 100% attendance as possible.			
2012 Current Attendance Rate:		2013 Expected Attendance Rate:			
The attendance rate for the 2011/12 school year was 93.11% (731).		We want to continue to improve upon the attendance rate and get to 95% for the 2012/13 school year.			
2012 Current Number of Students with Excessive Absences (10 or more)		2013 Expected Number of Students with Excessive Absences (10 or more)			
For the 2011/12 school year there were 364 days that were excessive absences of 10 or more days.		For the 2012/13 school year we expect the number of students that have 10 or more absences to be 30% or less.			
2012 Current Number of Students with Excessive Tardies (10 or more)		2013 Expected Number of Students with Excessive Tardies (10 or more)			
For the 2011/12 school year 5% (39) of Lockhart students had 10 or more tardies.		For the 2012/13 school year we expect the number of students with 10 or more tardies to decrease to 3% or less.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	We anticipate certain barriers, such as our highly mobile community, parent apathy and homeless students.	Through Title I funds we are working to bring parents in and have them more involved, which in turn should positively effect attendance.	Rivera Johnson	The attendance clerk will monitor and notify stakeholders of any students having attendance concerns.	Attendance records through SMS

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Attendance Goal(s)

Suspension Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal # 1:	We know that students cannot learn if they are not here in school. For this reason, we will decrease the suspension rate and increase academics in In School Suspension.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
In 2011/12 the total number of In-School Suspensions was 437.	We expect that because of the positive behavior programs that we have in place and continuing teacher training the number of incidents of In-School Suspension

	will drop to under 400 instances.
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
In 2011/12 202 students were placed in In-School Suspension, down from 205 during the 2010/11 school year.	We expect that because of mentoring, student monitoring and positive behavior programs that we have in place the number of students placed in In-School Suspension will be 185 or less.
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
In 2011/12 there were 386 instances of Out-of-School suspension.	With enrollment nearly the same this school year, we expect to see the number of Out-of-School suspensions drop to under 350 instances.
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
In 2011/12 184 students were suspended Out-of-School.	Through mentoring, student services and positive behavior programs, we expect for the number of students suspended this year to be under 170.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Many of our students are being taught at home to fight and to disrespect authority figures.	Our entire staff has received Ruby Payne training and will continue training throughout the school year.	Johnson Jones	student services meetings, monitoring discipline issues	Discipline data

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
CHAMPS	ALL	Nugent/District	All Teachers, All Grade Levels	Small groups from September through April	Classroom visits to observe whether teachers are using CHAMPS strategies	Kirby Jones Weber Owens Nugent

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00

Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
CHAMPS Training	Substitutes	Title I	\$4,000.00
			Subtotal: \$4,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Positive Behavior Incentive Program	incentives for students for improved and sustained positive behavior	School Budget/SAC	\$1,000.00
			Subtotal: \$1,000.00
			Grand Total: \$5,000.00

End of Suspension Goal(s)

Parent Involvement Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:

1. Parent Involvement Parent Involvement Goal #1: <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	Parent involvement has been a challenge in the past, but we will offer more opportunities for parents to be involved and continue to welcome them on Lockhart's campus.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
Parent involvement for the 2011/12 school year was approximately forty-five percent.	Our goal for the 2012/13 school year is 60% parent involvement.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Child care may be an issue for some of our parents.	Through AVID and NJHS we will provide child care for elementary aged students.	Johnson Gore	We will continue to monitor numbers at activities and see if child care is being utilized.	Rosters from meetings and sign ins for child care.
2	Parent work schedules may be an issue in attending school events.	We will hold events at different times so parents on different schedules should be able to attend some activities during the year.	Johnson	We will continue to monitor numbers at activities and make efforts to contact parents and get feedback from them.	Evaluation forms and meeting rosters

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Guest Speakers	speakers for parenting skills, lifeskills for families	Title 1	\$500.00
			Subtotal: \$500.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Parent Membership in SAC/PTSA	incentive for more parent representation in school based decision groups	Title 1	\$500.00
			Subtotal: \$500.00
			Grand Total: \$1,000.00

End of Parent Involvement Goal(s)

Science, Technology, Engineering, and Mathematics (STEM) Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of school data, identify and define areas in need of improvement:					
1. STEM STEM Goal #1:		Increase the number of STEM related learning opportunities via STEM enhanced lessons and STEM related field trips.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Availability of STEM activities/materials and field trips	Fund and execute SECME class, STEM activities and field trip fees.	Slaughter Kirby Science Teachers	Use formative assessments to determine impact of STEM lessons and field trips on student learning.	-Benchmark assessments -Formative assessments -Common teacher created assessments -Classroom

					observations
2	Access to professional development for teachers in STEM education	Allow teacher planning days for development of STEM education competence and lesson development.	Slaughter Kirby	-Collaborate during common planning time to reflect on application of professional training -Monitor teacher participation in professional development	-Benchmark assessments -Formative assessments -Common teacher created assessments -Classroom observations
3	Availability of time to incorporate STEM lessons into the district's instructional calendar	Utilize Science Coach to teach and/or model STEM lessons as a part of the normal instructional cycle	Slaughter Kirby	-Use formative assessments to determine impact of STEM lessons	-Benchmark assessments -Formative assessments -Common teacher created assessments -Classroom observations

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
NSTA Conference	All Science	Science Education Professionals	Science Teachers	April 11-14	Department Sharing/Reflection by Attendees	Slaughter Kirby
FCR-STEM Conference	All Science	Science Education Professionals	Science Teachers	December 6-8	Department Sharing/Reflection by Attendees	Slaughter Kirby

STEM Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Fund and execute SECME class, STEM activities and field trip fees.	Consumable and non-consumable supplies needed to execute SECME and STEM activities. Funds for transportation to STEM related field trips.	School budget and fund raising events	\$2,000.00
			Subtotal: \$2,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Increase the number of rigorous learning opportunities via technologically enhanced lessons.	Explore Learning (Gizmos)-online, interactive simulators that dealing with science and math content. Helps students develop deep understandings of difficult content through exploration and inquiry.	School budget	\$3,500.00
			Subtotal: \$3,500.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Allow teacher planning days for development of STEM education competence and lesson	FCR-STEM Conference and teacher planning days.	School budget	\$6,500.00

development.			
			Subtotal: \$6,500.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Grand Total: \$12,000.00			

End of STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of school data, identify and define areas in need of improvement:				
1. CTE CTE Goal #1:		During the 2011/12 school year we added a section of Career and College Computers. We continue to monitor student needs in case more sections need to be added.		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Marzano Strategies	All	Jones	School-wide	Monthly	Classroom walkthroughs, homework	Kirby
AVID Strategies	All	Gore	School-wide	Monthly	Classroom walkthroughs, binder checks	Kirby

CTE Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount

No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of CTE Goal(s)

Additional Goal(s)

Increased Enrollment and Performance in Advanced Programs/High School Courses/AVID. Goal:

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

<p>1. Increased Enrollment and Performance in Advanced Programs/High School Courses/AVID. Goal</p> <p>I increased Enrollment and Performance in Advanced Programs/High School Courses/AVID. Goal #1:</p>	<p>For the 2012/13 school year we will expand our AVID Tutoring Program and offer more sections of advanced classes and high school credit courses.</p>				
<p>2012 Current level:</p>	<p>2013 Expected level:</p>				
<p>In 2011/12 we had 6 sections of AVID, 6 sections of 8th grade advanced science, geometry, algebra and gifted social studies classes.</p>	<p>In 2012/13 we will offer 6 sections of AVID, 5 sections of high school level science, 2 sections of Spanish 1 and a section of high school level Computers. We also offer high school Algebra and Geometry. We continue to look for ways to move forward and offer more high school courses.</p>				
<p>Problem-Solving Process to Increase Student Achievement</p>					
	<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Person or Position Responsible for Monitoring</p>	<p>Process Used to Determine Effectiveness of Strategy</p>	<p>Evaluation Tool</p>
<p>1</p>	<p>Sometimes when offering high school level courses, the students are not getting instruction on skills that will be on FCAT.</p>	<p>We have incorporated extra lab courses, so the students can be challenged, but also receive instruction on skills that will be on FCAT. Now that the county is moving towards EOCs, we can move away from FCAT labs.</p>	<p>Weber Gefer</p>	<p>Track how many higher level courses are offered and whether or not students are being successful in those courses</p>	<p>Master Schedule Progress Reports Report Cards</p>

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

<p>PD Content /Topic and/or PLC Focus</p>	<p>Grade Level/Subject</p>	<p>PD Facilitator and/or PLC Leader</p>	<p>PD Participants (e.g., PLC, subject, grade level, or school-wide)</p>	<p>Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)</p>	<p>Strategy for Follow-up/Monitoring</p>	<p>Person or Position Responsible for Monitoring</p>
<p>No Data Submitted</p>						

Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
AVID Conference	professional development in order to increase the number of AVID-trained teachers and AVID strategies, ultimately increasing rigor in all courses	Title 1	\$1,000.00
			Subtotal: \$1,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$1,000.00

End of Increased Enrollment and Performance in Advanced Programs/High School Courses/AVID. Goal(s)

Disproportionate Classification in Special Education. Goal:

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1. Disproportionate Classification in Special Education. Goal		In the past, district-wide, students were over-identified for special education programs. By implementing RtI district-wide, students are not being misidentified nearly as often.			
Disproportionate Classification in Special Education. Goal #1:					
2012 Current level:		2013 Expected level:			
In 2011/12 Lockhart MS offered 6 sections of special education courses.		For the 2012/13 school year we have dropped down to one ESE teacher that spends most of his time assisting in regular ed classrooms.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students that are used to being in special education courses may struggle in the main stream courses.	We offer facilitative support to students/teachers/classrooms that need the extra support. We also have a paraprofessional that is available to help students/teachers.	Weber Cannon Hood	Communicating with teachers and monitoring grades and referrals to make sure ESE students are being successful.	Progress Reports Report Cards

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Disproportionate Classification in Special Education. Goal(s)

Decrease the Achievement Gap for Each Identified Subgroup by 10% by June 30, 2016.
Goal:

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Decrease the Achievement Gap for Each Identified Subgroup by 10% by June 30, 2016. Goal Decrease the Achievement Gap for Each Identified Subgroup by 10% by June 30, 2016. Goal #1:	At Lockhart Middle we continue to find new ways to meet the needs of all of our students, especially focusing on our subgroups.
2012 Current level:	2013 Expected level:
In 2012 the subgroups achieving grade level are as follows: ELL: Reading 36% Math 31% SWD: Reading 21% Math 19%	In 2013 we expect these subgroups to perform as follows: ELL: Reading 39% Math 34% SWD: Reading 24% Math 23%

FRL: Reading 43% Math 37%			FRL: Reading 47% Math 40%		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Almost all of our students qualify for FRL.	When we target our FRL population, we need to do this through school-wide initiatives.	Kirby	We will monitor school-wide or grade level initiatives to see if they are working.	Benchmark tests FOCUS assessments FAIR data My ACCESS

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Decrease the Achievement Gap for Each Identified Subgroup by 10% by June 30, 2016. Goal(s)

Increase College and Career Readiness. Goal:

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1. Increase College and Career Readiness. Goal Increase College and Career Readiness. Goal #1:	It is our responsibility at Lockhart Middle to make sure that our eighth graders are prepared to be successful in high school and beyond when they leave us.
2012 Current level:	2013 Expected level:
In 2012 we offered one section of Geometry with thirteen students.	In 2013 we are offering two sections of Geometry and twenty-six students in them. We will continue to offer more high school level courses so that our students are exposed to the high school curriculum.

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount

No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Increase College and Career Readiness. Goal(s)

Increase Fine Arts Enrollment. Goal:

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1. Increase Fine Arts Enrollment. Goal Increase Fine Arts Enrollment. Goal #1:	Students that participate in Fine Arts programs have a higher level of academic achievement. Because of this, we will continue to expand our Fine Arts Department.
2012 Current level:	2013 Expected level:
In 2012 we offered three sections of Band, Chorus and Guitar.	In 2013 we have also added an Orchestra program. We believe that in 2013 we will see a rise in academic achievement due to this increase in Fine Arts.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Some students that want to participate in Band and Orchestra cannot afford instrument rental.	We will purchase instruments that students can borrow. PTSA can contribute to instrument rentals. Local instrument rental companies work with parents on rental prices.	Nelson	Monitor the number of students without instruments.	Number of students not participating in class Number of students enrolled in Band and Orchestra classes

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00

			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Increase Fine Arts Enrollment. Goal(s)

Increase by 3 to 5%- Enrollment and Performance of Students in High School Courses. Goal:

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1. Increase by 3 to 5% - Enrollment and Performance of Students in High School Courses. Goal		Each year we continue to add more challenging courses for students to participate in.			
Increase by 3 to 5% - Enrollment and Performance of Students in High School Courses. Goal #1:					
2012 Current level:		2013 Expected level:			
In 2012 86% (56) of our Algebra students had satisfactory progress.		In 2013 we expect 89% of ours students to pass the Algebra EOC and get high school credit for the course.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	This may be the first high school level class that many of these students are taking and the rigor may be challenging.	Some of our Algebra classes are double blocked so that those students can get extra support. We offer morning and afternoon tutoring for these students.	Moore, C	Benchmark and mini data will be monitored so that remediation may take place.	Benchmark and mini data

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

Budget:

Evidence-based Program(s)/Material(s)				
Strategy	Description of Resources	Funding Source	Available Amount	
No Data	No Data	No Data	\$0.00	
				Subtotal: \$0.00
Technology				
Strategy	Description of Resources	Funding Source	Available Amount	
No Data	No Data	No Data	\$0.00	
				Subtotal: \$0.00
Professional Development				
Strategy	Description of Resources	Funding Source	Available Amount	
No Data	No Data	No Data	\$0.00	
				Subtotal: \$0.00
Other				
Strategy	Description of Resources	Funding Source	Available Amount	
No Data	No Data	No Data	\$0.00	
				Subtotal: \$0.00
				Grand Total: \$0.00

End of Increase by 3 to 5% - Enrollment and Performance of Students in High School Courses. Goal(s)

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Passport Reading Journeys	State adopted core reading program	Title 1	\$882.00
Reading	Accelerated Reader	Progress monitoring software assessment	Title 1	\$3,799.00
Science	Ensure the implementation of science best practices on a daily basis: Marzano's High Yield Strategies, cooperative learning, science note-taking & inquiry based and/or hands on labs.	Notebook Supplies (spiral notebooks, colored pencils, scissors, glue, tape, construction paper)- to be used by students to create their science interactive notebooks. Students will use these notebooks to stay organized, develop critical thinking skills and participate in a variety of higher order learning activities that utilize science best practices in an efficient and meaningful way.	School budget	\$1,500.00
STEM	Fund and execute SECME class, STEM activities and field trip fees.	Consumable and non-consumable supplies needed to execute SECME and STEM activities. Funds for transportation to STEM related field trips.	School budget and fund raising events	\$2,000.00
				Subtotal: \$8,181.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	AR-Stars	Program that monitors students' lexile/reading levels	Title 1	\$3,200.00
Science	Utilize formative and summative assessments to gauge student conceptions, identify strengths/weaknesses, drive instruction and inform content review.	Learner Response System- hand held remote control system that enables learners to answer questions based on content and standards. The systems collect data and provide immediate and timely feedback to teachers, students and administrators about learning accomplishments and/or misconceptions. Enables data collection from formative assessments to be analyzed more effectively providing teachers the opportunity to adjust instructional practices according to learner needs.	School budget	\$4,500.00
Writing	MyAccess	Data-based writing software that provides students with fun and interactive topics across the content areas. Students and teachers get immediate feedback.	Title 1	\$3,700.00
	Increase the number of	Explore Learning (Gizmos)- online, interactive simulators that dealing with		

STEM	rigorous learning opportunities via technologically enhanced lessons.	science and math content. Helps students develop deep understandings of difficult content through exploration and inquiry.	School budget	\$3,500.00
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Subtotal: \$14,900.00

Professional Development

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Marzano Strategies	Instructional strategies	Title 1	\$200.00
Science	Facilitate and participate in professional development in the areas of scientific content, classroom practices, inquiry, technology and PLCs.	NSTA Conference-participate in science professional development opportunities with the nation's top experts in science education. Topics to be covered at the next conference will focus on embracing technology in the 21st-Century classroom, accessing language through science and mathematics content, exploring earth, wind and fire and building scientific minds: inspiring teaching and effective learning.	School budget	\$50,000.00
Writing	Calibration Sessions	Substitutes needed for teacher calibration sessions to score writing prompts and professional development	Title 1	\$1,000.00
Suspension	CHAMPS Training	Substitutes	Title I	\$4,000.00
Parent Involvement	Guest Speakers	speakers for parenting skills, lifeskills for families	Title 1	\$500.00
STEM	Allow teacher planning days for development of STEM education competence and lesson development.	FCR-STEM Conference and teacher planning days.	School budget	\$6,500.00
Increased Enrollment and Performance in Advanced Programs/High School Courses/AVID.	AVID Conference	professional development in order to increase the number of AVID-trained teachers and AVID strategies, ultimately increasing rigor in all courses	Title 1	\$1,000.00

Subtotal: \$63,200.00

Other

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Lockhart Literacy League student activities	Activities such as game shows geared at increasing student motivation to read	Title 1	\$500.00
Reading	Text complexity	Book study - PLC geared towards increasing capacity, knowledge of and instruction using complex text	Title 1	\$200.00
Reading	Reading Coach	Support Reading teachers and Reading across the curriculum	Title 1	\$65,000.00
Reading	Media Clerk	Assist Media Specialist and teachers with academic endeavors	Title 1	\$17,000.00
Mathematics	Math Coach	Assist Math teachers and support cross curricular Math goals	Title 1	\$65,000.00
		Math tutoring is		

Mathematics	Math tutors	available to all students before and after school	Title 1	\$8,000.00
Science	Science Coach	Assist Science Teachers and increase our participation in high school credit/upper level courses	Title 1	\$65,000.00
Suspension	Positive Behavior Incentive Program	incentives for students for improved and sustained positive behavior	School Budget/SAC	\$1,000.00
Parent Involvement	Parent Membership in SAC/PTSA	incentive for more parent representation in school based decision groups	Title 1	\$500.00
				Subtotal: \$222,200.00
				Grand Total: \$308,481.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

<input type="checkbox"/> Priority	<input type="checkbox"/> Focus	<input type="checkbox"/> Prevent	<input type="checkbox"/> NA
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Are you a reward school: Yes No

A reward school is any school that improves their letter grade or any school graded A.

[View uploaded file](#) (Uploaded on 9/28/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school. Please verify the statement above by selecting "Yes" or "No" below.

No. Disagree with the above statement.

If NO, describe the measures being taken to Comply with SAC Requirement

We did not have any parents attend our September meeting. In order to correct this situation and secure a parent or community member as the SAC Chair, phone calls have been made, several Connect Orange messages have/will go out regarding SAC and more advertising such as posters and flyers in parent pick up, as well as information on the school marquee is being put in place.

Projected use of SAC Funds	Amount
We will use SAC to increase school pride this year, with our students, parents and the community.	\$5,000.00

Describe the activities of the School Advisory Council for the upcoming year

The SAC will continue to review and monitor the School Improvement Plan and give input to the administration about other areas of concern or possible improvement. Our SAC will work hand-in-hand with our PTSA to increase school pride.

AYP DATA

Adequate Yearly Progress (AYP) Trend Data 2011-2012
 Adequate Yearly Progress (AYP) Trend Data 2010-2011
 Adequate Yearly Progress (AYP) Trend Data 2009-2010

SCHOOL GRADE DATA

No Data Found

Orange School District LOCKHART MIDDLE 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	55%	53%	84%	33%	225	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	60%	65%			125	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	71% (YES)	72% (YES)			143	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					493	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested

Orange School District LOCKHART MIDDLE 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	56%	49%	90%	29%	224	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	62%	65%			127	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	71% (YES)	68% (YES)			139	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					490	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested