

# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



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Florida Department of Education  
325 West Gaines Street  
Tallahassee, Florida 32399

School Name: LOCKHART ELEMENTARY

District Name: Orange

Principal: Donna J. Smith

SAC Chair: B. Dodrill / M. Haimdas

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.*

<a href="#">School Grades Trend Data</a>
<a href="#">Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data</a>
<a href="#">High School Feedback Report</a>
<a href="#">K-12 Comprehensive Research Based Reading Plan</a>

### 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)
					<p>2005-2006: A school grade; 83% met high standards in reading, 71% met high standards in math, 84% met high standards in writing; 64% made learning gains in reading; 63% made learning gains in math; 61% of the lowest 25% made learning gains in reading; AYP-Yes-100%</p> <p>2006-2007: C school grade; 70% met high standards in reading, 65% met high standards in math, 87% met high standards in writing; 61% made learning gains in reading; 60% made learning gains in math; 52% of the lowest 25% made learning gains in reading; 58% of the lowest 25% made learning gains in math; AYP-Yes-100%</p> <p>2007-2008: A school grade; 74% met high standards in reading, 71% met high standards in math, 92% met high standards in writing; 68% made learning gains in reading; 64% made learning gains in math; 66% of the lowest 25% made</p>

Principal	Donna J. Smith	Specialist Degree	7	21	<p>learning gains in reading; 70% of the lowest 25% made learning gains in math; AYP-No-97%</p> <p>2008-2009: A school grade; 76% met high standards in reading, 75% met high standards in math, 90% met high standards in writing; 69% made learning gains in reading; 65% made learning gains in math; 68% of the lowest 25% made learning gains in reading; 80% of the lowest 25% made learning gains in math; AYP-No-92%</p> <p>2009-2010: C school grade; 68% met high standards in reading, 73% met high standards in math, 87% met high standards in writing; 59% made learning gains in reading; 58% made learning gains in math; 44% of the lowest 25% made learning gains in reading; 56% of the lowest 25% made learning gains in math; AYP-No-72%</p> <p>2010-2011: A school grade; 70% met high standards in reading, 78% met high standards in math, 87% met high standards in writing; 65% made learning gains in reading; 65% made learning gains in math; 63% of the lowest 25% made learning gains in reading; 78% of the lowest 25% made learning gains in math; AYP-No-82%</p> <p>2011-2012: B school grade; 53% met high standards in reading, 49% met high standards in math, 84% met high standards in writing; 45% met high standards in science; 78% made learning gains in reading; 57% made learning gains in math; 80% of the lowest 25% made learning gains in reading; 69% of the lowest 25% made learning gains in math.</p>
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## 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)
					<p>2005-2006: A school grade; 83% met high standards in reading, 71% met high standards in math, 84% met high standards in writing; 64% made learning gains in reading; 63% made learning gains in math; 61% of the lowest 25% made learning gains in reading; AYP-Yes-100%</p> <p>2006-2007: C school grade; 70% met high standards in reading, 65% met high standards in math, 87% met high standards in writing; 61% made learning gains in reading; 60% made learning gains in math; 52% of the lowest 25% made learning gains in reading; 58% of the lowest 25% made learning gains in math; AYP-Yes-100%</p> <p>2007-2008: A school grade; 74% met high standards in reading, 71% met high standards in math, 92% met high standards in writing; 68% made learning gains in reading; 64% made learning gains in math; 66% of the lowest 25% made learning gains in reading; 70% of the lowest 25% made learning gains in math; AYP-No-97%</p> <p>2008-2009: A school grade; 76% met high standards in reading, 75% met high standards in math, 90% met high standards in writing; 69% made learning</p>

Reading	Ellen McElwain	Masters Elementary Education	26	11	<p>gains in reading; 65% made learning gains in math; 68% of the lowest 25% made learning gains in reading; 80% of the lowest 25% made learning gains in math; AYP-No-92%</p> <p>2009-2010: C school grade; 68% met high standards in reading, 73% met high standards in math, 87% met high standards in writing; 59% made learning gains in reading; 58% made learning gains in math; 44% of the lowest 25% made learning gains in reading; 56% of the lowest 25% made learning gains in math; AYP-No-72%</p> <p>2010-2011: A school grade; 70% met high standards in reading, 78% met high standards in math, 87% met high standards in writing; 65% made learning gains in reading; 65% made learning gains in math; 63% of the lowest 25% made learning gains in reading; 78% of the lowest 25% made learning gains in math; AYP-No-82%</p> <p>2011-2012: B school grade; 53% met high standards in reading, 49% met high standards in math, 84% met high standards in writing; 45% met high standards in science; 78% made learning gains in reading; 57% made learning gains in math; 80% of the lowest 25% made learning gains in reading; 69% of the lowest 25% made learning gains in math.</p>
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## 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	District requires hiring of highly qualified candidates.	Principal	08/12	
2	To retain highly qualified teachers, we have teachers assist with the interviewing and selection of candidates.	Principal, CRT, Reading Coach, Mentor Teacher, Grade Level Chairperson	08/12	
3	Lockhart Elementary operates as a Professional Learning Community.	Principal, CRT, Reading Coach, Mentor Teacher, Grade Level Chairperson	08/12	
4	A mentoring program and staff development also supports new teachers.	Principal, CRT, Reading Coach, Mentor Teacher, Grade Level Chairperson	08/12	

## 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
We have no teachers teaching out of field.	<p>Operating as Professional Learning Communities.</p> <p>Participating in on-going staff development on the</p>

We have no teachers that received a less than effective rating.

Marzano Strategies and Framework for Teaching and learning.

Classroom observations, Peer Mentoring.

## 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
39	7.7%(3)	41.0%(16)	30.8%(12)	20.5%(8)	35.9%(14)	100.0%(39)	12.8%(5)	5.1%(2)	84.6%(33)

## 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
C. Mohr	Pauline Harris Caitlin Collin Marissa Mahler	Successful, experienced teacher, NBCT	Certification requirements, classroom management, lesson plans, technology assistance, regular meetings with the mentee and discussion of any other issues that may arise

## 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

Funds were used to purchase two instructional support teachers, and a science lab teacher. All students are provided relevant and meaningful technology programs purchased with Title I funds. Staff development funds will be utilized to provide teachers the opportunity to increase knowledge of core content, behavior management, and the technology needed for their core subject areas and progress monitoring. Resources for Parent Involvement will provide our families monthly activities that will build a stronger home-school connection as well as assist parents with strategies to support their child's learning and behavior.

Title I, Part C- Migrant

N/A

Title I, Part D

N/A

Title II

Title II funds will be used to provide collaborative planning time to develop instructional focus calendars and review data. We will also purchase an electronically presented staff development program entitled "Teaching with Poverty In Mind" to be presented in 4 hour-long staff development sessions, as well as a book by the same title to be used in a Book Study.

Title III

N/A

Title X- Homeless

We support our homeless families by providing school supplies, funds for field trips, social worker services, free breakfast and bus transportation. Families may receive donations from various community groups.

Supplemental Academic Instruction (SAI)

SAI funds will be used to purchase an hourly certified teacher. This teacher will teach and monitor selected students in the lowest 30% of students in the areas of writing, mathematics and reading.

Violence Prevention Programs

A Behavior Council oversees the school-wide discipline program. Lakeside Service, KidsKonnnect and Horizons provide counseling services for targeted students. A school-based student mentoring program has been established for select students to support their struggling peers. We also utilize the district-based bullying prevention program.

Nutrition Programs

As a Title I school with over 87% of our students participating in the free or reduced lunch program, all of our students are eligible for the free Universal Breakfast Program.

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other

N/A

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Principal, RtI Coach/Instructional Coach, Staffing Specialist, School Psychologist, Curriculum Resource Teacher, ESE Teachers, Speech Language Pathologist

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?

The role of the RtI Leadership Team is to ensure that high quality instruction and interventions are matched to students' needs. We will do this by frequent progress monitoring of data to assist with making decisions for appropriate instruction and intervention. The RtI Leadership Team is responsible for overseeing the school-wide Tier 1, Tier 2, and Tier 3 curriculum, materials, resources, and interventions in an effort to decrease the disproportionate classification in Special Education and to meet the academic needs of all students. The team reviews both formative and summative assessment data to monitor pupil progression. The RtI Leadership Team will meet every month to monitor student progress and more often as needed for individual students. The Principal, RtI Coach, and CRT will meet with grade level PLCs monthly using the problem-solving process to determine appropriate interventions or enhancements for students.

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?

Selected members of the RtI Leadership Team assisted with the development of the school improvement plan. The school improvement plan incorporates the core principles of RtI, which include: early intervention; using scientific, research-based materials; using data to make decisions; and monitoring student progress to inform instruction.

#### 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.

Data is collected from the following sources: FAIR for reading; Edusoft Benchmark for reading, math and science; FCAT for reading, math, writing and science; computer based programs (Classworks, FASTT Math, Study Island) for reading, math, and science; formative assessments from the core curriculums in reading, math and science; results from school-wide writing prompts. Data management systems include: PMRN; EDW; IMS; Study Island; Edusoft; FLDOE-FCAT results; School-based Excel Data Matrices for formative and summative assessments.

Describe the plan to train staff on MTSS.

The RtI process will be reviewed and discussed with the staff in September 2012 by School-based RtI personnel. The Lockhart Elementary School RtI Coach, and other select RtI Leadership Team members will continue to provide staff training and support. The RtI team will also evaluate professional development needs during their monthly meetings.

Describe the plan to support MTSS.

The RtI Leadership Team is responsible for overseeing the school-wide Tier 1, Tier 2, and Tier 3 curriculum, materials, resources, and interventions in an effort to decrease the disproportionate classification in Special Education and to meet the academic needs of all students. They review both formative and summative assessment data to monitor pupil progression. The RtI Leadership Team will meet every month to monitor student progress. The Principal, RtI Coach, and CRT will meet with grade level PLCs monthly using the problem-solving process to determine appropriate interventions or enhancements for students. As individual students continue to struggle even with Tier 1 and Tier 2 interventions, school-based meetings will be held to support the classroom teachers and provide more intensive interventions (Tier 3) tailored to each student's needs.

## Literacy Leadership Team (LLT)

#### School-Based Literacy Leadership Team

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

The Literacy Leadership Team consists of the Principal, CRT, Reading Coach, a representative from each grade level team, a reading tutor, and the Media Specialist.

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

The LLT meets regularly to address literacy issues throughout the school, to monitor reading data, to oversee our school-wide core reading program and our intervention/enrichment procedures, to provide parent literacy activities and a Family Literacy Night, and to increase independent reading through a more systematic outside reading program (Accelerated Reader).

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

The LLT has three major goals this year. The team will continue to monitor the progress of all students within our school-wide reading series, Imagine It. We also will continue to monitor our intervention/enrichment time blocks to assure that all students are learning and achieving. Also, we will continue to implement an independent reading incentive program utilizing Accelerated Reader based on grade-level goals and the Sunshine State Young Readers Award books to increase students' quantity and quality of independent reading. Students will earn incentive charms based on individually set reading goals generated from the STAR reading test. The LLT also will provide a Family Literacy Night to encourage more literacy activities at home and a Parent Reading Training to provide resources and instruction for increased parent involvement in their children's learning.

## Public School Choice

Supplemental Educational Services (SES) Notification

[View uploaded file](#) (Uploaded on 9/11/2012)

### \*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.

Kindergarten students entering Lockhart Elementary for the first time are invited to attend a Kindergarten Orientation with their parents in the spring. The parents receive a welcome packet; and a presentation is provided for the parents by selected kindergarten teachers that includes information about the curriculum, a typical day in Kindergarten, field trips, how the parents can help, etc. The children enjoy the opportunity to visit a Kindergarten classroom. Parents are also invited to the "Meet the Teacher" event where they can meet the classroom teacher and hear about the opportunities to be involved at our school. On the first day of school, the Kindergarten parents are again given an opportunity to learn about school procedures and routines during a Kindergarten Parent Breakfast provided by our PTA.

### \*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.

### \*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?

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?

### 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](#)

## 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:	In June 2012, 28% (63) of the students at Lockhart Elementary scored at Level 3 (only) in FCAT Reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In June 2012, 28% (63) of the students at Lockhart Elementary School scored at Level 3 (only) on FCAT Reading.	By June 2013, 31% (69) of all students taking the FCAT Reading Test at Lockhart Elementary School will score at Level 3 (only).

#### 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 independent reading practice	Increase the use of the Accelerated Reader program by continuing to provide monthly student reading incentives.	Principal, CRT, Reading Coach, Literacy Leadership Team, Classroom Teachers, Technology Coordinator, Media Specialist	Review AR reports monthly	FCAT results, Accelerated Reader Reports
2	Low levels of achievement in reading strategies	Identify the performance levels of all students K-5 using FAIR  Continue implementation of our core Reading Program (Imagine It) for grades K-5  Monitor the progress of all students in reading during bi-weekly grade level PLC meetings with the Leadership Team  Maintain a school-wide reading intervention/enrichment plan where students are strategically placed into intervention/enrichment groups and carefully monitored  Record student reading data in individual student data notebooks and celebrate learning gains	Principal, CRT, Reading Coach, Classroom teachers, most staff members	Administer formative assessments weekly, classroom walk-throughs	FCAT results, Formative weekly assessments
	Lack of parent involvement	Provide a Family Reading Night  Provide Parent Information Meetings, Open House/Curriculum	Principal, Reading Coach, Literacy Leadership Team, Classroom Teachers, Media Specialist	Monitor sign-in sheets after each parent event, monitor parent communicator	FCAT results, Sign-In Sheets



3		<p>Night and Report Card Night</p> <p>Provide an FCAT informational night</p> <p>Provide Book Fair Family Nights</p> <p>Utilize Daily Parent Communicator</p> <p>Provide access for parents of 2nd through 5th grade students to ongoing progress monitoring via Progress Book</p>			
4	Lack of College and Career Readiness	<p>Provide a Family Reading Night with a focus on Careers</p> <p>Apply for Target Grant to purchase books for our Media Center with a focus on careers</p>	Principal, Reading Coach, Literacy Leadership Team, Classroom Teachers, Media Specialist	Monitor Sign-In Sheets from Family Reading Night	Sign-In Sheets, Target Grant Celebration

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:	In June 2012, 25% (55) of the students at Lockhart Elementary School scored at Level 4 or 5 on FCAT Reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In June 2012, 25% (55) of the students at Lockhart Elementary School scored at Level 4 or 5 on FCAT Reading.	By June 2013, 39% (87) of the students at Lockhart Elementary School will score at Level 4 or 5 on FCAT Reading.

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	Lack of time for enrichment activities	Maintain a school-wide reading intervention/enrichment plan where students are strategically placed into intervention/enrichment groups and carefully monitored	Principal, Reading Coach, Literacy Leadership Team, Classroom Teachers, Technology Coordinator, Media Clerk, Special Area Teachers	Evaluation of projects through use of teacher-created rubrics	FCAT Results, Teacher-created rubrics
2	Lack of motivation	Increase the use of the Accelerated Reader program by continuing to provide monthly student reading incentives  Students chart individual progress in their data notebooks and celebrate learning gains	Principal, Reading Coach, CRT, Technology Coordinator, Media Specialist, Classroom Teachers	Monitor AR Reports and student data notebooks monthly	FCAT results, Accelerated Reader Reports, Student Data Notebooks

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:	In June 2012, 71% (160) of all students taking the FCAT Reading Test at Lockhart Elementary School made learning gains, an increase of 6 percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In June 2012, 71% (160) of all students taking the FCAT Reading Test at Lockhart Elementary School made learning gains, an increase of 6 percentage points.	By June 2013, 78% (115) of all students taking the FCAT Reading Test at Lockhart Elementary School will make learning gains.

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for	Process Used to Determine Effectiveness of	Evaluation Tool
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			Monitoring	Strategy	
1	Limited decoding skills	Continue implementation of our core Reading Program (Imagine It) K-5	Principal, Reading Coach, CRT, Classroom Teachers, Media Specialist	Monitor student progress by administering the Imagine It Benchmark tests and Unit tests when appropriate	FCAT results, Imagine It tests
2	Lack of parent involvement	Provide Parent Information Meetings, Open House/Curriculum Night and Family Report Card Night  Provide a FCAT informational night  Provide Book Fair Family Nights  Provide Family Reading Night	Principal, Reading Coach, Literacy Leadership Team, Classroom Teachers, Technology Coordinator, Media Specialist, Special Area Teachers	Monitor parent sign-in sheets after each parent event	FCAT results, Sign-In Sheets
3	Digital divide (lack of internet access)	Utilize the FCAT Explorer Program and Classworks during the school day to prepare for FCAT	Technology Coordinator, Classroom teachers	Monitor FCAT Explorer and Classworks Teacher Reports monthly	FCAT results, FCAT Explorer Teacher Reports, Classworks Reports
4	Lack of reading strategies	Maintain a school-wide reading intervention/enrichment plan where students are strategically placed into intervention/enrichment groups and carefully monitored  Monitor the progress of all students in bi-weekly grade level PLC meetings with the Leadership Team  Establish fixed Tier 3 time slots for each grade level to provide additional targeted interventions for students who are not making learning gains  Utilize Kaleidoscope for Reading Intervention K-5.	Principal, CRT, Reading Coach, Classroom Teachers, Special Area Teachers, other staff	Monitor formative and summative assessments monthly	FCAT results, FAIR test results, Edusoft Benchmark test results, formative assessments

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% making learning gains in reading.  Reading Goal #4:	In June 2012, 80% (32) of the lowest 25% of students taking the FCAT Reading Test at Lockhart Elementary School made learning gains.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In June 2012, 80% (32) of the lowest 25% of students taking the FCAT Reading Test at Lockhart Elementary School made learning gains, an increase of 17 percentage points.	By June 2013, 80% (30) of the lowest 25% of students taking the FCAT Reading Test at Lockhart Elementary School will make learning 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 reading strategies	<p>Monitor the progress of all students in reading bi-weekly in Grade Level PLC's with the Leadership Team</p> <p>Provide a reading tutor to work with selected students within the lowest 25% of the population and monitor the learning achievement of the lowest 25%</p> <p>Maintain a school-wide reading intervention/enrichment plan where students are strategically placed into intervention/enrichment groups and carefully monitored</p> <p>Utilize alternative core program (Kaleidoscope) for students in grades 4 and 5 who are performing 2 or more years below grade level</p> <p>Establish fixed Tier 3 time slots for each grade level to provide additional targeted interventions for students who are not making learning gains</p>	Principal, Reading Coach, CRT, Reading Tutor, Classroom Teachers	Monitor data from FAIR and Edusoft, along with ongoing formative assessments monthly	FCAT results, FAIR data, Edusoft benchmark tests, formative assessments
2	Lack of reading practice	<p>Increase use of Accelerated Reader program by continuing to provide student reading incentives</p> <p>Continue to use the</p>	Principal, Reading Coach, Literacy Leadership Team, Classroom Teachers, Media Specialist	Monitor AR reports monthly and review student reading progress using Grade Level matrices	FCAT results, Accelerated Reader Reports, Grade Level matrices

		Classworks program			
3	Lack of parental involvement	Offer After School Tutoring in reading twice a week for selected students	Principal, Reading Coach, Selected Teachers	Monitor formative assessments monthly, and beginning, middle, and end of year summative assessments when administered	FCAT results, Formative assessments, Beginning, middle, and end of course summative assessments

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 # In 2010-2011(Baseline), 47% of our students scored satisfactorily on the reading FCAT. We will reduce the achievement gap by 50% over the next six years, and 74% of our students will score satisfactorily by 2016-2017.			
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	51%	56%	60%	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 reading.  Reading Goal #5B:	In June 2012, 65%(25) of White students, 47%(55) of Black students, and 53%(22) of Hispanic students achieved high standards on FCAT reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In June 2012, 65%(25) of White students, 47%(55) of Black students, and 53%(22) of Hispanic students achieved high standards on FCAT reading.	By June 2013, 64%(24) of White students, 51%(59) of Black students, and 51%(21) of Hispanic students will achieve high standards.

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 parental support	Conduct Parent Information Meetings, a Family Report Card Night and an Open House/ Curriculum Night  Provide a Family Reading Night  Provide Book Fair Family Nights  Offer After School Tutoring in reading once a week for the lowest 25%	Principal, Reading Coach, CRT, Classroom Teachers	Sign In Sheets  Formative assessments, Beginning, middle, and end of course summative assessments	FCAT results
2	Lack of reading practice	Increase use of Accelerated Reader program by continuing to provide student reading incentives	Principal, Reading Coach, Literacy Leadership Team, Classroom Teachers, Media Specialist	Monitor Accelerated Reader reports	Accelerated Reader Reports, FCAT results
	Lack of reading strategies	Identify the students in the sub-groups who did not achieve high standards	Principal, Reading Coach, Literacy Leadership Team, Classroom	Monitor data from FAIR and Edusoft, along with weekly formative assessments	FAIR, Edusoft, Teacher Assessments, FCAT

3		<p>Maintain a school-based RtI Leadership Team to monitor the progress of all students in reading based on formative assessments and/or students under an RtI plan</p> <p>Provide a reading tutor to work with targeted students in the lowest 25%</p> <p>Maintain a school-wide reading intervention/enrichment plan where students are strategically placed into intervention/enrichment groups and carefully monitored</p>	Teachers, Media Specialist		
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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 subgroup:

<p>5C. English Language Learners (ELL) not making satisfactory progress in reading.</p> <p>Reading Goal #5C:</p>	<p>In June 2012, 39%(14) of English Language Learners achieved high standards.</p>
<p>2012 Current Level of Performance:</p>	<p>2013 Expected Level of Performance:</p>
<p>In June 2012, 39%(14) of English Language Learners achieved high standards.</p>	<p>In June 2013, 48%(17) of English Language Learners will achieve high standards in reading.</p>

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 have not developed strong academic language skills in English	Maintain a school-wide reading intervention/enrichment plan where students are strategically placed into intervention/enrichment groups and carefully monitored	Principal, Reading Coach, ESOL Compliance Teacher, Classroom Teachers, ESOL Paraprofessional	Formative weekly assessments	Formative weekly assessments, FCAT results
2	Difficulty communicating with parents	Send parent communications in the family's first language, whenever possible	Principal, ESOL Compliance Teacher, ESOL Paraprofessional, Classroom Teachers	Copies of the communication	FCAT results
3	Parents are unable to provide academic support at home because of language barriers	Offer After School Tutoring in reading twice a week to selected ELL students in the lowest 25%	Principal, ESOL Compliance Teacher, ESOL Paraprofessional, Classroom Teachers	Weekly formative assessments, beginning, middle and end of course tests	FCAT results

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:

<p>5D. Students with Disabilities (SWD) not making satisfactory progress in reading.</p>	<p>In June 2012, 26%(10) of Students with Disabilities made</p>
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Reading Goal #5D:	satisfactory progress in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 26%(10) of Students with Disabilities made satisfactory progress in reading.	In June 2013, 30%(12) of Students with Disabilities will make satisfactory progress 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 strategies	<p>Identify the students in the sub-group who did not achieve high standards</p> <p>Maintain a school-wide reading intervention/enrichment plan where students are strategically placed into intervention/enrichment groups and carefully monitored</p> <p>Maintain a school-based RtI Leadership Team to monitor the progress of all students in reading based on formative assessments and/or students with an RtI plan</p> <p>Utilize an alternative core program (Kaleidoscope) for students in grades 4 and 5 who are performing 2 or more years below grade level</p> <p>Provide a reading tutor to support students in reading strategy development</p> <p>Utilize the FCAT Explorer Program and Classworks during the school day to prepare for FCAT</p> <p>Provide tutoring in the computer lab before school for students with disabilities</p>	Principal, Reading Coach, CRT, ESE teachers, Classroom Teachers, Reading Tutor, Technology Resource Teacher, Other Instructional Staff	FAIR, Edusoft Benchmark Tests, Formative assessments	FAIR, Edusoft Benchmark Tests, Formative assessments, FCAT results
2	Lack of motivation	<p>Increase the use of the Accelerated Reader program by continuing to provide student reading incentives</p> <p>Record student reading data in student data notebooks and celebrate learning gains</p>	Principal, Reading Coach, CRT, Technology Coordinator, Media Specialist, ESE Teachers, Classroom Teachers	Accelerated Reader weekly reports	FCAT results

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:		In June 2012, 49%(93) of economically disadvantaged students made satisfactory progress in reading.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
In June 2012, 49%(93) of economically disadvantaged students made satisfactory progress in reading.		In June 2013, 51%(97) of economically disadvantaged students will make satisfactory progress 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 funds to provide books and other materials needed for learning	Host a Family Reading Night where books and other materials will be provided to participants	Principal, Reading Coach, CRT, Media Specialist, Classroom Teachers	Sign-in sheets	Sign-in sheets, FCAT results
2	Digital divide (lack of internet access)	Utilize the FCAT Explorer Program and Classworks during the school day to prepare for FCAT	Principal, Technology Coordinator, Classroom Teachers	FCAT Explorer Teacher Reports, Classworks Reports	FCAT results
3	Lack of reading strategies	Continue to implement our core Reading Program (Imagine It) for grades K-5  Identify the students in the sub-groups who did not achieve high standards  Maintain a school-based RTI Leadership Team to monitor the progress of all students in reading using formative assessments and/or students under an RtI plan  Provide a reading tutor to work with selected students in the lowest 25%  Maintain a school-wide reading intervention/enrichment plan where students are strategically placed into intervention/enrichment groups and carefully monitored	Principal, Reading Coach, CRT, Technology Coordinator, Media Specialist, ESE Teachers, Classroom Teachers	FAIR data, Edusoft benchmark test data, formative assessments	FAIR data, Edusoft benchmark test data, formative assessments, FCAT results

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
Response to Instruction/Intervention Training	All Grades	RtI Coach, RtI Leadership Team	School-wide	Tuesdays, Monthly during planning time	RtI data review	RtI Leadership Team
Reading Strategies, Imagine It training	All Grades	RtI Coach, RtI Leadership Team, Reading Coach, CRT, Principal, Consultants	School-wide	Early release Wednesdays, when scheduled	Lesson plan review	Principal
PLC Data Planning half-day	All Grades	Grade Level Teams	School-wide	Half- day per grade level	Team Planning notes	Principal
Marzano Strategies	All Grades	Principal, Instructional coach	School-wide	Monthly	Lesson plans, observations	Principal, Instructional Coach
New Teacher Training	All Grades	Instructional coach, mentors	Beginning teachers	Monthly	Lesson plans, observations	Principal, Instructional Coach
Eric Jensen: "Enriching the Brain of Students in Poverty" staff development (Title II)	All Grades	Principal	All Instructional Staff	Early release Wednesdays, when scheduled	Lesson plan review	Principal
Eric Jensen book study: "Teaching with Poverty in Mind" (Title II)	All Grades	Principal, Team Leaders	All Instructional Staff	Early release Wednesdays, when scheduled/team meetings	Learning logs review	Principal, CRT, Team Leaders

Reading 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
Utilize the FCAT Explorer Program and Classworks during the school day to prepare for FCAT	Classworks	Title I Funds	\$5,995.00
Increase the use of the Accelerated Reader program by continuing to provide monthly student reading incentives	Accelerated Reader	Title I Funds	\$2,709.00
			Subtotal: \$8,704.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Monitor the progress of all students in reading during bi-weekly grade level PLC meetings with the Leadership Team	14 Substitutes for PLC Data Planning Half-Day	Title I Funds	\$1,680.00
Provide an Eric Jensen Book Study: "Teaching With Poverty In Mind". Teachers will acquire strategies to boost student achievement, develop positive relationships with their students and increase the level of student engagement	32 Books @ 19.50 each "Teaching With Poverty In Mind" by Eric Jensen	Title II Funds	\$624.00
Provide the Eric Jensen Program: Four powerful 70 minute DVD's			

providing Achievement Boosting Research Based Staff Development in four sessions and 6 PDF workbooks for teachers	4 DVD's: "Enriching the Brain of Students in Poverty Program	Title II Funds	\$775.00
			Subtotal: \$3,079.00
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			<b>Grand Total: \$11,783.00</b>

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 June 2012, 50% (21) of the students at Lockhart Elementary scored proficient in listening/speaking on the CELLA assessment.			
2012 Current Percent of Students Proficient in listening/speaking:					
In June 2012, 50% (21) of the students at Lockhart Elementary scored proficient in listening/speaking on the CELLA 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	Difficulty communicating with parents	Send parent communications in the family's first language, whenever possible.	Principal, ESOL Compliance Teacher, Classroom Teachers, ESOL Paraprofessional	Formative Weekly Assessments	Formative weekly assessments, FCAT results, CELLA, IPT

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 June 2012, 26% (11) of the students at Lockhart Elementary scored proficient in Reading on the CELLA assessment.			
2012 Current Percent of Students Proficient in reading:					
In June 2012, 26% (11) of the students at Lockhart Elementary scored proficient in Reading on the CELLA 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 reading strategies and/or not proficient in the English	Identify the students who were not proficient	ESOL Compliance Teacher, ESOL Paraprofessional,	FAIR, Edusoft, benchmark tests, formative assessments,	FAIR, Edusoft, benchmark tests, formative

language at this time	classroom teachers	CELLA, IPT, RTI/ANI	assessments, CELLA, IPT
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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 June 2012, 26% (11) of the students at Lockhart Elementary scored proficient in Writing on the CELLA assessment.
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2012 Current Percent of Students Proficient in writing:

In June 2012, 26% (11) of the students at Lockhart Elementary scored proficient in Writing on the CELLA 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 English vocabulary	Small group vocabulary instruction, scaffolding, use of vocabulary realia	ESOL Compliance Teacher, ESOL Paraprofessional, Classroom Teachers	Formative assessments, monitoring, RTI/ANI	Formative assessments, CELLA

**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
			<b>Grand Total: \$0.00</b>

# Elementary 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:	In June 2012, 23% (49) of the students at Lockhart Elementary School scored at Level 3 (only) on FCAT Mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In June 2012, 23% (49) of the students at Lockhart Elementary school scored at Level 3 (only) on FCAT Mathematics.	In June 2013, 30% (67) of the students at Lockhart Elementary school will score at Level 3 (only) 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	Lack of parental involvement	Provide a Family Open House/ Curriculum Night  Conduct a Family Mathematics Night  Conduct a Family Report Card Night  Utilize daily parent communicator  Provide access for parents of second through fifth grade students to ongoing progress monitoring via ProgressBook	Principal, Teachers, CRT  Mathematics Curriculum Council  Principal, Teachers  Teachers  Teachers, Technology Resource Teacher	Monitor parent attendance  Monitor daily communicator  Monitor ProgressBook login data	Sign-In Sheets  Daily communicator sheets  ProgressBook Access Reports
2	Increased rigor due to transition from Sunshine State Standards to Next Generation Sunshine State Standards and Common Core Standards	Develop and use common formative assessments as well as benchmark assessments to monitor student progress  Implement a Math Club to provide tutoring for targeted students (as identified by common formative assessments and benchmark assessments), 30 minutes, four days a week by math tutor and classroom teachers  Utilize Classworks, FCAT Explorer, FASTT Math, and online components of enVision Math series to reinforce math skills  Utilize math centers within the enVision math	Teachers  Teachers, Math Tutor  Teachers, Technology Resource Teacher  Teachers	Discussions at grade-level meetings  Review student scores on common formative assessments  Review online reports from various programs, students assessment data  Teacher observation, student work and classroom walk throughs	Common formative assessment recording sheets  Common formative assessment recording sheets  Computer-generated reports, student assessment scores  Student work samples

		curriculum to reinforce learned skills: K-5			
3	Low levels of achievement in mathematics strategies	Maintain a school-based RTI Leadership Team to monitor the mathematics progress of the students identified by common formative assessments and/or students under an RtI plan  Develop and implement a Response to Intervention (RtI) plan for students who continue to struggle in mathematics	Principal, RTI Leadership Team  Principal, Teachers, CRT, Math Tutor	Monitor student progress and classroom walk throughs  Monitor student progress towards RtI goals	Student Assessment data  Student assessment data, teacher reports
4	Limited access to technology that will increase learning in mathematics	Set up additional computers in common area for student access before, during and after school	Computer teacher, Extended Day staff	Monitor reports from utilized technology resources	Computer-generated reports
5	Lack of access to student benchmark and FCAT data for teachers	Utilize Insight feature of Instructional Management System to pull and disaggregate student test data	Teachers	Monitor student progress on subsequent tests	Benchmark results, FCAT results

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.  Mathematics Goal # 2a:	In June 2012, 26% (57) of students at Lockhart Elementary School taking the FCAT Mathematics test scored Level 4 or Level 5.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In June 2012, 26% (57) of students at Lockhart Elementary School taking the FCAT Mathematics test scored Level 4 or Level 5.	In June 2013, 40% (90) of students will score at Level 4 or Level 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	Lack of enrichment opportunities	Utilize enrichment components of enVision Math series, including enrichment centers and practice	Teachers	Evaluation with teacher-created rubric	Student data on rubric
2	Lack of motivation	Utilize student data notebooks to track student progress and celebrate learning gains	Students, Teachers	Monitor student progress and/or review student notebooks	Student assessment data and notebooks
3	Lack of access to student benchmark and FCAT data for teachers	Utilize Insight feature of Instructional Management System to pull and disaggregate student test data	Teachers	Monitor student progress on subsequent tests	Benchmark results, FCAT results

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:	In June 2012, 57% (89) of students at Lockhart Elementary School taking the FCAT Mathematics test made learning gains.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In June 2012, 57% (89) of students made learning gains.	In June 2013, 70% (103) of students will make learning 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
	Lack of parent involvement	Provide a Family Open House/Curriculum Night	Principal, Teachers, CRT	Monitor parent attendance	Sign-In Sheet

1		Conduct a Family Mathematics Night	Mathematics Curriculum Council		
		Conduct a Family Report Card Night	Principal, Teachers		
2	Increased rigor due to transition from Sunshine State Standards to Next Generation Sunshine State Standards	Develop and use common formative assessments as well as benchmark assessments to monitor student progress  Implement a Math Club to provide tutoring for targeted students (as identified by common formative assessments and benchmark assessments), 30 minutes, four days a week by math tutor and classroom teachers  Utilize Classworks, FCAT Explorer, FASTT Math, and online components of enVision Math series to reinforce math skills  Utilize math centers within the enVision math curriculum to reinforce learned skills: K-5	Teachers  Teachers, Math Tutor  Teachers, Technology Resource Teacher  Teachers	Discussions at grade-level meetings  Review student scores on common formative assessments  Review online reports from various programs, students assessment data  Teacher observation, student work	Common formative assessment recording sheets  Common formative assessment recording sheets  Computer-generated reports, student assessment scores  Student work samples
3	Lack of mathematics strategies and skills	Maintain a school-based RtI Leadership Team to monitor the mathematics progress of the students identified by common formative assessments and/or students under an RtI plan  Develop and implement a Response to Intervention (RtI) plan for students who continue to struggle in mathematics	Principal, RtI Leadership Team  Principal, Teachers, CRT, Math Tutor	Monitor student progress  Monitor student progress towards RtI goals	Student assessment data  Student assessment data, teacher reports
4	Limited access to technology that will increase learning in mathematics	Set up additional computers in common area for student access before, during and after school	Computer teacher, Extended Day staff	Monitor reports from utilized technology resources	Computer-generated reports
5	Lack of access to student benchmark and FCAT data for teachers	Utilize Insight feature of Instructional Management System to pull and disaggregate student test data	Teachers	Monitor student progress on subsequent tests	Benchmark results, FCAT results

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:	In June 2012, 69% (27) of the lowest 25% of students at Lockhart Elementary School taking the FCAT Mathematics test made learning gains.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In June 2012, 69% (27) of the lowest 25% made learning gains.	In June 2013, 70% (26) of the lowest 25% will make learning 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 parental support	Promote home use of enVision Mathematics online components, as well as FCAT Explorer and Classworks	Teachers, Technology Resource Teacher	Review student usage reports, student assessment data from the online program	Usage reports, student online data reports
2	Lack of mathematics strategies and skills	<p>Offer after-school tutoring to students with academic needs in mathematics</p> <p>Implement a Math Club to provide tutoring for targeted students (as identified by common formative assessments and benchmark assessments), 30 minutes, four days a week by math tutor and classroom teachers</p> <p>Utilize Classworks, FCAT Explorer, FASTT Math, and online components of enVision Math series to reinforce math skills</p> <p>Provide a tutor to work with selected students within the lowest 25% of the population and</p>	<p>Principal, Selected Teachers</p> <p>Teachers</p> <p>Teachers, Technology Resource Teacher</p>	<p>Monitor student progress</p> <p>Review student scores on common formative assessments</p> <p>Review online reports from various programs, students assessment data</p>	<p>Student assessment data</p> <p>Common formative assessment recording sheets</p> <p>Computer-generated reports, student assessment scores</p>



		monitoring the learning achievement of the lowest 25%			
3	Limited access to technology that will increase learning in mathematics	Set up additional computers in common area for student access before, during and after school	Computer teacher, Extended Day staff	Monitor reports from utilized technology resources	Computer-generated reports
4	Lack of access to student benchmark and FCAT data for teachers	Utilize Insight feature of Instructional Management System to pull and disaggregate student test data	Teachers	Monitor student progress on subsequent tests	Benchmark results, FCAT results

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%.		Elementary School Mathematics Goal # In 2010-2011(Baseline), 58% of our students scored satisfactorily on the mathematics FCAT. We will reduce the achievement gap by 50% over the next six years, and 79% of our students will score satisfactorily by 2016-2017.				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	62%	65%	69%	72%	76%	

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:	In June 2012, 65%(25) of White students, 39%(46) of Black students, and 56%(24) of Hispanic students at Lockhart Elementary taking the FCAT Mathematics test achieved high standards.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In June 2012, 65%(25) of White students, 39%(46) of Black students, and 56%(24) of Hispanic students achieved high standards.	In June 2013, 73%(28) of White students, 55%(64) of Black students, and 79%(33) of Hispanic students will achieve high standards.

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	Limited access to technology that will increase learning in mathematics	Set up additional computers in common area for student access before, during and after school	Computer teacher, Extended Day staff	Monitor reports from utilized technology resources	Computer-generated reports
	Lack of mathematics strategies and skills	Identify and monitor students in subgroups who did not achieve high standards  Develop and use common formative assessments as well as benchmark assessments to monitor student progress  Implement a Math Club to provide tutoring for targeted students (as identified by common	Teachers  Teachers  Teachers, Math Tutor  Teachers, Technology Resource Teacher  Teachers	Progress monitoring of subgroup  Discussions at grade-level meetings  Review student scores on common formative assessments  Review online reports from various programs, students assessment data	Student assessment data  Common formative assessment recording sheets  Common formative assessment recording sheets  Computer-generated reports, student assessment scores

2		<p>formative assessments and benchmark assessments), 30 minutes, four days a week by math tutor and classroom teachers</p> <p>Utilize Classworks, FCAT Explorer, FASTT Math, and online components of enVision Math series to reinforce math skills</p> <p>Utilize math centers within the enVision math curriculum to reinforce learned skills: K-5</p>		Teacher observation, student work	Student work samples
3	Lack of parental involvement	Provide a Family Open House/Curriculum Night	Principal, Teachers, CRT	Monitor parent attendance	Sign-In Sheet
		Conduct a Family Mathematics Night	Mathematics Curriculum Council		
		Conduct a Family Report Card Night	Principal, Teachers		

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 June 2012, 39%(14) of English Language Learners at Lockhart Elementary School taking the FCAT Mathematics test made satisfactory progress in Mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In June 2012, 39%(14) of English Language Learners made satisfactory progress in Mathematics.	In June 2013, 73%(26) of English Language Learners will make satisfactory progress 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	Lack of mathematics strategies and skills	<p>Identify students in subgroups who did not achieve high standards</p> <p>Develop and use common formative assessments as well as benchmark assessments to monitor student progress</p> <p>Implement a Math Club to provide tutoring for targeted students (as identified by common formative assessments and benchmark assessments), 30 minutes, four days a week by math tutor and classroom teachers</p> <p>Utilize Classworks, FCAT Explorer, FASTT Math, and online components of enVision Math series to reinforce math skills</p>	<p>Teachers</p> <p>Teachers</p> <p>Teachers, Math Tutor</p> <p>Teachers, Technology Resource Teacher</p> <p>Teachers</p>	<p>Progress monitoring of subgroup</p> <p>Discussions at grade-level meetings</p> <p>Review student scores on common formative assessments</p> <p>Review online reports from various programs, students assessment data</p> <p>Teacher observation, student work</p>	<p>Student assessment data</p> <p>Common formative assessment recording sheets</p> <p>Common formative assessment recording sheets</p> <p>Computer-generated reports, student assessment scores</p> <p>Student work samples</p>

		Utilize math centers within the enVision math curriculum to reinforce learned skills: K-5			
2	Lack of parental involvement	Provide a Family Open House/Curriculum Night  Conduct a Family Mathematics Night  Conduct a Family Report Card Night	Principal, Teachers, CRT  Mathematics Curriculum Council  Principal, Teachers	Monitor parent attendance	Sign-In Sheet
3	Limited access to technology that will increase learning in mathematics	Set up additional computers in common area for student access before, during and after school	Computer teacher, Extended Day staff	Monitor reports from utilized technology resources	Computer-generated reports

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:	In June 2012, 29%(11) of students with disabilities at Lockhart Elementary School taking the FCAT Mathematics test made satisfactory progress in Mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In June 2012, 29%(11) of Students with Disabilities made satisfactory progress in Mathematics.	In June 2013, 42%(16) of Students with Disabilities will make satisfactory progress 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	Lack of mathematics strategies and skills	Implement Classworks for ESE students  Provide opportunity for additional support through the use of the computer lab before school for targeted ESE students  Utilize an inclusion model in selected 2-5 classes to provide additional support in mathematics strategies  Identify students in subgroups who did not achieve high standards  Develop and use common formative assessments as well as benchmark assessments to monitor student progress  Implement a Math Club to provide tutoring for targeted students (as identified by common formative assessments and benchmark assessments), 30 minutes, four days a	Teachers, ESE Teachers  ESE Teachers  Teachers, ESE Teachers  Teachers  Teachers  Teachers, Math Tutor  Teachers, Technology Resource Teacher  Teachers	Monitor student progress on Classworks  Monitor student progress on computer programs  Progress monitoring of students serviced by inclusion model  Progress monitoring of subgroup  Discussions at grade-level meetings  Review student scores on common formative assessments  Review online reports from various programs, students assessment data  Teacher observation, student work	Classworks reports  Classworks reports  Student assessment data  Student assessment data  Common formative assessment recording sheets  Common formative assessment recording sheets  Computer-generated reports, student assessment scores  Student work samples

		<p>week by math tutor and classroom teachers</p> <p>Utilize Classworks, FCAT Explorer, FASTT Math, and online components of enVision Math series to reinforce math skills</p> <p>Utilize math centers within the enVision math curriculum to reinforce learned skills: K-5</p>			
2	Lack of parental involvement	<p>Provide a Family Open House/Curriculum Night</p> <p>Conduct a Family Mathematics Night</p> <p>Conduct a Family Report Card Night</p>	<p>Principal, Teachers, CRT</p> <p>Mathematics Curriculum Council</p> <p>Principal, Teachers</p>	Monitor parent attendance	Sign-In Sheet
3	Limited access to technology that will increase learning in mathematics	Set up additional computers in common area for student access before, during and after school	Computer teacher, Extended Day staff	Monitor reports from utilized technology resources	Computer-generated reports

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:	In June 2012, 45%(86) of economically disadvantaged students at Lockhart Elementary School taking the FCAT Mathematics test made satisfactory progress in Mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In June 2012, 45%(86) of economically disadvantaged students made satisfactory progress in Mathematics.	In June 2013, 62%(118) of economically disadvantages students will make satisfactory progress 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	Lack of mathematics strategies and skills	<p>Identify students in subgroups who did not achieve high standards</p> <p>Develop and use common formative assessments as well as benchmark assessments to monitor student progress</p> <p>Implement a Math Club to provide tutoring for targeted students (as identified by common formative assessments and benchmark assessments), 30 minutes, four days a week by math tutor and classroom teachers.</p> <p>Utilize Classworks, FCAT Explorer, FASTT Math, and online components of enVision Math series to</p>	<p>Teachers</p> <p>Teachers</p> <p>Teachers, Math Tutor</p> <p>Teachers, Technology Resource Teacher</p> <p>Teachers</p>	<p>Progress Monitoring of subgroups</p> <p>Discussions at grade-level meetings</p> <p>Review student scores on common formative assessments</p> <p>Review online reports from various programs, students assessment data</p> <p>Teacher observation, student work</p>	<p>Student Assessment Data</p> <p>Common formative assessment recording sheets</p> <p>Common formative assessment recording sheets</p> <p>Computer-generated reports, student assessment scores</p> <p>Student work samples</p>

		reinforce math skills Utilize math centers within the enVision math curriculum to reinforce learned skills: K-5			
2	Lack of parental involvement	Provide a Family Open House/Curriculum Night Conduct a Family Mathematics Night Conduct a Family Report Card Night	Principal, Teachers, CRT Mathematics Curriculum Council Principal, Teachers	Monitor parent attendance	Sign-In Sheet
3	Limited access to technology that will increase learning in mathematics	Set up additional computers in common area for student access before, during and after school	Computer teacher, Extended Day staff	Monitor reports from utilized technology resources	Computer-generated reports

End of Elementary School Mathematics 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
FASTT Math Next Generation Training	K-5	Technology Resource Teacher	School-wide	Early release Wednesday	Grade-level meetings	Technology Resource Teacher
Common Core Mathematics Trainings	K-5	Various	School-wide	Early release Wednesday	Grade-level meetings	Team leaders
PLC Planning Half-day	K-5	Team Leader	School-wide	Half day per grade level	Grade-level meetings	Team Leaders
Mathematics Formative Assessment Data Analysis	K-5	Grade Level PLC Team Member	School-wide	Monthly early release Wednesday	Grade-level meetings, principal's meeting	Team members
Classworks Training	K-5	Technology Resource Teacher	School-wide	Early release Wednesday	Grade-level meetings	Technology Resource Teacher
Moby Math Training	K-5	Various	School-wide	September 7, 2012	Grade-level meetings	Team Leaders

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
Utilize Classworks, FCAT Explorer, FASTT Math, and online components of enVision Math series to reinforce math skills	FASTT Math Next Generation	Title I	\$3,200.00
			Subtotal: \$3,200.00

Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Develop and use common formative assessments as well as benchmark assessments to monitor student progress	14 substitutes to cover 28 classes for half-day PLC planning meetings	Title I	\$3,836.00
			Subtotal: \$3,836.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Provide a tutor to work with selected students within the lowest 25% of the population and monitoring the learning achievement of the lowest 25%	5-hour tutor	SAI Funds	\$12,138.00
			Subtotal: \$12,138.00
<b>Grand Total: \$19,174.00</b>			

*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:		In June 2012, 25%(19) of the students at Lockhart Elementary scored a Level 3 (only) on the FCAT Science Test.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
In June 2012, 25%(19) of the students at Lockhart Elementary scored a Level 3 (only) on the FCAT Science Test.		In June 2013, 30%(22) of the students at Lockhart Elementary will score a Level 3 (only) on the FCAT Science Test.			
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 Science Vocabulary	Science Word Walls  Thinking Maps  OCPS Bold Words	Classroom Teachers  Science Lab Teacher  Principal	Review Beginning, Middle, and End of the Year Assessments  Weekly Science Reviews  Teacher Observation	FCAT results, student assessment data
2	Lack of instructional time for the implementation of the Science Curriculum	Implement Fusion  Subscribe to Study Island website(5th) and Brain Pop  Hold Family Science Night  Hold School Wide Discovery Day  Maintain school-wide Science Lab	Classroom Teachers  Science Lab Teacher  Principal	Review usage reports, attendance at Science Night, informal surveys	FCAT results, reports from online programs, sign-in sheets
	Depleted science	Purchase Brain Pop and	Classroom	Review Beginning,	FCAT, student

3	material and lack of hands-on experiments	Study Island subscriptions Fusion Curriculum	Teachers Science Lab Teacher Principal	Middle, End of the Year Assessments, documentation of hands-on experiments in lesson plans, student data collection notebook, 1 STEM activity each quin	assessment data, lesson plans, student data collection notebooks
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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:

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:	In June 2012, 20%(15) of students taking FCAT Science scored a Level 4 or above.				
2012 Current Level of Performance:	2013 Expected Level of Performance:				
In June 2012, 20%(15) of students taking FCAT Science scored a Level 4 or above.	In June 2013, 22%(16) of students will score a Level 4 or 5 on the 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
1	Lack of Science Vocabulary	Science Word Walls Thinking Maps OCPS Bold Words	Classroom Teachers Science Lab Teacher Principal	Review Beginning, Middle, and End of the Year assessments  Weekly Science Reviews  Teacher Observation	FCAT results, Student assessment data
	Lack of instructional time for the implementation of the Science Curriculum	Implement Fusion Subscribe to Study Island website(5th) and Brain Pop	Classroom Teachers Principal	Review usage reports, attendance at Science Night, informal surveys	FCAT results, reports from online programs, sign-in sheets

2		Hold Family Science Night Hold School Wide Discovery Day Maintain a school-wide Science Lab	Science Lab Teacher		
3	Depleted science materials and lack of hands-on experiments	Purchase Brain Pop and Study Island subscriptions Scott Foresman, Fusion materials Mokanna Lodge Financial Contribution Partners in Education Financial Contributions	Classroom Teachers Science Lab Teacher Principal	Review Beginning, Middle, End of the Year Assessments, documentation of hands-on experiments in lesson plans, student data collection notebook	FCAT, student assessment data, lesson plans, student data collection notebooks

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
N/A	N/A	N/A	N/A	N/A	N/A	N/A

Science Budget:



Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Hold Family Science Night	Orlando Science Center program	Internal Budget	\$385.50
			Subtotal: \$385.50
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Purchase Study Island, Brain Pop subscriptions	Study Island 5th grade computer program	249 School Rental Agreement YMCA	\$346.75
Purchase Study Island, Brain Pop subscriptions	Brain Pop computer program	Title I Funds	\$1,595.00
			Subtotal: \$1,941.75
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: \$2,327.25

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:		In June 2012, 84%(70) of students at Lockhart Elementary School scored a Level 3.0 or above on FCAT Writing.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
In June 2012, 84%(70) of students at Lockhart Elementary School scored at Level 3.0 or above on FCAT Writing.		In June 2013, 87%(58) of all students taking FCAT Writing at Lockhart Elementary School will score at Level 4.0 or above.			
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 writing skills	Identify and monitor student progress at the beginning, middle, and the end of the year using a grade specific writing rubric  Provide K-5 teachers with grade-specific writing prompts  Monitor student work samples and instructional practices monthly	Principal, Classroom Teachers, Tutor	Review student writing samples quarterly	FCAT Writing, student writing samples

		Provide a tutor to work with selected students within the lowest 25% of the population and monitor the learning achievement of the lowest 25%			
2	Lack of organizational skills	Continue to utilize Thinking Maps to assist with organizing thoughts during writing instruction	Classroom Teachers, Tutor	Review student writing samples	FCAT Writing, student writing samples
3	Lack of instructional time devoted specifically to writing	Incorporate writing into all curriculum areas	Classroom Teachers, Tutor	Review lesson plans, classroom walk-throughs	Lesson plans
4	Lack of exposure and knowledge for the correct use of convention (grammar) skills	Incorporate convention practice daily into all curriculum areas	Classroom Teachers, Tutor	Review student writing across the curriculum	FCAT Writing, Student work

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
1	N/A	N/A	N/A	N/A	N/A

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
Collaborative Planning	K-5	Principal	School-wide	Monthly during team meetings	Lesson plans and classroom walk-throughs	Principal
Conquering the Conventions	K-5	Principal	School-wide	Revolutionizing the Way We Teach Learn and Lead 8-15-12	Lesson plans and classroom walk-throughs	Principal

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
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 Writing 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:		By June 2012, our average daily attendance of our 485 students was 95.69% (464 students) for the school year. June was the lowest for daily attendance (92%).			
2012 Current Attendance Rate:		2013 Expected Attendance Rate:			
In June 2012, our average daily attendance was 95.69% (464 students).		By June 2013, our average daily attendance will increase by 1.0% to 96.69% which is 460 of our 476 students.			
2012 Current Number of Students with Excessive Absences (10 or more)		2013 Expected Number of Students with Excessive Absences (10 or more)			
In June 2012, we had 30% (147) of our students with excessive absences (10 or more).		By June 2013, we will reduce the number of students with excessive absences (10 or more) by 10% (14.7 students), which is a decrease from 147 to 132 students.			
2012 Current Number of Students with Excessive Tardies (10 or more)		2013 Expected Number of Students with Excessive Tardies (10 or more)			
In June 2012, we had 30% (146) of our students with excessive tardies (10 or more tardies).		By June 2013, we will reduce the number of students with excessive tardies (10 or more) by 10% (14.06 students), which is a decrease from 146 to 132 students.			
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
	Personal Family Issues	Counseling; School messages from the	School-based agencies;	Monitor attendance by classroom teacher and	ProgressBook attendance

1		district message system; Principal monitors late arrivals and stresses importance of punctuality; meetings with parents and school personnel when student has excessive absences	classroom teachers; attendance clerk; Principal	attendance clerk	
2	Transportation	Guide to proper authority for assistance	School Social Worker; classroom teachers; attendance clerk; Principal	Monitor attendance by classroom teacher and attendance clerk	ProgressBook attendance
3	Lice	Provide head checks of students in class where a breakout has occurred  Provide information for treating head lice  In extreme cases, provide Social Worker intervention	Classroom teachers; Health Room Attendant; School Social Worker	Monitor improved attendance by classroom teacher and attendance clerk	ProgressBook attendance
4					

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
N/A	N/A	N/A	N/A	N/A	N/A	N/A

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:	By June 2013, the total number of out-of-school and in-school suspensions at Lockhart Elementary will be reduced from 53 to 45, which is a decrease of 16% (8 students).
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
We had a total 16 in-school suspensions in 2012.	By June 2013, we expect there may be an increase in the percentage of our students issued in-school suspensions due to a change in out-of-school suspension policies and procedures.
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
We had a total of 3.1%(15) of our students issued in-school suspensions in 2012.	By June 2013, we expect there may be an increase in the percentage of our students issued in-school suspensions due to a change in out-of-school suspension policies and procedures.
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
We had 35 out-of-school suspensions in 2012.	By June 2013, we expect to decrease the number of out-of-school suspensions by 49% to 17.
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
We had 5% (24) of our students suspended out-of-school in 2012.	By June 2013, we expect to decrease the percentage of our students issued out-of-school suspensions to 2.5% (12) students.

### 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 consistent expectations and consequences regarding student behavior school-wide	Maintain a Behavior Council that will continue to support the School-Wide Discipline Plan  Continue to utilize a CHAMPS-style approach, which is a positive and proactive approach to classroom management  Recognize students with appropriate behavior through the use of monthly celebrations	Dean of Students, Behavior Council, staff	Review number of student referrals quarterly  Review behavior data daily	Student referrals  Lunch/Specials Clipboard; Daily Blueprint for Success

		<p>Increase the consistency of collecting and recording the behaviors in the classroom, lunchroom and special area classes</p> <p>Quarterly new student orientation to familiarize new students with Schoolwide Discipline Plan</p> <p>Review Schoolwide Discipline Plan yearly, and Code of Conduct each nine weeks</p>			
2	Out of school suspensions create hardships on families, and students may be unsupervised	An in school suspension room will be utilized for students on Tuesdays and Thursdays	Dean of Students	Review and monitor student referrals	Student referrals

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
Crisis Prevention/Intervention	Dean of Students	OCPS	Dean of Students	Early release Wednesdays	Address concerns as needed	OCPS
Search and Seizure PD	Dean of Students	OCPS	Dean of Students	Annual	Address concerns as needed	OCPS
SAFE School Plan	Dean of Students	OCPS	Dean of Students	Pre-Planning	Address concerns as needed	OCPS
Lockhart School-wide discipline and behavior training for new teachers	All Grade Levels	Dean of Students	New Teachers to Lockhart	Early release Wednesdays	New teachers will address behavior concerns with grade-level behavior council representatives	Behavior Council PLC
NLC Behavioral specialist/dean meetings	Dean of Students	NLC	Dean of Students	Every two years	Address behavioral concerns as needed	Dean of Students and Behavior Council

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Recognize students with appropriate behavior through the use of behavior celebrations	Assemblies and treats	Internal Account	\$1,500.00
			Subtotal: \$1,500.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00

			Subtotal: \$0.00
<b>Professional Development</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			<b>Grand Total: \$1,500.00</b>

*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:	
<p>1. Parent Involvement</p> <p>Parent Involvement Goal #1:</p> <p><i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i></p>	<p>Based on our School Effectiveness Surveys given out in the spring, our parents at Lockhart are pleased with our school. We had few negative responses. Since we only had on average about 25%(121) of our parents attend parent activities, we must increase the level of parent involvement to ensure that students understand that their parents are interested and concerned about their education.</p>
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
We have 485 students and only 25%(121) of our parents participate in school-wide activities.	By May 2013, we will increase our parent participation to 40%. 194 of our parents will attend our report card conferences. We will see an increase from 20% to 25% attendance at daytime and evening activities and programs that we offer at Lockhart Elementary.

### 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	High mobility rate	<p>Provide Family Nights throughout the year centered around the subject areas</p> <p>Hold PTA/SAC/PLC meetings in the evening to allow parents to attend that work during the day</p> <p>Hold music performances, award ceremonies, and field day during the school day to involve parents that can only attend during school hours</p>	PLC Teams, special area teachers, instructional coaches, CRT, classroom teachers, ESOL contact	Record the number of parents who signed in at our family nights and review data from parent surveys	Sign-in Sheets, Surveys
2	High percentage of free and reduced lunch students (an indicator of poverty)	Provide free breakfast and lunch for all students each day	Lunchroom Manager	Lunch count reports	Percent of free and reduced lunch report

3	Lack of resources	<p>Provide child care when we have meetings or activities that involve parents</p> <p>Provide K-5 Math/Technology, Science and Reading/Writing Parent Nights designed to help parents with teaching strategies at home</p> <p>Provide a K-5 Reading Parent Informational Session and an FCAT Parent Informational Session during the day and evening</p>	Literacy Leadership Team, CRT, and Math Specialist	Record the number of parents who sign in and review the data from parent surveys.	Sign-in Sheets, parent surveys
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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
Teacher Title I Program Overview	All Staff	Title I Parent Involvement Coordinator	K-5 Teachers, Special Area, ESE/ESOL, Dean, CRT, Reading Coach, and Resource Teachers	early release day	Sign-In Sheets	Title I Parent Involvement Coordinator
Eric Jensen Book Study: "Teaching With Poverty In Mind"	All Staff	Principal & CRT	K-5 Teachers, Special Area, ESE/ESOL, Dean, CRT, Reading Coach, and Resource Teachers	TBA	Learning Logs	Title I Parent Involvement Coordinator
New Teacher Parent Communication Meeting	Music, Second and Fourth Grade New Teachers	Title I Parent Involvement Coordinator	Music, Second and Fourth Grade New Teachers	Sept. 19, 2012	Sign-In Sheets	Title I Parent Involvement Coordinator
Six Strategies for Better Student/Teacher Relationships	All Staff	Kindergarten Teachers	K-5 Teachers, Special Area, ESE/ESOL, Dean, CRT, Reading Coach, and Resource Teachers	TBA	Sign-In Sheets	Title I Parent Involvement Coordinator
Eric Jensen DVD Staff Development: "Teaching With Poverty In Mind"	All Staff	Principal & Teams	K-5 Teachers, Special Area, ESE/ESOL, Dean, CRT, Reading Coach, and Resource Teachers	TBA	Sign-In Sheets	Title I Parent Involvement Coordinator
Teaching Parents and Caregivers How to Effectively Support Learning Staff Development	All Staff	CRT & Reading Coach	K-5 Teachers, Special Area, ESE/ESOL, Dean, CRT, Reading Coach, and Resource Teachers	TBA	Sign-In Sheets	Title I Parent Involvement Coordinator
Title I Parent Student Teacher Compact and Parent	Instructional Staff	Title I Parent Involvement Coordinator	K-5 Teachers and Staff	TBA	Sign-In Sheets	Title I Parent Involvement Coordinator



## Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
K-5 Reading/Writing Family Night	Provide Handouts, other materials and finger food	Title I Budget	\$400.00
K-5 Science Family Night	Provide handouts, other materials and finger food	Title I Budget	\$400.00
K-5 Math/Technology Family Night	Provide handouts, other materials and finger food	Title I Budget	\$400.00
Provide FCAT Information Parent Sessions Day/Night	Provide handouts and flyers to be sent home	Title I Budget	\$400.00
Provide a Parent Reading Workshop	Provide handouts and flyers to be sent home	Title I Budget	\$400.00
Provide a Parent Reading Newsletter	Provide reading newsletter for parents to be sent home	Title I Budget	\$229.00
Provide child care for our parent nights	Child care will be provided by staff for our parent nights.	Title I Budget	\$630.00
			Subtotal: \$2,859.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Students will be given home access to the Brain Pop computer program	Brain Pop Program	Title I Budget	\$470.00
			Subtotal: \$470.00
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: \$3,329.00

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:		During the 2012-2013 school year, 100% (478) of students will synthesize knowledge across disciplines and be exposed to STEM across core subjects at least three times a year. Students in grades 3-5 will define, explain, and implement the Engineering Design process within a variety of contexts. Students in grade K-2 will work collaboratively and communicate using grade-level identified technical and content-area vocabulary.			
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
	Students lack access to STEM real-life	At least one grade level will attend a STEM field	Classroom Teachers,	STEM Activities where students are making	STEM Activity product

1	experiences	trip (Orlando Science Center, Orange County Fire Department, Central Florida Zoo & Botanical Gardens). The students and families will be offered an opportunity to attend Lockhart Elementary's Science Night	Science Lab Teacher	scientific inquiry, technology, engineering design, mathematical modeling	
2	Lack of background knowledge in engineering	Students will complete OCPS and Fusion STEM activities	Classroom Teachers, Science Lab Teacher	STEM Activities where students are making scientific inquiry, technology, engineering design, mathematical modeling	STEM Activity product

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
Fusion Science training (STEM is infused throughout Fusion)	All Grade levels	Science Lab Teacher, Classroom, District science personnel	School-wide	Early release Wednesdays	Lesson plans, observations of STEM activities, project results displayed	Classroom teachers, Principal, Science Lab Teacher

STEM 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

## Additional Goal(s)

### Become Fluent in Math Operations 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. Become Fluent in Math Operations Goal Become Fluent in Math Operations Goal #1:			In June 2012, 35% (26) of our fifth grade students scored at level 3 and above on FCAT Math.		
2012 Current level:			2013 Expected level:		
In June 2012, 35% (26) of our fifth grade students scored at level 3 and above on FCAT Math.			In June 2012, 50% (38) of our fifth grade students will score at level 3 or above on FCAT Math.		
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	Low levels of achievement in mathematics strategies	Maintain a math club to provide tutoring for targeted fifth grade students as identified by formative assessments and benchmark assessments  Develop Math instructional pacing guide  Utilize Classworks, FCAT Explorer, FASTT Math and online components of the enVision Math series to reinforce math skills	Teachers, Technology Resource Teacher, Principal, and CRT	Common formative assessments, teacher observation and benchmark exams, and implementation of pacing guide	Common formative assessment matrix, computer generated reports and student work samples

### 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
Research and Develop Instructional Focus Calendars	K-5	Team Leaders	School-wide	Work days in June	Review Focus Calendars and Monitor Pacing	Team Leaders, Principal
FASTT Math Next Generation Training	K-5	Technology Resource Teacher	School-wide	Early Release Wednesday	FASTT Math reports	Technology Resource Teacher

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 Become Fluent in Math Operations Goal(s)

### Reading by Age Nine 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. Reading by Age Nine Goal Reading by Age Nine Goal # 1:	In June 2012, 43%(29) of third grade students scored at level 3 or above on FCAT Reading.
2012 Current level:	2013 Expected level:
In June 2012, 43%(29) of third grade students scored at level 3 or above on FCAT Reading.	In June 2013, 48%(33) of third grade students will score at level 3 or above on FCAT 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
	Low levels of achievement in reading	Identify the performance levels of all students in K-3 using FAIR  Continue to utilize our core reading program Imagine It  Monitor the progress of all students in reading during bi-weekly grade level PLC meetings with the Leadership Team	Principal, CRT, Reading Coach, Classroom Teachers, most staff members	Administer formative Assessments weekly, classroom walk throughs	FCAT results, formative weekly assessments

1		Maintain a school-wide reading intervention/enrichment plan where students are strategically placed into intervention/enrichment groups and carefully monitored  Record student reading data in data notebooks and celebrate learning gains  Utilize Classworks to meet the needs of students			
2	Lack of independent reading practice	Increase the use of Accelerated Reader Program by continuing to provide student reading incentives	Principal, CRT, Reading Coach, Literacy Leadership Team, Teachers, Technology Coordinator and Media Specialist	Review AR Reports Monthly	FCAT results, Accelerated Reader Reports

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
Imagine It! site visits	K-5	Imagine It! consultant	School-wide	3 days over course of year	Review Imagine It! data, classroom walkthroughs	Team leaders, principal
Imagine It! training for new teachers	K-5	Imagine It! consultant	New teachers	Various	Review Imagine It! data, classroom walkthroughs	Reading coach

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 Reading by Age Nine Goal(s)

## Maintain High Fine Arts Enrollment Percentage 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. Maintain High Fine Arts Enrollment Percentage Goal  Maintain High Fine Arts Enrollment Percentage Goal #1:	During the 2011-2012 school year, 100% of Lockhart Elementary students were enrolled in art and music special area classes.
2012 Current level:	2013 Expected level:
During the 2011-2012 school year, 100% of Lockhart Elementary students were enrolled in art and music special area classes.	During the 2012-2013 school year, 100% of students will again be enrolled in art and music special area classes.

### 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 opportunities for fine arts exposure in music	Participation in Apopka Jazz Festival  Formation of extracurricular Orff group and student chorus  Participation in All County Chorus	Music teacher	Student participation	Attendance at events
2	Lack of opportunities for fine arts exposure in graphic arts	Participation in Winter Park Art Festival	Art teacher	Student participation and work samples	Attendance at events

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
N/A	N/A	N/A	N/A	N/A	N/A	N/A

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 Maintain High Fine Arts Enrollment Percentage Goal(s)

## VPK Student 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. VPK Student Readiness Goal  VPK Student Readiness Goal #1:	Our goal is for all entering Kindergarten students to be successful in Kindergarten. Lockhart ES provides opportunities for parents and area daycare teachers to participate in professional development and learn strategies to work with their students/children.
2012 Current level:	2013 Expected level:
64% (54) scored between the 67th - 99th probability success rate on FLKRS.	67% (57) will score between the 67th - 99th probability success rate on FLKRS.

### 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	Limited exposure to quality instruction at daycare and/or home.	Area daycare teachers are invited to participate in professional development.  Parents receive content-area packets at the Spring Kindergarten Registration and observe teachers during Kindergarten Open House.	Barbara Dodrill Kindergarten Team	Analyze data Parent Survey Exit Slips	FLKRS Teacher Observation

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 VPK Student Readiness Goal(s)

Decrease Subgroup Achievement Gap 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 Subgroup Achievement Gap Goal Decrease Subgroup Achievement Gap Goal # 1:	See Reading and Mathematics Goals 5B, 5C, 5D, 5E
2012 Current level:	2013 Expected level:
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
N/A	N/A	N/A	N/A	N/A	N/A	N/A

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
			<b>Grand Total: \$0.00</b>

*End of Decrease Subgroup Achievement Gap Goal(s)*

Increase College and Career Awareness 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 Awareness Goal Increase College and Career Awareness Goal # 1:	See Reading Goal 1A

2012 Current level:		2013 Expected level:		
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
N/A	N/A	N/A	N/A	N/A	N/A	N/A

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
			<b>Grand Total: \$0.00</b>

*End of Increase College and Career Awareness Goal(s)*

Decrease 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. Decrease Disproportionate Classification in Special Education Goal  Decrease Disproportionate Classification in Special Education Goal #1:	See Multi-Tiered System of Supports (MTSS)/Response to Instruction/Intervention (RtI) section
2012 Current level:	2013 Expected level:
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
N/A	N/A	N/A	N/A	N/A	N/A	N/A

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 Disproportionate Classification in Special Education Goal(s)*

# FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Science	Hold Family Science Night	Orlando Science Center program	Internal Budget	\$385.50
Suspension	Recognize students with appropriate behavior through the use of behavior celebrations	Assemblies and treats	Internal Account	\$1,500.00
Parent Involvement	K-5 Reading/Writing Family Night	Provide Handouts, other materials and finger food	Title I Budget	\$400.00
Parent Involvement	K-5 Science Family Night	Provide handouts, other materials and finger food	Title I Budget	\$400.00
Parent Involvement	K-5 Math/Technology Family Night	Provide handouts, other materials and finger food	Title I Budget	\$400.00
Parent Involvement	Provide FCAT Information Parent Sessions Day/Night	Provide handouts and flyers to be sent home	Title I Budget	\$400.00
Parent Involvement	Provide a Parent Reading Workshop	Provide handouts and flyers to be sent home	Title I Budget	\$400.00
Parent Involvement	Provide a Parent Reading Newsletter	Provide reading newsletter for parents to be sent home	Title I Budget	\$229.00
Parent Involvement	Provide child care for our parent nights	Child care will be provided by staff for our parent nights.	Title I Budget	\$630.00
				Subtotal: \$4,744.50
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Utilize the FCAT Explorer Program and Classworks during the school day to prepare for FCAT	Classworks	Title I Funds	\$5,995.00
Reading	Increase the use of the Accelerated Reader program by continuing to provide monthly student reading incentives	Accelerated Reader	Title I Funds	\$2,709.00
Mathematics	Utilize Classworks, FCAT Explorer, FASTT Math, and online components of enVision Math series to reinforce math skills	FASTT Math Next Generation	Title I	\$3,200.00
Science	Purchase Study Island, Brain Pop subscriptions	Study Island 5th grade computer program	249 School Rental Agreement YMCA	\$346.75
Science	Purchase Study Island, Brain Pop subscriptions	Brain Pop computer program	Title I Funds	\$1,595.00
Parent Involvement	Students will be given home access to the Brain Pop computer program	Brain Pop Program	Title I Budget	\$470.00
				Subtotal: \$14,315.75
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Monitor the progress of all students in reading during bi-weekly grade level PLC meetings with the Leadership Team	14 Substitutes for PLC Data Planning Half-Day	Title I Funds	\$1,680.00
	Provide an Eric Jensen Book Study: "Teaching With Poverty In Mind". Teachers will acquire			

Reading	strategies to boost student achievement, develop positive relationships with their students and increase the level of student engagement	32 Books @ 19.50 each "Teaching With Poverty In Mind" by Eric Jensen	Title II Funds	\$624.00
Reading	Provide the Eric Jensen Program: Four powerful 70 minute DVD's providing Achievement Boosting Research Based Staff Development in four sessions and 6 PDF workbooks for teachers	4 DVD's: "Enriching the Brain of Students in Poverty Program	Title II Funds	\$775.00
Mathematics	Develop and use common formative assessments as well as benchmark assessments to monitor student progress	14 substitutes to cover 28 classes for half-day PLC planning meetings	Title I	\$3,836.00
				Subtotal: \$6,915.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Mathematics	Provide a tutor to work with selected students within the lowest 25% of the population and monitoring the learning achievement of the lowest 25%	5-hour tutor	SAI Funds	\$12,138.00
				Subtotal: \$12,138.00
				Grand Total: \$38,113.25

## 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.

No Attachment (Uploaded on 9/6/2012)

## 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.

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
The SAC funds will be used to purchase technology and parent communication folders.	\$2,498.21

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

The School Advisory Council will meet monthly to oversee the implementation of the School Improvement Plan.

# 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 ELEMENTARY 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	70%	78%	87%	57%	292	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	65%	65%			130	3 ways to make gains: <ul style="list-style-type: none"> <li>● Improve FCAT Levels</li> <li>● Maintain Level 3, 4, or 5</li> <li>● Improve more than one year within Level 1 or 2</li> </ul>
Adequate Progress of Lowest 25% in the School?	63% (YES)	78% (YES)			141	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					563	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Orange School District LOCKHART ELEMENTARY 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	68%	73%	87%	42%	270	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	59%	58%			117	3 ways to make gains: <ul style="list-style-type: none"> <li>● Improve FCAT Levels</li> <li>● Maintain Level 3, 4, or 5</li> <li>● Improve more than one year within Level 1 or 2</li> </ul>
Adequate Progress of Lowest 25% in the School?	44% (NO)	56% (YES)			100	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					487	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested