

Hillsborough County Public Schools

Lockhart Elementary Magnet School



2019-20 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	8
Planning for Improvement	13
Title I Requirements	15
Budget to Support Goals	17

Lockhart Elementary Magnet School

3719 N 17TH ST, Tampa, FL 33610

[no web address on file]

Demographics

Principal: Corey Jackson

Start Date for this Principal: 6/24/2018

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students White Students* Economically Disadvantaged Students*
School Grades History	2018-19: D (36%) 2017-18: C (45%) 2016-17: C (53%) 2015-16: D (36%) 2014-15: D (35%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	CS&I

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

This plan is pending approval by the Hillsborough County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

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School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p>Elementary School PK-5</p>	<p>2018-19 Title I School</p> <p>Yes</p>	<p>2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>94%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>96%</p>

School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	D	C	C	D

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Provide Rigorous Instruction for Disciplined Excellence

Provide the school's vision statement.

To prepare students to be critical thinkers, problem solvers, and responsible members of society

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team:

Name	Title	Job Duties and Responsibilities
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Garcia, Gilda	Principal	Steer the school towards its goals of increasing student achievement.
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Early Warning Systems

Current Year

The number of students by grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	76	58	76	67	65	0	0	0	0	0	0	0	342
Attendance below 90 percent	0	12	10	10	12	6	0	0	0	0	0	0	0	50
One or more suspensions	10	1	4	6	5	7	0	0	0	0	0	0	0	33
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	6	37	39	0	0	0	0	0	0	0	82
	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	1	1	3	0	12	9	0	0	0	0	0	0	0	26

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	3	0	0	0	0	0	0	0	0	0	3
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

FTE units allocated to school (total number of teacher units)

25

Date this data was collected or last updated

Thursday 7/18/2019

Prior Year - As Reported

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	0	12	4	9	10	9	0	0	0	0	0	0	0	44
One or more suspensions	0	3	5	3	6	7	0	0	0	0	0	0	0	24
Course failure in ELA or Math	0	0	0	6	18	29	0	0	0	0	0	0	0	53
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	1	1	4	5	9	0	0	0	0	0	0	0	20

Prior Year - Updated

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	0	12	10	10	12	8	0	0	0	0	0	0	0	52
One or more suspensions	0	3	5	3	6	7	0	0	0	0	0	0	0	24
Course failure in ELA or Math	0	0	0	6	37	39	0	0	0	0	0	0	0	82
Level 1 on statewide assessment	0	0	0	8	9	5	0	0	0	0	0	0	0	22

The number of students with two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	1	3	0	12	9	0	0	0	0	0	0	0	25

Part II: Needs Assessment/Analysis

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	29%	52%	57%	40%	52%	55%

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Learning Gains	33%	55%	58%	51%	55%	57%
ELA Lowest 25th Percentile	47%	50%	53%	60%	51%	52%
Math Achievement	30%	54%	63%	48%	53%	61%
Math Learning Gains	40%	57%	62%	69%	54%	61%
Math Lowest 25th Percentile	42%	46%	51%	68%	46%	51%
Science Achievement	28%	50%	53%	38%	48%	51%

EWS Indicators as Input Earlier in the Survey							
Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	0 (0)	76 (0)	58 (0)	76 (0)	67 (0)	65 (0)	342 (0)
Attendance below 90 percent	0 (0)	12 (12)	10 (4)	10 (9)	12 (10)	6 (9)	50 (44)
One or more suspensions	10 (0)	1 (3)	4 (5)	6 (3)	5 (6)	7 (7)	33 (24)
Course failure in ELA or Math	0 (0)	0 (0)	0 (0)	0 (6)	0 (18)	0 (29)	0 (53)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	6 (0)	37 (0)	39 (0)	82 (0)
	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	23%	52%	-29%	58%	-35%
	2018	33%	53%	-20%	57%	-24%
Same Grade Comparison		-10%				
Cohort Comparison						
04	2019	24%	55%	-31%	58%	-34%
	2018	51%	55%	-4%	56%	-5%
Same Grade Comparison		-27%				
Cohort Comparison		-9%				
05	2019	38%	54%	-16%	56%	-18%
	2018	35%	51%	-16%	55%	-20%
Same Grade Comparison		3%				
Cohort Comparison		-13%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	25%	54%	-29%	62%	-37%
	2018	45%	55%	-10%	62%	-17%
Same Grade Comparison		-20%				
Cohort Comparison						
04	2019	33%	57%	-24%	64%	-31%
	2018	48%	57%	-9%	62%	-14%
Same Grade Comparison		-15%				
Cohort Comparison		-12%				
05	2019	31%	54%	-23%	60%	-29%
	2018	30%	54%	-24%	61%	-31%
Same Grade Comparison		1%				
Cohort Comparison		-17%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	26%	51%	-25%	53%	-27%
	2018	30%	52%	-22%	55%	-25%
Same Grade Comparison		-4%				
Cohort Comparison						

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	12	37	50	12	28	36	11				
ELL	47			41							
BLK	23	30	44	26	39	43	27				
HSP	42	41		46	53		45				
FRL	26	31	47	27	37	38	25				

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	17	34	40	23	49	47	17				
ELL	73			73							
BLK	35	50	52	35	43	46	17				
HSP	70	69		74	50						
FRL	38	52	52	40	45	50	26				

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	25	40	47	25	47	61	10				
ELL	57	63		62	88		30				
BLK	28	43	59	40	64	71	26				
HSP	62	78		65	78						
WHT	77			85							
FRL	36	51	60	44	68	68	36				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CS&I
OVERALL Federal Index – All Students	38
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	57
Total Points Earned for the Federal Index	306
Total Components for the Federal Index	8
Percent Tested	100%

Subgroup Data

Students With Disabilities

Federal Index - Students With Disabilities	27
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

English Language Learners

Federal Index - English Language Learners	48
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	

Native American Students

Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	

Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	33
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	45
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	37
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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

ELA Achievement dropped from 41% to 29%
Math Achievement dropped from 42% to 30%

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

ELA and Math Achievement dropped had a 12% drop. No resource teachers attending to MTSS management or Writing Coaching.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Greatest overall differences were in ELA, specifically
3rd grade ELA 35% difference
4th Grade ELA 34%
3rd grade experienced the greatest teacher turnover within the school year.

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

5th grade ELA had a 3% increase. Teacher change was made.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

Attendance and Suspensions

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

1. Instructional Infrastructure
2. Climate and Culture
- 3.
- 4.
- 5.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Culture of Learning that increases Student Achievement in all content areas.
Rationale	<p>Our ELA scores decreased by 12% in proficiency</p> <p>Our Math scores decreased by 12% in proficiency</p> <p>Our Science scores decreased by 3%</p> <p>Our African American, Economically Disadvantaged and SWD subgroups scored below 41%.</p>
State the measurable outcome the school plans to achieve	Our goal is to reach 54% proficiency and growth in Reading, Math and Science for the 19-20 school year. And students in the African American, Economically Disadvantaged and SWD subgroups will be targeted using data driven professional learning communities differentiated instruction to meet the needs of all students.
Person responsible for monitoring outcome	Gilda Garcia (gilda.garcia@hcps.net)
Evidence-based Strategy	<p>Standards Based Instruction</p> <p>Hattie's Visible Learning-</p> <p>iReady Labs</p> <p>Enhanced Math Professional Development</p> <p>Discovery Education STEM Connect and STEM Connect PD</p> <p>Strong alignment between MTSS and student needs through Early Warning indicators and behavior tracker</p> <p>Schoolwide Social Emotional Culture Plan based on Foundations including Restorative and trauma sensitive practices.</p> <p>Restorative Practice embedded in School Culture Plan</p>
Rationale for Evidence-based Strategy	A rigorous curriculum is standards based and text first and includes units designed for students to achieve master of essential grade level skills and knowledge, and clearly state scopes and sequences. The curriculum is customized to create a rich learning experience to deeply engage and challenge students while meeting the needs of diverse learners
Action Step	
Description	<ol style="list-style-type: none"> 1. MTSS Resource and School Psychologist will monitor Academic Progress, Attendance and Behavior 2. AIS uses data to identify effective instructional strategies and make adjustments to their classroom practice 3. Substitutes for teachers to attend Math and Science Learning Academies 4. Student Success Coach (Para) will monitor track minor incidences and track all Early Warning Indicators 5. Lead teacher and Writing Resource teach will support team planning in Science and Writing. Reading Coach will support teacher planning, provide coaching cycles, and help with data analysis and MTSS group formation. Additional duties may be added to ensure program fidelity. 6. School team will attend the Ron Clark Academy in Atlanta to facilitate back at school, focusing on climate and culture of learning and high expectations.
Person Responsible	Gilda Garcia (gilda.garcia@hcps.net)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

Steps 1 & 2 Critical Areas and Rationale for selection:

a. Instructional Infrastructure-ELA Achievement dropped from 41% to 29%

Math Achievement dropped from 42% to 30%

b. Climate and Culture-"atmosphere of Trust and Respect" dropped from 88% to 69%

and while only 32% of students reported that "students treat each other with respect, that is an increase of 3%

A rigorous curriculum is standards--based and includes units designed for students to achieve mastery of essential grade level skills and knowledge, and clearly stated scopes and sequences. The curriculum is customized to create a rich learning experience to deeply engage and challenge students while meeting the needs of diverse learners.

Steps 3 & 4 Expected outcome and Person Responsible:

Math and ELA Achievement will increase to 52% -Administration, Reading and Writing Coaches, Rtl Resource,

and AIS, The Federal Index of ESSA Categories of SWD, Black/AA and Econ. Dis. will increase to at least 41%

Steps 5 & 6 Evidence Based Strategy and Rationale for selection:

Clearly Defined Proficiency-Teachers have shared definitions of proficiency for the essential skills and knowledge within their grade level or course.

Standards--based Planning-Teachers design, deliver and adjust curriculum (units and lessons) based on grade level standards.

Instructional Activities Alignment within Grade Level-Teachers align standard based curriculum and instructional activities with colleagues teaching the same grade level or course.

Deep Engagement-Teachers use strategies that encourage all students to participate in lessons.

Teachers clearly communicate expectations, procedures, rules and consequences to their students.

Steps 7 & 8 Action Steps and Person Responsible:

Instructional coaches engage in coaching cycles that consistently include pre--conferences, modeling, observations, and debriefs with next steps.

MTSS Resource and School Psychologist will monitor Academic Progress, Attendance and Behavior.

School leaders monitor student achievement data (e.g. diagnostic, benchmark and summative) and analyze them against end--of--year goals. Student specific supports and interventions are monitored for effectiveness.

AIS uses data to identify effective instructional strategies and helps teachers make adjustments to their classroom practice.

Student Success Coach (Para) will monitor track minor incidences and track all Early Warning Indicators

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

See the Title 1 PIP

PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

The School Board of each Florida district is required by state law to establish a comprehensive program for student progression that is based on an evaluation of each student's performance including an assessment of how well the student masters the performance standards approved by the state board. The district's program for student progression is based on mastery of the English language arts, mathematics, science, and social studies standards. (F.S. 1008.25)

The HCPS Student Progression Plan includes information on initial placement, reporting student progress, reading remediation, academic acceleration, grade promotion and retention, graduation requirements, transfer credits, student recognition, accommodations, dual enrollment, and extended learning opportunities.

For complete information, please visit our Student Progression Plan at: <http://www.sdhc.k12.fl.us/docs/00/00/21/33/studentprogressionplan.pdf>

HCPS utilizes a variety of strategies for assisting students as they transition from one school to another.

HCPS employs multiple strategies for preparing children for entry into kindergarten. Over 6,000 children participate in one of several preschool programs offered by the School District (Head Start, VPK and PreK-ESE). Developmental screenings are available for all families prior to entry into kindergarten through Child Find, a service within the Florida Diagnostic and Learning Resources System (FDLRS). Additionally, the district works closely with School Readiness providers to share information.

HCPS utilizes multiple strategies for preparing students for their next school, including transitioning from elementary to middle school, middle school to high school, or simply moving to a new school mid-year. Examples include:

- Bring 6th/9th graders back early for orientation
- Train a cadre of student ambassadors to help orient other students
- Parent information and/or education opportunities
- Hold articulation meetings between 5th and 6th grade teachers
- Campus visits
- Shadow days
- Middle school students visit, tutor and or perform at elementary schools
- High school students visit, tutor, or perform at middle schools.

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

To ensure efficient/systematic allocation and use of resources, the PSLT/ILT utilizes an RtI/MTSS framework to improve learning for all. Resources allocated support a continuum of academic and behavioral supports, ensuring all students have fluid access to instruction (varying intensity levels matched to most appropriate available resources).

An annual inventory of resource materials, staff, and funds allocated determines necessary resource materials and personnel available to meet student needs through a resource map.

To ensure support systems, small group, and individual needs are met, the PSLT:
Reviews school-wide data on an ongoing basis, identifying instructional needs across the school;

Supports the implementation of high quality instructional practices during core and intervention blocks; Reviews progress monitoring data of core to ensure fidelity of instruction and attainment of SIP goal(s) in curricular, behavioral, and attendance domains; Communicates school-wide data to PLCs, facilitating problem solving within the content/grade level teams.

The PSLT meets regularly (bi-weekly/monthly). The PSLT meeting calendar is structured around the district's assessment calendar, ensuring opportunities to review assessments, outcome data, and engage in the problem solving process for appropriate data-driven decisions. Team members include administrator(s), guidance counselor(s), school psychologist, ESE specialist, content area coaches/specialists, PLC teacher liaisons, others as needed

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

HCPS strategies to advance college and career awareness include: Career interest inventory offered to students through Florida Shines; District College Nights; District Financial Aid Nights; Postsecondary representative visits at high schools; Field trip opportunities for career awareness; Field trip opportunities to technical colleges; and Opportunities for students to take courses within their area of interest at their high school, via virtual school, and through dual enrollment.

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

HCPS strategies to advance college and career awareness include: Career interest inventory offered to students through Florida Shines; District College Nights; District Financial Aid Nights; Postsecondary representative visits at high schools; Fieldtrip opportunities for career awareness; Fieldtrip opportunities to technical colleges; and Opportunities for students to take courses within their area of interest at their high school, via virtual school, and through dual enrollment.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Culture of Learning that increases Student Achievement in all content areas.				\$207,531.06
Function	Object	Budget Focus	Funding Source	FTE	2019-20	
6400	120-Classroom Teachers	0962 - Lockhart Elementary Magnet School	UniSIG	1.0	\$45,501.40	
<i>Notes: Reading Coach</i>						
6400	210-Retirement	0962 - Lockhart Elementary Magnet School	UniSIG		\$3,853.97	
<i>Notes: 8.74% Reading Coach</i>						
6400	220-Social Security	0962 - Lockhart Elementary Magnet School	UniSIG		\$2,821.09	

			<i>Notes: 6.2% Reading Coach FICA</i>			
6400	220-Social Security	0962 - Lockhart Elementary Magnet School	UniSIG		\$659.77	
			<i>Notes: 1.45% Reading Coach Medicare</i>			
6400	230-Group Insurance	0962 - Lockhart Elementary Magnet School	UniSIG		\$8,053.75	
			<i>Notes: 17.7% Reading Coach</i>			
6400	240-Workers Compensation	0962 - Lockhart Elementary Magnet School	UniSIG		\$232.06	
			<i>Notes: .51% Reading Coach</i>			
5100	120-Classroom Teachers	0962 - Lockhart Elementary Magnet School	UniSIG	1.0	\$56,379.26	
			<i>Notes: Rtl Specialist</i>			
5100	210-Retirement	0962 - Lockhart Elementary Magnet School	UniSIG		\$4,775.24	
			<i>Notes: 8.47% Rtl Specialist</i>			
5100	220-Social Security	0962 - Lockhart Elementary Magnet School	UniSIG		\$3,495.45	
			<i>Notes: 6.2% Rtl Specialist FICA</i>			
5100	220-Social Security	0962 - Lockhart Elementary Magnet School	UniSIG		\$817.48	
			<i>Notes: 1.45% Rtl Specialist Medicare</i>			
5100	230-Group Insurance	0962 - Lockhart Elementary Magnet School	UniSIG		\$9,978.95	
			<i>Notes: 17.7% Rtl Specialist</i>			
5100	240-Workers Compensation	0962 - Lockhart Elementary Magnet School	UniSIG		\$287.53	
			<i>Notes: .51% Rtl Specialist</i>			
6300	130-Other Certified Instructional Personnel	0962 - Lockhart Elementary Magnet School	UniSIG	1.0	\$41,876.88	
			<i>Notes: Lead Teacher</i>			
6300	210-Retirement	0962 - Lockhart Elementary Magnet School	UniSIG		\$3,546.97	
			<i>Notes: 8.47% Lead Teacher</i>			
6300	220-Social Security	0962 - Lockhart Elementary Magnet School	UniSIG		\$2,596.37	
			<i>Notes: 6.2% Lead Teacher FICA</i>			
6300	220-Social Security	0962 - Lockhart Elementary Magnet School	UniSIG		\$607.21	
			<i>Notes: 1.45% Lead Teacher Medicare</i>			
6300	230-Group Insurance	0962 - Lockhart Elementary Magnet School	UniSIG		\$7,412.21	

			<i>Notes: 17.7% Lead Teacher</i>		
6300	240-Workers Compensation	0962 - Lockhart Elementary Magnet School	UniSIG		\$213.57
			<i>Notes: .51% Lead Teacher</i>		
6400	130-Other Certified Instructional Personnel	0962 - Lockhart Elementary Magnet School	UniSIG		\$880.00
			<i>Notes: \$880 Reading Coach Supplement</i>		
6400	220-Social Security	0962 - Lockhart Elementary Magnet School	UniSIG		\$54.56
			<i>Notes: 6.2% Supplement FICA</i>		
6400	220-Social Security	0962 - Lockhart Elementary Magnet School	UniSIG		\$12.76
			<i>Notes: 1.45% Supplement Medicare</i>		
6400	240-Workers Compensation	0962 - Lockhart Elementary Magnet School	UniSIG		\$4.49
			<i>Notes: .51% Supplement</i>		
5100	644-Computer Hardware Non-Capitalized	0962 - Lockhart Elementary Magnet School	UniSIG		\$13,185.54
			<i>Notes: Computers to increase student engagement by moving closer to having a one to one student:computer ratio. (31 LENOVO 300e computers at \$350.34 each = \$10860.54. 31 Microsoft EES agreements to support each LENOVO 300e @ \$75 each = \$2,325)</i>		
5100	510-Supplies	0962 - Lockhart Elementary Magnet School	UniSIG		\$284.55
			<i>Notes: Instructional supplies to ensure the teacher has all materials needed to meet the needs of the students.</i>		
				Total:	\$212,944.88