

Hillsborough County Public Schools

# Lockhart Elementary Magnet School



2020-21 Schoolwide Improvement Plan

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# 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: 6/22/2020

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2019-20 Title I School</b>	Yes
<b>2019-20 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2019-20 ESSA Subgroups Represented</b> (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*
<b>School Grades History</b>	2018-19: D (36%) 2017-18: C (45%) 2016-17: C (53%) 2015-16: D (36%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Central
<b>Regional Executive Director</b>	<a href="#">Lucinda Thompson</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	CS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## 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](http://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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## Lockhart Elementary Magnet School

3719 N 17TH ST, Tampa, FL 33610

[ no web address on file ]

### School Demographics

School Type and Grades Served (per MSID File)	2019-20 Title I School	2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	96%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	94%

### School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	D	D	C	C

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### SIP Authority

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<https://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.

## 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, position title, and job duties/responsibilities for each member of the school leadership team.:

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

### Demographic Information

**Principal start date**

Monday 6/22/2020, Corey Jackson

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

3

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

5

**Total number of teacher positions allocated to the school**

20

**Demographic Data**

<b>2020-21 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2019-20 Title I School</b>	Yes

<b>2019-20 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2019-20 ESSA Subgroups Represented</b> (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*
<b>School Grades History</b>	2018-19: D (36%) 2017-18: C (45%) 2016-17: C (53%) 2015-16: D (36%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Central
<b>Regional Executive Director</b>	<a href="#">Lucinda Thompson</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	CS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## 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	33	57	57	49	52	52	0	0	0	0	0	0	0	300
Attendance below 90 percent	9	9	13	13	11	13	0	0	0	0	0	0	0	68
One or more suspensions	1	0	0	0	1	0	0	0	0	0	0	0	0	2
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	2	20	0	0	0	0	0	0	0	22
Level 1 on 2019 statewide Math assessment	0	0	0	0	2	21	0	0	0	0	0	0	0	23

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	0	0	0	0	0	0	0	0	0	0	0	0	1

**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	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

**Date this data was collected or last updated**

Thursday 10/29/2020

**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	
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

**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	

**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	
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

**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	

## 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%
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	
	(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.**

<b>ELA</b>						
<b>Grade</b>	<b>Year</b>	<b>School</b>	<b>District</b>	<b>School-District Comparison</b>	<b>State</b>	<b>School-State Comparison</b>
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%				

<b>MATH</b>						
<b>Grade</b>	<b>Year</b>	<b>School</b>	<b>District</b>	<b>School-District Comparison</b>	<b>State</b>	<b>School-State Comparison</b>
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%				

<b>SCIENCE</b>						
<b>Grade</b>	<b>Year</b>	<b>School</b>	<b>District</b>	<b>School-District Comparison</b>	<b>State</b>	<b>School-State Comparison</b>
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	
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1
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%	0
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%	0
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%	0
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%	0
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%	0
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%	0
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%	0

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%	0
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%	0

## 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. Insufficient # of resource teachers.

**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 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?**

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

## Part III: Planning for Improvement

**Areas of Focus:**

**#1. Instructional Practice specifically relating to Standards-aligned Instruction****Area of Focus Description and Rationale:**

Our ELA scores decreased by 12% in proficiency  
 Our Math scores decreased by 12% in proficiency  
 Our Science scores decreased by 3%  
 Our African American, Economically Disadvantaged and SWD subgroups scored below 41%  
 Teachers are not planning rigorous and culturally responsive lessons that are grade appropriate and aligned to standards with clearly stated learning progressions and clearly defined proficiency.

**Measurable Outcome:**

Our goal is to reach 54% proficiency and growth in Reading, Math and Science for the 20-21 school year. The Learning Growth of students in the African American, Economically Disadvantaged and SWD subgroups will increase to 42%. These subgroups will be the focus of conversation during professional learning communities. Using deep dives of data, differentiated instruction will be provided to meet the needs of all students.  
 By Oct 2020 50% Teachers of returning teachers will effectively plan rigorous lessons that are grade appropriate and aligned to standards as evidenced by learning walk data capturing.  
 By Nov 2020. the remaining 50% (or 1st year teachers) will will effectively plan rigorous lessons that are grade appropriate and aligned to standards as evidenced by learning walk data capturing. as evidenced by students are more interactive in the lesson, students are leading the discussion and are eager to continue their learning. By Dec 2020 75 % Teachers all teachers will be effectively plan rigorous lessons that are grade appropriate and aligned to standards as evidenced by students being more interactive in the lesson, students are leading the discussion and are eager to continue their learning.  
 By Jan. 2021 100% Teachers all teachers will be effectively plan rigorous lessons that are grade appropriate and aligned to standards as evidenced by students being more interactive in the lesson, students are leading the discussion and are eager to continue their learning.

**Person responsible for monitoring outcome:**

Gilda Garcia (gilda.garcia@hcps.net)

**Evidence-based Strategy:**

During planning time or PLC time, which is built into the teacher's instructional day, Resource Teachers will provide coaching that enhance the teachers ability to design both face to face and virtual instruction using culturally responsive strategies that are engaging and rigorously aligned to the standards.  
 This will be accomplished through identifying and providing professional development based on teacher needs with a variety the following:  
 Standards Based Instruction  
 Teacher Cultural Responsiveness  
 Hattie's Visible Learning-PD  
 Motivating Instructional Technology subscriptions such as iReady, IXL, Really Great Reading and Flocabulary and PLTW Lab  
 Enhanced Math Professional Development  
 Discovery Education STEM Connect and STEM Connect PD  
 Strong alignment between MTSS and student needs through Early Warning indicators and behavior tracker  
 School wide Social Emotional Culture Plan based on Foundations including Restorative and Trauma Sensitive practices.  
 Restorative Practice embedded in School Culture Plan



<b>Rationale for Evidence-based Strategy:</b>	<p>In order to provide students opportunities to engage in grade appropriate standards-based tasks (whether in a brick and mortar setting or virtual setting), teachers will be supported through a structure for professional learning communities focused on effective teaching methods for learning.</p> <p>John Hattie's Effect Size on Professional Development: 0.62</p> <p>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</p>
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### Action Steps to Implement

Teachers need exposure to instructional delivery methods in a technology rich environment that is exciting and fun for students in both brick and mortar or virtual learning .To do so the follow actions must take place: Establish PLC Structures and Norms

- 1.Design the infrastructure of the school to ensure common planning times for collaboration with Resource Teachers. Clearly communicate the PLC participant expectations. Complete steps to ensure SIP waiver to help facilitate implementation through teacher buy in.
2. Leadership Team will create a protocol to follow the ensures that
3. Will provide coaching in all content areas that enhances the teachers ability to design instruction using effective strategies, and grade appropriate content during planning or PLC time which is built into the teacher's instructional day.
4. The Leadership Team will design a protocol to follow during coaching cycle that includes effective feedback and monitoring that teacher learning is actioned and evident in their classrooms. They will also create a Classroom walkthrough that captures the level of Strong Instruction, Deep Engagement, High Expectations and Grade Level appropriate assignments.

Monitored by: Admin review all protocols used and attendance at PLCs

Person responsible: Principal

**Person Responsible** Gilda Garcia (gilda.garcia@hcps.net)

### Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

- 1. 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.**
- 2 .AIS uses data to identify effective instructional strategies and helps teachers make adjustments to their classroom practice.**
- 3.Student Success Coach (Para) will monitor track minor incidences and track all Early Warning Indicators. He will meet with teachers at PLCs and MTSS mtgs to design individual behavioral and academic support plans.**
- 4.Substitutes for teachers to attend Math and Science Learning Academies**
- 5. Student Success Coach (Para) will monitor track minor incidences and track all Early Warning Indicators**
- 6. 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.**

## Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

To ensure efficient/systematic allocation and use of resources, this school uses input from stakeholder groups to employ school improvement strategies. This includes input from stakeholder groups such as early childhood providers, community colleges and universities, social services, and business partners. At the school level, 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

### Parent Family and Engagement Plan (PFEP) Link

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

## Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction				\$151,349.01
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	6400	130-Other Certified Instructional Personnel	0962 - Lockhart Elementary Magnet School	UniSIG	1.0	\$54,200.00
			Notes: Salary Reading Coach To continue to model best practices with staff and plan rigorous engaging lessons. To pull intervention groups based on need for approximately 20 students per grade level K-5 To provide job embedded PD throughout the year for 45 teachers ing grades Pre-5 at each grade level K-5) and write a strong instructional program for the summer instructional program for K-4.			
	5100	120-Classroom Teachers	0962 - Lockhart Elementary Magnet School	UniSIG	1.0	\$51,000.05
			Notes: Salary Writing Resource Teacher To continue to model best practices with staff and plan rigorous engaging lessons with strong focus on problem solving. To pull intervention groups based on need for approximately 20 students per grade level k-5 To provide job embedded PD throughout the year and write a strong instructional program for the summer K-4			
	5100	510-Supplies	0962 - Lockhart Elementary Magnet School	UniSIG		\$1,094.92
			Notes: Purchase consumable supplies to be used during planning to support academic and cultural goals. Supplies to be used with 45 teachers K-5 and ESE, along with Resource Staff for activities that improve student academic progress			
			0962 - Lockhart Elementary Magnet School	Title, I Part A	1.0	\$0.00
			Notes: Secure AIS(Academic Intervention Specialist) Oversee the RTI Academic Tier 2 and Tier 3 interventions. Progress monitor the RTI data provided including attendance. To analyze data with teachers and leaders to create and execute interventions for Tier 3 Readers in Grades K, 1 and 2. These interventions are focused on Foundational Strategies to build capacity in students that reduce 3rd grade failures. To check fidelity of the RTI process and implementation including required RTI academic documentation.			
			0962 - Lockhart Elementary Magnet School	Title, I Part A		\$0.00
			Notes: Improve Administrative Coaching To improve Administrative Coaching Administration attends Student Engagement Conference 1 participants to the ASCD Empower 21 Confernece in Washington DC March 26-29 Conference			
	6300	120-Classroom Teachers	0962 - Lockhart Elementary Magnet School	UniSIG		\$7,000.00

			<i>Notes: PD and Planning for teachers Provide professional learning and planning opportunities beyond the contracted day for 45 k-5 and ESE teachers in effective lesson planning that results in increases student engagement in reading and math. Teachers will engage in additional collaborative planning sessions and Professional Learning Community sessions for 2 hours per week for 36 weeks.</i>			
			0962 - Lockhart Elementary Magnet School			\$0.00
			<i>Notes: Upgrading Technology to support student engagement To increase student engagement in content areas by providing all 450 students in grade K-5 with large Interactive screens in their room, and in the Lab and Media Center where they can use their 1:1 devices and access digital learning and up to the minute resources.</i>			
			0962 - Lockhart Elementary Magnet School			\$0.00
			<i>Notes: Extended Learning for students Provide additional Learning Time in reading, math, science, and writing for 80 students, grades 2-5, for 50 hours. Students will be indentified for support based on formative results. 20 Teachers will have 8 students per hour.</i>			
			0962 - Lockhart Elementary Magnet School			\$0.00
			<i>Notes: Providing 1:1 Devices to support student engagement Purchase 23 student computers to further our 1:1 device goals including headphones and classrooms speakers and charging carts. Laptops will be used by students in first grade.</i>			
			0962 - Lockhart Elementary Magnet School			\$0.00
			<i>Notes: Parent &amp; Family Engagement As mandated by ESSA Section 1116 meaningful activities will be conducted to provide the communication and support necessary to assist and build the capacity of all families and staff in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance. Please refer to the Parent &amp; Family Engagement Plan for specific details.</i>			
			0962 - Lockhart Elementary Magnet School			\$0.00
			<i>Notes: Enhancing Home and School connection through online subscriptions Renew web based Instructional program subscriptions (IXL for all grades, Really Great Reading for Grades 2-5, Flocabulary for all grades) that parents can use to work with their students on classroom assigned lessons in reading, math, and science. Students will also access resources within their classrooms and during intervention blocks.</i>			
			0962 - Lockhart Elementary Magnet School			\$0.00
			<i>Notes: Enhancing Home and School connection to support student academic achievement 2 school and 2 district resource teachers will provide 4 Parent Workshops during the first 9 weeks on the use of Web based Instructional Programs for home access. Each workshop will last 1.5 hours each for 6 hours total. Approximately 50 parents of select students will be invited to partipate in each session.</i>			
			0962 - Lockhart Elementary Magnet School			\$0.00
			<i>Notes: Building Capacity within the school building to increase culture and student engagement Provide 32 planning hours each to 10 teachers, representative of all grades and content areas, to plan and implement Capacity Building activities in the area School Culture and Student Engagement. Teachers will ensure that teachers can understand and implement PBIS Foundations, for example creating incentive programs, creating school posters reflecting school-wide expectations, etc.</i>			
	6400	210-Retirement	0962 - Lockhart Elementary Magnet School	UniSIG	1.0	\$4,590.76
			<i>Notes: Retirement 8.47% Reading Coach To continue to model best practices with staff and plan rigorous engaging lessons. To pull intervention groups based on need for approximately 20 students per grade level K-5 To provide job embedded PD throughout the year for 45 teachers ing grades Pre-5 at each grade level K-5) and write a strong instructional program for the summer instructional program for K-4.</i>			

	6400	220-Social Security	0962 - Lockhart Elementary Magnet School	UniSIG	1.0	\$3,360.41
			<i>Notes: FICA 6.2% Reading Coach To continue to model best practices with staff and plan rigorous engaging lessons. To pull intervention groups based on need for approximately 20 students per grade level K-5 To provide job embedded PD throughout the year for 45 teachers ing grades Pre-5 at each grade level K-5) and write a strong instructional program for the summer instructional program for K-4.</i>			
	6400	220-Social Security	0962 - Lockhart Elementary Magnet School	UniSIG	1.0	\$785.90
			<i>Notes: Medicare 1.45% Reading Coach To continue to model best practices with staff and plan rigorous engaging lessons. To pull intervention groups based on need for approximately 20 students per grade level K-5 To provide job embedded PD throughout the year for 45 teachers ing grades Pre-5 at each grade level K-5) and write a strong instructional program for the summer instructional program for K-4.</i>			
	6400	240-Workers Compensation	0962 - Lockhart Elementary Magnet School	UniSIG	1.0	\$276.42
			<i>Notes: Workers Comp 1.45% Reading Coach To continue to model best practices with staff and plan rigorous engaging lessons. To pull intervention groups based on need for approximately 20 students per grade level K-5 To provide job embedded PD throughout the year for 45 teachers ing grades Pre-5 at each grade level K-5) and write a strong instructional program for the summer instructional program for K-4.</i>			
	6400	231-Health and Hospitalization	0962 - Lockhart Elementary Magnet School	UniSIG	1.0	\$10,298.04
			<i>Notes: Health Ins 19% Reading Coach To continue to model best practices with staff and plan rigorous engaging lessons. To pull intervention groups based on need for approximately 20 students per grade level K-5 To provide job embedded PD throughout the year for 45 teachers ing grades Pre-5 at each grade level K-5) and write a strong instructional program for the summer instructional program for K-4.</i>			
	5100	210-Retirement	0962 - Lockhart Elementary Magnet School	UniSIG	1.0	\$4,319.70
			<i>Notes: Retirement 8.47% Writing Resource Teacher To continue to model best practices with staff and plan rigorous engaging lessons with strong focus on problem solving. To pull intervention groups based on need for approximately 20 students per grade level k-5 To provide job embedded PD throughout the year and write a strong instructional program for the summer K-4</i>			
	5100	220-Social Security	0962 - Lockhart Elementary Magnet School	UniSIG	1.0	\$3,162.00
			<i>Notes: FICA 6.2% Writing Resource Teacher To continue to model best practices with staff and plan rigorous engaging lessons with strong focus on problem solving. To pull intervention groups based on need for approximately 20 students per grade level k-5 To provide job embedded PD throughout the year and write a strong instructional program for the summer K-4</i>			
	5100	220-Social Security	0962 - Lockhart Elementary Magnet School	UniSIG	1.0	\$739.50
			<i>Notes: Medicare 1.45% Writing Resource Teacher To continue to model best practices with staff and plan rigorous engaging lessons with strong focus on problem solving. To pull intervention groups based on need for approximately 20 students per grade level k-5 To provide job embedded PD throughout the year and write a strong instructional program for the summer K-4</i>			
	5100	240-Workers Compensation	0962 - Lockhart Elementary Magnet School	UniSIG	1.0	\$260.10
			<i>Notes: Workers Comp .51% Writing Resource Teacher To continue to model best practices with staff and plan rigorous engaging lessons with strong focus on problem solving. To pull intervention groups based on need for approximately 20 students per grade level k-5 To provide job embedded PD throughout the year and write a strong instructional program for the summer K-4</i>			

	5100	231-Health and Hospitalization	0962 - Lockhart Elementary Magnet School	UniSIG	1.0	\$9,690.01
			Notes: Health Ins 19% Writing Resource Teacher To continue to model best practices with staff and plan rigorous engaging lessons with strong focus on problem solving. To pull intervention groups based on need for approximately 20 students per grade level k-5 To provide job embedded PD throughout the year and write a strong instructional program for the summer K-4			
	6300	220-Social Security	0962 - Lockhart Elementary Magnet School	UniSIG		\$434.00
			Notes: PD and Planning FICA 6.2% for teachers Provide professional learning and planning opportunities beyond the contracted day for 45 k-5 and ESE teachers in effective lesson planning that results in increases student engagement in reading and math. Teachers will engage in additional collaborative planning sessions and Professional Learning Community sessions for 2 hours per week for 36 weeks.			
	6300	220-Social Security	0962 - Lockhart Elementary Magnet School	UniSIG		\$101.50
			Notes: PD and Planning Medicare 1.45% for teachers Provide professional learning and planning opportunities beyond the contracted day for 45 k-5 and ESE teachers in effective lesson planning that results in increases student engagement in reading and math. Teachers will engage in additional collaborative planning sessions and Professional Learning Community sessions for 2 hours per week for 36 weeks.			
	6300	240-Workers Compensation	0962 - Lockhart Elementary Magnet School	UniSIG		\$35.70
			Notes: PD and Planning Workers Comp .51% for teachers Provide professional learning and planning opportunities beyond the contracted day for 45 k-5 and ESE teachers in effective lesson planning that results in increases student engagement in reading and math. Teachers will engage in additional collaborative planning sessions and Professional Learning Community sessions for 2 hours per week for 36 weeks.			
					<b>Total:</b>	<b>\$156,132.50</b>