FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: WALKER ELEMENTARY SCHOOL (MAGNET)

District Name: Broward

Principal: Lisa C. Mays

SAC Chair: Erik Leitner/Latunya Gibbs

Superintendent: Robert Runcie

Date of School Board Approval: December 4, 2012

Last Modified on: 10/25/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
					Principal at Walker Elementary 2011-2012 Grade: C Reading Mastery: 33% Math Mastery: 43% Science Mastery: 41% Writing Mastery: 78% Reading Students Making Learning Gains 62% Reading Students in LOWEST 25 Making Learning Gains: 62% Math Students Making Learning Gains: 61% Math Students in LOWEST 25 Making Learning Gains: 67% Principal at Walker Elementary 2010-2011 Grade: C Reading Mastery 47% Math Mastery 58% Science Mastery: 24% Writing Mastery: 81% AYP: Subgroups at Walker are Black, Economically Disadvantaged Reading Students Making Learning Gains

Principal	Lisa Mays	Bachelor in Elementary Education and Masters in Educational Leadership, FAU	4	8		56% Reading Students in LOWEST 25 Making Learning Gains 56% AYP Reading Proficiency (Black) 54% AYP Reading Proficiency (FRL) 55% Math Students Making Learning Gains 65% Math Students in LOWEST 25 Making Learning Gains 68% AYP Math Proficiency (Black) 43% AYP Math Proficiency (FRL) 55% Writing Students Scoring 3.5 81% AYP Writing Proficiency (Black) 94% AYP Writing Proficiency ((SWD) 94% AYP Writing Proficiency (FRL) 94% Science Students Achieving Proficiency Level 24% Principal at Walker Elementary 2009-2010 Grade: F Reading Mastery 34% Math Mastery 31% Science Mastery: 19% Writing Mastery: 77% AYP: Subgroups at Walker are Black, Students with Disabilities, Economically Disadvantaged Reading Students Making Learning Gains 55% Reading Students in LOWEST 25 Making Learning Gains 54% AYP Reading Proficiency (Black) 46% AYP Reading Proficiency (Hispanic) 50% AYP Reading Proficiency (ELL) 50% AYP Reading Proficiency ((SWD) 43% AYP Reading Proficiency (FRL) 45% Math Students Making Learning Gains 44% Math Students in LOWEST 25 Making Learning Gains 50% AYP Math Proficiency (Black) 48% AYP Math Proficiency (Hispanic) 50% AYP Math Proficiency ((SWD) 36% AYP Math Proficiency (FRL) 48% Writing Students Scoring 4+ 62% AYP Writing Proficiency (Black) 94% AYP Writing Proficiency (ELL) 100% AYP Writing Proficiency ((SWD) 86% AYP Writing Proficiency (FRL) 94% Science Students Achieving Proficiency Level 3% Math Mastery 65% Science Mastery: 19% Writing Mastery: 77% AYP: Subgroups at Walker are Black and Economically Disadvantaged. Black made AYP while Economically Disadvantaged did not make AYP in Reading. Both Groups made AYP in Math.
						Assistant Principal at Walker Elementary 2011-2012 Grade: C Reading Mastery: 33% Math Mastery: 43% Science Mastery: 41% Writing Mastery: 78% Reading Students Making Learning Gains 62% Reading Students in LOWEST 25 Making Learning Gains: 62% Math Students Making Learning Gains: 61% Math Students in LOWEST 25 Making Learning Gains: 67% Assistant Principal at Walker Elementary 2010-2011 Grade: C Reading Mastery 47% Math Mastery 58% Science Mastery: 24% Writing Mastery: 81% AYP: Subgroups at Walker are Black, Students with Disabilities, Economically Disadvantaged Reading Students Making Learning Gains 56% Reading Students in LOWEST 25 Making Learning Gains 56% AYP Reading Proficiency (Black) 54% AYP Reading Proficiency (FRL) 55% Math Students Making Learning Gains 65% Math Students in LOWEST 25 Making Learning Gains 68% AYP Math Proficiency (Black) 43%

| Assis Principal | Gigi Sewell | Bachelor in Elementary Education, FIU Masters in Educational Leadership, Barry University | 5 | 7 | AYP Math Proficiency (FRL) 55%
Writing Students Scoring 3.5 81%
AYP Writing Proficiency (Black) 94%
AYP Writing Proficiency ((SWD) 94%
AYP Writing Proficiency (FRL) 94%
Science Students Achieving Proficiency Level 24%

Assistant Principal at Walker Elementary 2009-10
Grade: F
Reading Mastery 34%
Math Mastery 31%
Science Mastery: 19%
Writing Mastery: 77%
AYP: Subgroups at Walker are Black, Students with Disabilities, Economically Disadvantaged
Reading Students Making Learning Gains 55%
Reading Students in LOWEST 25 Making Learning Gains 54%
AYP Reading Proficiency (Black) 46%
AYP Reading Proficiency (Hispanic) 50%
AYP Reading Proficiency (ELL) 50%
AYP Reading Proficiency ((SWD) 43%
AYP Reading Proficiency (FRL) 45%
Math Students Making Learning Gains 44%
Math Students in LOWEST 25 Making Learning Gains 50%
AYP Math Proficiency (Black) 48%
AYP Math Proficiency (Hispanic) 50%
AYP Math Proficiency (ELL) 70%
AYP Math Proficiency ((SWD) 36%
AYP Math Proficiency (FRL) 48%
Writing Students Scoring 4+ 62%
AYP Writing Proficiency (Black) 94%
AYP Writing Proficiency (ELL) 100%
AYP Writing Proficiency ((SWD) 86%
AYP Writing Proficiency (FRL) 94%
Science Students Achieving Proficiency Level 3%
Math Mastery 65%
Science Mastery: 19%
Writing Mastery: 77%
AYP: Subgroups at Walker are Black and Economically Disadvantaged. Black made AYP while Economically Disadvantaged did not make AYP in Reading. Both Groups made AYP in Math. |

INSTRUCTIONAL COACHES

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

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Math	Michele Lee	B.S. International Finance, M.S. Education, Elementary K -6 & ESOL Certification	7	3	Primary Reading & Writing Coach at Walker Elementary 2011-2012 Grade: C Reading Mastery: 33% Math Mastery: 43% Science Mastery: 41% Writing Mastery: 78% Reading Students Making Learning Gains 62% Reading Students in LOWEST 25 Making Learning Gains: 62% Math Students Making Learning Gains: 61% Math Students in LOWEST 25 Making Learning Gains: 67% 9% increase in FCAT Math achievement from 2010-2011 School grade moved from an F to a C. 4% increase in FCAT Math from 2008 to 2009. School Grade moved from D to C. AYP: Subgroups at Walker are Black and Economically Disadvantaged. Black made AYP while Economically Disadvantaged did not make AYP in Reading. Both Groups

					made AYP in Math.
Science	Robin Solano	B.S. Elementary Ed, Elementary Education K-6; ESOL Certification	2	2	Primary Reading & Writing Coach at Walker Elementary 2011-2012 Grade: C Reading Mastery: 33% Math Mastery: 43% Science Mastery: 41% Writing Mastery: 78% Reading Students Making Learning Gains 62% Reading Students in LOWEST 25 Making Learning Gains: 62% Math Students Making Learning Gains: 61% Math Students in LOWEST 25 Making Learning Gains: 67% 9% increase in FCAT Science achievement from 2010-2011 School grade moved from an F to a C. 23% increase in FCAT Science School Grade increased from C to A. AYP: Subgroups at Rock Island are Black and Economically Disadvantaged. Black made AYP while Economically Disadvantaged did not make AYP in Reading. Both Groups made AYP in Math.
Reading	Latoya Facey	B. S. Memorial University, Elementary Education, M.S. Elementary Education, Memorial University	1	1	Primary Reading & Writing Coach at Walker Elementary 2011-2012 Grade: C Reading Mastery: 33% Math Mastery: 43% Science Mastery: 41% Writing Mastery: 78% Reading Students Making Learning Gains 62% Reading Students in LOWEST 25 Making Learning Gains: 62% Math Students Making Learning Gains: 61% Math Students in LOWEST 25 Making Learning Gains: 67% 2010-2011 – Fairway Elementary School 4th grade teacher percentile making gains 78% FCAT Reading and 67% Math achievement School grade C. 2009-2010-Fairway Elementary 4th grade teacher percentile making gains 56% FCAT Reading and 67% Math achievement 2008-2009-Fairway Elementary 4th grade teacher percentile making gains 75% FCAT Reading and 63% Math achievement
Writing	Dana Rhodes-Hurley	M.S. Education, Elementary K-6; B.S. Elementary Education; Florida Memorial University	2	9	Primary Reading & Writing Coach at Walker Elementary 2011-2012 Grade: C Reading Mastery: 33% Math Mastery: 43% Science Mastery: 41% Writing Mastery: 78% Reading Students Making Learning Gains 62% Reading Students in LOWEST 25 Making Learning Gains: 62% Math Students Making Learning Gains: 61% Math Students in LOWEST 25 Making Learning Gains: 67%

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	1. Regular meetings of new teachers with Principal & Assistant Principal	Principal & Assistant Principal	Ongoing	
2	2. Providing monthly learning community meetings that focus on effective teaching practices.	Curriculum and Subject Area Coaches	Ongoing	
3	3. New subject area teachers are assigned a peer teacher as a mentor and partner.	Principal	September 1, 2012	
4	4. Teachers that are low-performing, as determined by student achievement, are assigned mentors.	Principal & Mentors	Ongoing	

Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).
*When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
N/A	N/A

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
41	2.4%(1)	9.8%(4)	46.3%(19)	43.9%(18)	51.2%(21)	100.0%(41)	12.2%(5)	0.0%(0)	78.0%(32)

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
Lisa Mays	Michelle Lee	Aspiring Administrator	Monthly mentor meetings- Topic of discussions: Indicators of a High Performing School, opportunities for leadership experiences.
Lisa Mays	Enjoli Paul	Aspiring Administrator	Monthly mentor meetings- Topic of discussions: Indicators of a High Performing School and opportunities for leadership experiences.
Lisa Mays	Dana Rhodes-Hurley	Aspiring Administrator	Monthly mentor meetings- Topic of discussions: Indicators of a High Performing School and opportunities for leadership experiences.

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

Total of 36 students are classified as ESOL. This program helps students with difficulty speaking reading, writing and understanding English. Follow up tracking methods are also used. In addition, this program provides salaries for 6 additional teaching positions, funding for staff development, parent involvement funding for guest speakers, material, salaries and

refreshments.

Title I, Part C- Migrant

Walker Elementary has 0 students that are categorized as migrants. The guidance counselor meets with student to ensure that the families have adequate nutrition and housing.

Title I, Part D

Students with parents who are incarcerated or have lost parental rights meet with the guidance counselor in organized groups to discuss emotions and coping strategies.

Title II

Total of 36 students are classified as ESOL. This program helps students with difficulty speaking reading, writing and understanding English. Follow up tracking methods are also used.

Title III

Total of 36 students are classified as ESOL. This program helps students with difficulty speaking reading, writing and understanding English. Follow up tracking methods are also used.

Title X- Homeless

Students who are homeless meet with the guidance counselor in organized groups to discuss emotions and coping strategies. Parents are referred to county resources to assist with needs and health issues.

Supplemental Academic Instruction (SAI)

Walker Elementary provides an after school tutoring program (WISH) for students in grades 3-5 that offers additional instructional support for students taking the FCAT.

Violence Prevention Programs

Walker Elementary provides a Violence Prevention Program through Women In Distress to students in Grades 2-5.

Nutrition Programs

N/A

Housing Programs

N/A

Head Start

Transitioning Students into Kindergarten Head Start
To ensure school readiness, the Head Start (HS) Program has implemented a new literacy, math, and science curricula in the 37 HS classrooms. The program has aligned the literacy and math standards with the K3 national standards to improve educational outcomes. This transparent connection between curricula and child expectations has contributed to better prepare students to succeed in kindergarten. An end of the year Creative Curriculum Continuum report, detailing students' ongoing assessment, is placed in the students' cumulative folder to familiarize kindergarten teachers with the HS students' progress in the program. Regarding the logistics of registering students at the elementary schools, the Head Start Program ensures a smooth transition to kindergarten by clearly specifying the necessary enrollment processes and timelines to all families participating in the program. The HS family services support team and the HS teachers provide ongoing guidance to the HS families by indicating the students' corresponding home school, immunization requirements, and dates scheduled for kindergarten roundup at those schools. Walker has 38 Head Start students in two pre-school classes.

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.

The school based RtI Leadership Team consists of Ms. L. Mays, Principal, Ms. G. Sewell, Assistant Principal, Ms. G. Walker, Guidance Counselor, Ms. L. Facey, Reading Specialist, Ms. M. Lee, Math Coach, Ms. S. Schwartz, ESE Specialist, Mr. R. Solano, Science Coach, Ms. S. Johnson, Social Worker, Mr. M. Demestichas School Psychologist, classroom teachers and students' Parent or Guardian.

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 assistant principal and guidance counselor preside over MTSS/RtI meetings. The MTSS/RtI team meets every second and fourth
Monday. Ms. G. Rivera and Ms. G. Walker are the Co-Facilitators of the MTSS/RtI Team. A support staff member is assigned to a
grade level in the role of liaison between the grade levels and administration to provide continuous support throughout the school year. The support staff lends assistance to the faculty and staff by providing training and human resource. The SAC officers oversee the SIP and insure that the staff maintains the focus described in the SIP.

A support staff member will be assigned to each grade level to provide the following: support through modeling lessons, working with low or high performing students (i.e., team teaching), assisting with integrating technology into lessons, monitoring classroom instruction daily, completing and sharing classroom walkthrough findings. They will also ensure that teachers have the necessary materials and supplies needed to meet the needs of their students. All grade level concerns will be discussed at the weekly support staff meetings held on Fridays.

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?

The MTSS/RtI Team will work collaboratively with SAC to assist in the development and implementation of the SIP. The following
problem solving process will be used to develop and implement the SIP:
1. Identify problems found in reading, math, writing, science, attendance, behavior, and parental involvement.
2. Analyze data to identify why the problems exist.
3. Develop and implement an Intervention Plan with goals, objectives, timelines and support.
4. Establish a monitoring process for anticipated outcomes.

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.

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.

Walker Elementary uses a variety of alternative instructional delivery methods to assist all subgroups in improving achievement. Support staff members and teacher assistants are utilized to lower pupil teacher ratios in classrooms. Small and fluid groups are configured based on strand proficiencies. Students may move between teachers within a grade level to meet their individual needs. Students are frequently scheduled for one-on-one instruction. Capable students are paired with less capable students to provide tutoring and assistance. Experiential learning/hands-on visual and meta-cognitive activities are emphasized. Computer Assisted Instruction is also employed for the remediation and reinforcement of skills.
The following is the process used to determine which Tier of instruction is used for each student.
Academic:
Tier 1 – Identify the students in classes who are struggling-review the previous year's BAT/FCAT scores to identify struggling and advanced students.
• Identify the expected level of performance, student level of performance, and peer level performance.
• Implement Tier 1 interventions/instruction
(basic classroom strategies you would use for any student in need)
• Document baseline data on intervention record
• Monitor progress for a minimum of 6 weeks
• No progress made, Move to tier 2
Tier 1: All students receive classroom - based instruction

- Core Reading and Math instruction
- Center Activities
- Elements of Vocabulary
- Compass Learning (Odyssey)
- FCAT Explorer
- Accelerated Reader (AR)
- Florida Assessment for Instruction in Reading (FAIR)
- Skill based grouping
- Classroom Guidance
- Classroom Management System (CHAMP)
- On-Going Progress Monitoring
- Checkpoints/Mini Benchmarks Assessment
- Oral Reading Fluency Probes
- Go Math Assessments
- Chapter Tests
- Mid-Unit Tests
- End –of- Unit Test

Tier 2 – Consultation with partial CPST
- At bi-weekly CPST meeting develop Tier 2 interventions/instruction.
Tier 2 intervention plan is based on the data collection from Tier 1.
- Document Tier 2 intervention plan on the student's intervention records and progress monitoring graphs generated for individual students, during CPST meeting.
- Monitor progress---collecting data for 4-6 weeks
- No progress made. Request a RtI/CPST meeting with full team

Tier 2: Targeted Supplemental Group Interventions/Instruction
- small group instruction (4 – 6 students)
- in addition to and in alignment with effective core instruction

Tier 2 Intervention/Instruction Programs

Triumphs
- grade levels 1 - 5
- 20 minutes daily
- Within initial 90 minute reading block, and supplemental beyond 90-minute reading block, if needed
- daily lesson
- On-Going Progress Monitoring
- Quick Checks within lessons
- Weekly Tests
- Mid-Unit Tests
- End-0f-Unit Tests

Phonics for Reading
- grade 2-5
- 30 minutes daily
- supplemental beyond 90- minute reading block
- one lesson in two days
- On-Going Progress Monitoring
- Core Program Assessments
- Quick Checks

Super QAR
- grades 1-5
- 15 – 30 minutes daily
- supplemental beyond 90-minute reading block
- concept lessons can be divided into two sessions
- boosters lessons may take more than one day
- On-Going Progress Monitoring
- Core Program Assessments
- Quick Checks

Soar to Success
- grades 3 -5
- 30 – 40 minutes daily
- supplemental beyond 90- minute reading block
- daily lesson
- On-Going Progress Monitoring
- Informal Reading Inventory (IRI) Assessment
- Protocols for Oral Reading Fluency and Retelling
- Phonics and Decoding

Go Math
- grades K – 5
- prescriptive lessons
- On- Going Progress Monitoring

• Core program assessments
Tier 3 – Full CPST/Intensive
Describe the plan to train staff on RtI.
• CPST will collaboratively develop a plan of action with parent involvement
• At CPST meeting, document Tier three intervention record
• At CPST meeting, schedule a follow- up meeting after 6 or more weeks at Tier 3
Tier 3 – Intensive Interventions/Instruction
• very small group (1 – 3)
• in addition to and in alignment with effective core instruction
Resource & Assessments
Fundations
• grades K – 2
• 30 minutes or twice daily
• supplemental beyond 90 reading block
• one lesson per day
• On-Going Progress Monitoring
• weekly check-ups
• end-of unit Tests
• OPM every 2-3 weeks
Wilson
• grades 3-5
• 30 minutes daily
• supplemental beyond 90 minute reading block
• daily lesson
• On-Going Progress Monitoring
• daily dictation tasks
• end-of-unit tests
• Voyager
• grades 2 -5
• alternative core reading program delivered during 90 minute read block
• daily lessons
• core program assessments
• retelling
• targeted vocabulary
• oral reading fluency
• Moving With Math
• On-Going Progress Monitoring
• alternative core math program delivered during 60 minute math block
• daily lessons
On-Going Progress Monitoring
• pre/post tests
• bi-weekly assessments
• chapter tests
• mini-assessments
Academic Data Management:
Virtual Counselor, Excel and FileMaker Pro school databases are used to house and generate student data.
Behavioral:
Virtual Counselor-behavioral referrals
B.A.S.I.S. Database will be used to document and archive behaviors to determine if interventions must be incorporated.
Some responses to interventions are:
Tier 1
-CHAMPS
Tier 2
-Individual student behavior plan
-Peer/Group Counseling
Tier 3
-Individual Counseling
-FBA & PBIP

Describe the plan to train staff on MTSS.

Describe the plan to train staff on MTSS/RtI.

During pre-planning, the Assistant Principal and Guidance Counselor facilitates a session on school-wide implementation of the
MTSS/RtI process.
In a school-wide data disaggregation training, and teachers also review and analyze the previous year's SAT and FCAT

demographic data results. This training is provided to instructional staff by our Reading Coach, Ms. L. Facey, Science Coach, Mr. R., Solano,
and our Math Coach, Ms. M. Lee.
As a part of our school improvement model, the Florida Continuous Improvement Model process (FCIM), administration and support staff meet with teams to discuss the data from benchmark mini assessments to determine student needs and instructional strategies bi-weekly. During the months of October and December grade level teams meet to discuss data results from the district's Benchmark Assessment Test (BAT) and make necessary changes to their instruction to meet individual student needs.
In addition, the staff is trained in the use of Virtual Counselor by our Math and Reading Coach and the school-wide behavior plan by Ms. G. Walker, Guidance Counselor.

Describe the plan to support MTSS.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

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The school-based Literacy Leadership Team (LLT) Consists of: Ms. L. Mays, Principal, Ms. G. Rivera, Assistant Principal, Ms. L. Facey, Reading Coach, Ms. G. Walker, Guidance Counselor, Media Specialist, Mr. R. Solano, Science Coach, Ms. M. Lee, Math Coach, Mr. R. Moncrief, TLC, Ms. S. Schwartz, ESE Specialist, Ms. Schwartz, Speech Pathologist, Mr. Demesticus, Psychologist, Ms. S. Johnson, Social Worker. In addition all classrooms teachers.

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

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

All members of the LLT meet on a monthly basis according to the topics being discussed and the needs of the school. Those needs are determined by data meetings and administrative observations and feedback. Each grade level documents their needs and observations and those are reported through team meeting minutes as well as staff meetings.
In addition: Administrators disaggregate the previous year's test scores and student achievement levels to assign students according to the teachers' expertise. The administrators and leadership team monitor student progress using the results of various grade level assessments i.e. BAT, FCAT and mini-assessments. Administration and support staff meet with grade level teams to discuss the data from benchmark assessments and mini assessments to determine student needs and instructional strategies, bi-weekly
Reading and Reading Coach are assigned to teachers to provide the following: support through modeling lessons, working with low or high performing students (i.e., team teaching), assisting with integrating technology into lessons, monitoring classroom instruction daily, completing and sharing classroom walkthrough findings. They will also ensure that teachers have the necessary materials and supplies needed to meet the needs of their students. All grade level concerns will be discussed at the weekly support staff meetings held on Fridays.

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

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

The major initiatives will be the early detection of weakness in literacy for students in the primary grades. Students in the primary grades will be focused upon and assessed to insure continued success in the area of literacy. Early detection will insure that the students are targeted for remedial, intensive differentiated instruction.
Students in the intermediate grades showing deficiencies in the area of literacy will be assigned to intensive reading instruction groups, using programs that focus on intensive, remedial basic literacy skills, as listed in the RtI section within the Tiers descriptions.

The Literacy Learning Team will meet on a monthly basis. The monthly meetings will consist of the following:
-Professional development topics addressed include the K-12

Reading Plan; K-12 ESOL Plan; FCAT Item Specifications for elementary reading,
mathematics, and science; reading program specific training and needs, and a variety of other reading related topics. The
Reading coach will attend the district monthly reading resource specialist meetings and the reading coach will share the
information provided at the meetings with the LLT.
Planned Initiatives:
-School-wide Accelerated Reader Program and incentives
-Family Book fair
-Book reviews by students
-Daily Read Aloud by classroom teachers
-Model classrooms
-PLC and Professional Study Groups
-Data collection and discussion of instructional effectiveness
Grade level and departmentalized grades reading teachers will attend monthly Integrated Reading training where the
effectiveness of
instruction, best practices and research based strategies will be discussed and studied.

Public School Choice

Supplemental Educational Services (SES) Notification
No Attachment

*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.

At the end of each preschool year, Walker Elementary offers a "Moving-Up" Ceremony. Parents are informed of the transition
from Preschool to the elementary level. During the summer, Broward County screens all incoming Kindergarten students. In
August a parent meeting is held to inform parents of the requirements for Kindergarten. Walker Elementary gives a Pre-K
Program Inventory. It is administered to all preschoolers as an initial diagnostic assessment tool to determine the specific
skills and knowledge of students; and, as a final assessment tool as students prepare to transition to Kindergarten. The
Florida Kindergarten Readiness Screening (FLKRS) is administered to all kindergarten students. These domains include:
Language and Literacy, Mathematics, Social and Personal skills, Science, Social Studies, Physical Development and Fitness and
Creative Arts.

*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.

N/A

*High Schools Only

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

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

N/A

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

N/A

Postsecondary Transition

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

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School

Feedback Report

N/A

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	Walker Elementary will increase Level 3 proficiency to 25% (60) in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
23% (54) achieved proficiency at level 3	25% (60) are expected to achieve proficiency at level 3

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1A.1.Students have difficulty comprehending complex text.	1A.1. Teachers will incorporate daily read-alouds of complex text and use think-alouds, guided, and modeled instruction during their daily lessons.	1A.1. Administration & Reading Coach	1A.1. Administration and Coaches will conduct CWT on a weekly basis, with a focus on complex text	1A.1. Administration's and Coach's Classroom walk through logs. Mini assessments, BAT.
2	1A.2. Teachers are not incorporating rigorous, academically relevant centers	1A.2. The school will implement rigorous, academically relevant centers in every classroom. FCRR will be utilized as well as FCAT Explorer.	1A.2. Administration & Reading Coach	1A.2. Lesson Plans will be reviewed during CWT weekly with an emphasis on rigorous centers. Also, I- observation data, data chats and PLC's modeling rigorous centers will be used to monitor.	1A.2. Effectiveness will be determined through BAT, monthly Mini Assessments and Checkpoint assessments.
3	1A.3. Students are not motivated to read recreationally.	1A.3. The school will implement reading motivational programs to instill a love for reading. (i.e., Accelerated Reading Program, Book It, etc.) Students/classes will take AR quizzes for books read.	1A.3. Administration & Administration & Reading Coach. Media specialist	1A.3. AR reports/points will be charted. Data chats will be conducted between students and teachers regarding interest, books read and logs will be discussed.	1A.3. Effectiveness will be determined through BAT, monthly Mini Assessments and weekly program 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:	
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:	Walker Elementary will increase the percentage of students scoring Level 4+ in reading to 12% (29).
2012 Current Level of Performance:	2013 Expected Level of Performance:
10% (23) achieved proficiency at level 4 or higher	12% (29) are expected to achieve proficiency at level 4 or higher

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	2A.1. There are limited opportunities to analyze and discuss text.	2A.1. Performing Arts & Specials Teachers will explicitly infuse the reading benchmarks in lesson plans and instructional delivery.	2A.1. Literacy Team, Administration & Reading Coach, Administration	2A.1. CWT will be conducted in Performing Arts, Administrators will focus their attention on the frequency of explicit teaching of the reading benchmarks.	2A.1. Effectiveness will be determined through BAT, monthly Mini Assessments and weekly program assessments.
2	2A.2. Students have a lack of experience and opportunities to participate in project based learning.	2A.2. Students will collaborate with peers in project/research based learning. Students will have data chats with teacher to discuss rubrics and successes.	2A.2. Administration & Reading Coach	2A.2. Presentation of project/research to peers, teachers, and/or Administration & Reading Coach	2A.2. Project Rubric
3	2A.3. There are limited opportunities to analyze and discuss text using higher order.	2.3 The school will implement higher order thinking questions in its daily instruction by providing small group instruction.	2A.3. Administration & Reading Coach	2A.3. Administrative and Coaches will conduct CWT on a weekly basis, with a focus on higher order questioning-I observation data, Data chats.	2A.3. Administration's and Coach's Classroom walkthrough logs. Mini assessments, BAT.
4					

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

<table>
<tr><td colspan="5" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td colspan="5" align="center">No Data Submitted</td></tr>
</table>

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:	Walker Elementary will increase the percentage of students making learning gains in reading to 65% (107).
2012 Current Level of Performance:	2013 Expected Level of Performance:
63% (103) made learning gains in reading	66% (109) is expected make learning gains.

<table>
<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td></td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td>1</td><td>3A.1. Teachers must be informed of students' progress to determine the changes needed for instruction.</td><td>3A.1. The school will administer FAIR assessment and the results will be discussed during monthly data meetings to align Reading. Students will be referred to RtI as needed.</td><td>3A.1. Administration & Reading Coach</td><td>3A.1. Administration and Coaches will conduct CWT on a weekly basis, I- Observation data, Data chats</td><td>3A.1. Administration's and Coach's CWT-I observation reports, Mini assessments, BAT.</td></tr>
<tr><td>2</td><td>3A.2. Teachers need additional district training to support high-order thinking and questioning strategies.</td><td>3A.2. Teachers will utilize higher order questioning into their daily instruction.</td><td>3A.2. Administration & Reading Coaches</td><td>3A.2. Administration and Coaches will perform classroom walkthroughs.</td><td>3A.2. Administration's and Coach's Classroom walkthrough logs.</td></tr>
<tr><td>3</td><td>3A.3. Teachers need training in the appropriate use of rigorous center activities.</td><td>3A.3. The school will implement rigorous, academically relevant centers in every classroom.</td><td>3A.3. Administration & Reading Coaches</td><td>3A.3. Student assessment portfolios will be reviewed during data meetings with administration, coaches and students.</td><td>3A.3. Student assessment portfolios (including BATs, Mini BATs, DAR, and chapter assessments) and Data chats.</td></tr>
</table>

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.	N/A

Reading Goal #3b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

<table>
<tr><td colspan="5" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td colspan="5" align="center">No Data Submitted</td></tr>
</table>

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:	Walker Elementary experienced an increase of 9 percentage points of students making learning gains in the lowest quartile in reading. Walker will increase the percentage of students making learning gains in lowest 25% in reading to 70% (32).
2012 Current Level of Performance:	2013 Expected Level of Performance:
67% (30) of the lowest quartile made learning gains in reading.	70% (32) of the lowest quartile will make learning gains in reading

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	4A.1. Students do not demonstrate grade level appropriate vocabulary.	4A.1. Students will use graphic organizers, non-linguistic representations, personal clues to learn essential vocabulary, context clues, interactive word walls.	4A.1. Administration & Reading Coach	4A.1. Student products demonstrating word knowledge. Review of journals biweekly	4A.1. Administration's and Coach's CWT-I Observation reports, Mini assessments, BAT.
2	4A.2. There is a lack of student reading outside of the reading block.	4A.2. Students will complete an interest inventory. High interest/low readability reading materials will be available. 4A.2.2Reading logs will be kept and submitted to classroom teachers on a monthly basis. 4A.2.3 Students will take AR quizzes.	4A.2. Administration & Reading Coach	4A.2. Collect & analyze survey results. Students will maintain reading logs. Students and teachers together will set goals and discuss progress.	4A.2. Administration's and Coach's CWT-I Observation reports, Mini assessments, BAT. Surveys Logs, AR reports
3	4A.3. Teachers must be aware of students' needs to realign Reading.	4A.3. After reviewing academic history and test results, students will be prescribed evidence based intervention programs (Triumphs Wilson,, Phonics for Reading, Super QAR, Soar to	4A.3. Administration & Reading Coach	4A.3. Program Assessments	4A.3. BAT assessments, mini assessments

		Success Fundations to meet their individual needs.			

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, 52% of Walker's students were NOT proficient in reading. Walker will close the gap by reducing this number by 4.3% annually for the next 6 years. 5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	47.7% of my stu	43.4% of my stu	38.9% of my stu	34.6% of my stu	30.3% of my stu	

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:	Walker Elementary will decrease our Black and Hispanic students NOT making progress by at least 4.3% annually.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 0% (0) Black: 69% (160) Hispanic: 25% (1) Asian: N/A American Indian: N/A	White: 0% (0) Black: 64.7% (150) Hispanic: 0% (0) Asian: N/A American Indian: 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	5B.1. Students have difficulty answering higher level questions accurately.	5B.1. The school will implement higher order thinking questions in its daily instruction.	5B.1. Administration & Reading Coach	5B.1. Administration and Coaches will conduct CWT on a weekly basis, with a focus on higher order questioning-iObservation data, Data chats.	5B.1. Administration's and Coach's Classroom walkthrough logs. Mini assessments, BAT.
2	5B.2. Teachers are not incorporating rigorous, academically relevant centers	5B.2. The school will implement rigorous, academically relevant centers in every classroom. FCAT Explorer will be used.	5B.2. Administration & Reading Coach	5B.2. Lesson Plans will be reviewed during CWT weekly with an emphasis on rigorous centers, - iObservation data, Data chats.	5B.2. Effectiveness will be determined through BAT, monthly Mini Assessments and weekly program assessments.

Note: columns 1 and 2 above: the leftmost narrow column also shows "1" and "2" row numbers.

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

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	Not accountable for this subgroup
2012 Current Level of Performance:	2013 Expected Level of Performance:

NA			NA	

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				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	Not accountable for this subgroup.
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

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 subgroup:	
5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	Walker Elementary will decrease our Economically Disadvantaged students NOT making satisfactory progress to 63.9% (151).
2012 Current Level of Performance:	2013 Expected Level of Performance:
68.2%(161) of ED had NOT made satisfactory progress reading.	63.9%(151) of ED will make satisfactory progress 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	5E.1. Teachers have a limited understanding of poverty and its impact on student learning.	5E.1. The Literacy Team will review the impact of poverty on learning. There will be follow-up conversations discussing challenges and strategies to overcome the challenges.	5E.1. Administration & Reading Coach	5E.1. A list of strategies will be generated. Implementation plans will be designed. the Literacy Team will support and monitor implementation.	5E.1. Support Log

2	5E.2. The student's background knowledge does not align with academic knowledge.	5E.2. The teacher will read aloud to students on a consistent basis to build background knowledge. Virtual field trips will be incorporated into the curriculum.	5E.2. Administration, Reading Coach, Partner Liaison	5E.2. Schedule, Lesson plans	5E.2. Program Assessments, BATs, Mini assessments
3	5E.3. Students have limited access to home libraries to instill the love of reading.	5E.3. The Partnership Liaison will encourage partners to donate books for home libraries.	5E.3. Administration, Reading Coach; Partner Liaison	5E.3. Number of books collected	5E.3. Donation Log

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
Reading: Relevance & Rigor	K-5	LaToya Facey & Dana Rhodes-Hurley	All reading teachers	Pre-planning 2012	Classroom Walkthroughs, ongoing PDs	Reading Coach/Administration
Applying Common Core (District Selected Strand)	K-5	LaToya Facey and/ Dana Rhodes-Hurley	All reading teachers	February 2012	Classroom Walkthroughs, ongoing PDs	Reading Coach/Administration
Unwrapping Common Core	K-5	LaToya Facey and/ Dana Rhodes-Hurley	All reading teachers	September 2012	Classroom Walkthroughs, ongoing PDs	Reading Coach/Administration
Applying Common Core (District Selected Strand)/FAIR Implications	K-5	LaToya Facey and/ Dana Rhodes-Hurley	All reading teachers	October 2012	Classroom Walkthroughs, ongoing PDs	Reading Coach/Administration
Use of Rubrics to measure Learning Goals	K-5	LaToya Facey and/ Dana Rhodes-Hurley	All reading teachers	November 2012	Classroom Walkthroughs, ongoing PDs	Reading Coach/Administration
Applying Common Core (District Selected Strand)	K-5	LaToya Facey and/ Dana Rhodes-Hurley	All reading teachers	January 2012	Classroom Walkthroughs, ongoing PDs	Reading Coach/Administration

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Common Core State Standards/ Reading modeled strategies	Professional Books	Title I Staff Development	$400.00
			Subtotal: $400.00
Technology			

Strategy	Description of Resources	Funding Source	Available Amount
Accelerated Reader (AR) - motivational school wide reading program	online Accelerated Reader access (Gr. K-5)	General Fund	$2,700.00
		Subtotal: $2,700.00	
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Common Core State Standards/ Reading modeled strategies	Substitutes	Title I Staff Development	$2,000.00
		Subtotal: $2,000.00	
Other			
Strategy	Description of Resources	Funding Source	Available Amount
School wide Motivational Reading Program incentives/Accelerated Reader (AR)	Prizes and Incentives	Accountability	$300.00
		Subtotal: $300.00	
		Grand Total: $5,400.00	

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	
1. Students scoring proficient in listening/speaking. CELLA Goal #1:	
2012 Current Percent of Students Proficient in listening/speaking:	
Problem-Solving Process to Increase Student Achievement	

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

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:	
2012 Current Percent of Students Proficient in reading:	
Problem-Solving Process to Increase Student Achievement	

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

Students write in English at grade level in a manner similar to non-ELL students.	
3. Students scoring proficient in writing. CELLA Goal #3:	
2012 Current Percent of Students Proficient in writing:	
Problem-Solving Process to Increase Student Achievement	

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

CELLA Budget:

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

End of CELLA Goals

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:	Walker Elementary will increase Level 3 proficiency to 25% (60) in math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
29% (69) achieved proficiency at level 3 in math	31% (74) will achieve proficiency at level 3 in 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	The lack of rigor in the students' assignments	Students will complete activities included in the GO Math! Enrichment Book, with the help of their classroom teacher	Administration and Michele Lee,Math Coach	Math Coach and Administration will conduct Classroom Walk-Throughs on a weekly basis. Record, collect, analyze and discuss data according to the timeline in the District Instructional Focus Calendar.	CWT Chapter Tests, Big Idea Tests
2	The lack of opportunities for students to work cooperatively on hands-on activities.	Students will complete teacher-created and textbook supplied center activities several times a week.	Administration and Michele Lee,Math Coach	Teachers will review student center folders on a weekly basis with a focus on the accuracy of the completed assignment.	Student center folders, completed center assignments
3	Students have difficulty retaining information and vocabulary introduced during a math lesson.	Teachers will participate in a professional development opportunity focusing on the appropriate use of student note-taking books.	Administration and Michele Lee,Math Coach	Teachers will review student notetaking books on a weekly basis with a focus on the accuracy of the response to the essential question.	Textbook created formative assessments, teacher-created formative assessments, Math journals

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:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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:	Walker Elementary will increase Levels 4 and 5 to 16%(38) in math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
13.9% (33) achieved proficiency at levels 4 and 5 in math	16% (38) will achieve proficiency at levels 4 and 5 in 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	2.2.The lack of opportunities for students to work cooperatively on hands-on activities.	2.2. Students will complete teacher-created and textbook supplied center activities several times a week.	2.2. Administration and Michele Lee,Math Coach	2.2. Teachers will review student center folders on a weekly basis with a focus on the accuracy of the completed assignment.	2.2. Student center folders, completed center assignments, CWTs focused on instruction.
2	2.1. Level 4-5 students need to be given additional opportunities to complete work that challenges their ability on a consistent basis.	2.1. Students will be required to complete one project each quarter.	2.1. Administration and Michele Lee,Math Coach	2.1. Students will present their projects to their peers and Math Coach during the early release day at the end of each quarter.	2.1. Project Rubric
3	2.3 Students have difficulty retaining information and vocabulary introduced during a math lesson.	2.3 Teachers will participate in a professional development opportunity focusing on the appropriate use of student note-taking books.	2.3 Administration and Michele Lee,Math Coach	2.3 Teachers will review student note-taking books on a weekly basis with a focus on the accuracy of the response to the essential question.	2.3 Textbook created formative assessments, teacher-created formative assessments, Math journals, CWTs focused on instruction.

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

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:	Walker Elementary will increase students making learning gains in math to 64.2%(106) in math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
61.6% (101.7) made learning gains in math	64.2% (106) will make learning gains in 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	3.1. Level 4-5 students need to be given additional opportunities to complete work that challenges their ability on a consistent basis.	3.1. Students will be required to complete one project each quarter.	3.1. Administration and Michele Lee,Math Coach	3.1. Students will present their projects to their peers and Math Coach during the early release day at the end of each quarter.	3.1. Project Rubric
2	3.2. Students have difficulty retaining information and vocabulary learned during a math lesson.	3.2. Teachers will participate in a professional development opportunity focusing on the appropriate use of student math Journals.	3.2. Administration and Michele Lee,Math Coach	3.2. Teachers will conduct daily formative assessments and students will use their note-taking book to respond.	3.2. Textbook created formative assessments, teacher-created formative assessments.
3	3.3. Students have difficulty retaining information and vocabulary learned during a math lesson.	3.3. Students will maintain a note-taking book on a daily basis.	3.3. Administration and Michele Lee,Math Coach	3..3. Math Coach and Administration will conduct Classroom Walk-Throughs on a weekly basis.	3.3. CWT, Program Assessments; Math journal

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:	Walker Elementary will increase the percentage of students in lowest 25% making learning gains in reading to 69%(30).
2012 Current Level of Performance:	2013 Expected Level of Performance:
63.6% (28) made learning gains in math lowest 25%	69% (30) will make learning gains in math lowest 25%

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	4.1. Students have difficulty retaining information and vocabulary learned during a math lesson.	4.1. Teachers will participate in a professional development opportunity focusing on the appropriate use of student math journals and develop a rubric for Math Journal implementation for teacher expectation.	4.1. Administration and Michele Lee, Math Coach	4.1. Teachers will conduct daily formative assessments and students will use their note-taking book to respond.	4.1. Textbook created formative assessments, teacher-created formative assessments, math journal rubrics.
2	4.2. Students have difficulty expressing math concepts in written form.	4.2. Students will utilize and maintain a math journal on a daily basis.	4.2. Administration and Michele Lee,Math Coach	4.2. Teachers will conduct daily formative assessments and students will use their note-taking book to respond.	4.2. Textbook created formative assessments, alternative assessments; math journal

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, 41% did not score proficiency in math. Walker will reduce this percentage by 3.4% annually. 5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	Reduce by 3.4%	At least 34.2%	At least 30.8%	At least 27.4%	At least 24% wil	

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.	Reduce by 3.4% students scoring below Level 3 in math.

	Mathematics Goal #5B:	

2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 0% (0) Black: 57.8% (134) Hispanic: 25% (1) Asian: N/A American Indian: N/A	White: 0% (0) Black: 54.4% (126) Hispanic: 0% (0) Asian: N/A American Indian: 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	5A.3. Teachers need to increase their knowledge of the appropriate use of manipulatives.	5A.3. Teachers will participate in a professional development opportunity focusing on the appropriate use of manipulatives during classroom instruction.	5A.3. Administration and Michele Lee,Math Coach	5A.3. Record, collect, analyze and discuss data according to the timeline in the District Instructional Focus Calendar.	5A.3. Chapter Tests, formative assessments
2	5A.1.Students have difficulty initially understanding math concepts.	5A.1.Students will participate in teacher directed small group instruction for remediation on a daily basis.	5A.1. Administration and Michele Lee,Math Coach	5A.1. Teachers will conduct formative assessments at the end of the small group instruction session.	5A.1. Chapter Tests, formative assessments; math journals
3	5A.2.Students have difficulty retaining math vocabulary.	5A.2. Students will maintain a math journal to list vocabulary words and their meaning including visual representations.	5A.2. Administration and Michele Lee,Math Coach	5A.2. Record, collect, analyze and discuss data gathered from the Beginning, Middle and End-of-Year Assessments.	5A.2. GO Math! Beginning, Middle and End-of-Year Assessments, math journal

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:	Not accountable for this subgroup

2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

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 subgroup:	
5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.	Not accountable for this subgroup

Mathematics Goal #5D:	
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

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 subgroup:	
5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	Reduce ED by 3.4% students scoring below Level 3 in math
2012 Current Level of Performance:	2013 Expected Level of Performance:
57.6% (136) of ED did NOT make satisfactory progress in math.	At least 54.2% (128) of ED will NOT make satisfactory progress in 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	Students have difficulty initially understanding math concepts.	Students will participate in teacher directed small group instruction for remediation on a daily basis.	Michele Lee,Math Coach, Administration	Teachers will conduct formative assessments at the end of the small group instruction session.	Chapter Tests, formative assessments; math journals
2	Students need addition time to understand and retain math concepts.	Teachers will provide additional (double dose) remedial, small group instruction for students on a daily basis.	Michele Lee,Math Coach, Administration	Record, collect, analyze and discuss data gathered from the Beginning, Middle and End-of-Year Assessments.	Program Assessments, BAT, mini assessments
3	Students have difficulty retaining math vocabulary.	Students will maintain a math journal to list vocabulary words and their meaning including visual representations.	Michele Lee,Math Coach, Administration	Record, collect, analyze and discuss data gathered from the Beginning, Middle and End-of-Year Assessments.	GO Math! Beginning, Middle and End-of-Year Assessments, math journal

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
Applying Common Core (District Selected Strand)	K-5	Michelle Lee	All math teachers	January 2013	Classroom Walkthroughs, ongoing PDs	Math Coach/Administration
Unwrapping Common Core	K-5	Michelle Lee	All math teachers	August 2012 (pre-planning)	Classroom Walkthroughs, ongoing PDs	Math Coach/Administration
First in Math	K-5	Michelle Lee	All math teachers	September 2012	Classroom Walkthroughs, ongoing PDs; First In Math Reports	Math Coach/Administration
Applying Common Core (District Selected Strand)	K-5	Michelle Lee	All math teachers	October 2012	Classroom Walkthroughs, ongoing PDs	Math Coach/Administration
Use of Rubrics to measure Learning Goals	K-5	Michelle Lee	All teachers	November 2012	Classroom Walkthroughs, ongoing PDs	Coaches/Administration
Applying Common Core (District Selected Strand)	K-5	Michelle Lee	All math teachers	December 2012	Classroom Walkthroughs, ongoing PDs	Math Coach/Administration

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
Motivational Reinforcement of Basic Math Facts	First In Math	School Improvement Grant (SIG)	$3,200.00
			Subtotal: $3,200.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Common Core State Standards - modeled strategies	Substitutes/Teacher Salaries	Title I Staff Development	$1,500.00
			Subtotal: $1,500.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
School wide Motivational FIRST IN MATH Program incentives	Incentives	Accountability	$300.00
			Subtotal: $300.00
			Grand Total: $5,000.00

End of Mathematics Goals

Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:	Science Students Achieving at Proficiency Level 3, (22) 31.4% Walker will achieve a proficiency level 3, (25) 36% in Science.
2012 Current Level of Performance:	2013 Expected Level of Performance:
31.4% (22) scored Level 3 in Science	36% (25) will score Level 3 in Science

<table>
<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr>
<th></th>
<th>Anticipated Barrier</th>
<th>Strategy</th>
<th>Person or Position Responsible for Monitoring</th>
<th>Process Used to Determine Effectiveness of Strategy</th>
<th>Evaluation Tool</th>
</tr>
<tr>
<td>1</td>
<td>1A.1. Students are Entering 5th grade lacking some science concepts and skills.</td>
<td>1A.1. Teachers will teach science in grades K to 5, daily, with fidelity. Science Journaling will be used in the instruction of science, and the 5E method will be integrated into science lessons.</td>
<td>1A.1. Administration, Robin Solano, Science Coach</td>
<td>1.1. Common lesson planning and continuous analysis of assessment data. Classroom walkthrough conducted and shared at monthly data meetings.</td>
<td>1A.1. Classroom walkthrough, BAT I & II assessment, student notebook and journals, mock exams, tests.</td>
</tr>
<tr>
<td>2</td>
<td>1A.2. Science concepts must be taught accurately and with fidelity.</td>
<td>1A.2. Teachers will use Test Specifications and District BEEP lessons to guide instruction. Emphasis will be placed on the content area of science in the primary grades to build a better knowledge base.</td>
<td>1A.2. Administration, Robin Solano, Science Coach</td>
<td>1A.2. Lesson plan review. Classroom walkthrough conducted and shared at monthly data meetings.</td>
<td>1A.2. Program assessments, BAT I & BAT II</td>
</tr>
<tr>
<td>3</td>
<td>1A.3. Students lack the skill of expressing scientific concepts in writing.</td>
<td>1A.3. Teachers will incorporate the use of journals/notebooks into daily lessons.</td>
<td>1A.3. Administration,Robin Solano, Science Coach</td>
<td>1A.3. weekly review of science journals by teacher. Classroom walkthrough conducted and shared at monthly data meetings.</td>
<td>1A.3. BAT I & II assessment, student notebook and journals, mock exams, tests and quizzes</td>
</tr>
</table>

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	The current level of performance is 3%. (2)
2012 Current Level of Performance:	2013 Expected Level of Performance:
The current level of performance is 11%. (8).	Expected level of performance 7% (5).

<table>
<tr><th colspan="6">Problem-Solving Process to Increase Student Achievement</th></tr>
<tr><th></th><th>Anticipated Barrier</th><th>Strategy</th><th>Person or Position Responsible for Monitoring</th><th>Process Used to Determine Effectiveness of Strategy</th><th>Evaluation Tool</th></tr>
<tr><td>1</td><td>2.1.Differentiated instructional strategies are not being implemented to enrich potential level 4/5 students on a regular basis.</td><td>2.1. Teachers will receive training on using Webb's Depth of Knowledge and the 5E Model.</td><td>2.1. Administration,Robin Solano, Science Coach</td><td>2.1.Regular lesson plan reviews, Classroom walkthrough conducted and shared at monthly data meetings.</td><td>2.1.Mini and formal assessments</td></tr>
<tr><td>2</td><td>2.2.Students need a stronger base of knowledge in the area of science concepts.</td><td>2.2.Teachers will incorporate Project Based Learning and Hands-on kits into weekly lessons. Science Journaling will be utilized in classroom science instruction.</td><td>2.2. Administration,Robin Solano, Science Coach</td><td>2.2.Regular lesson plan reviews, Classroom walkthrough conducted and shared at monthly data meetings.</td><td>2.2.Mini and formal assessments. BAT I, BAT II, and Mock tests as per the IFC.</td></tr>
<tr><td>3</td><td>2.3Students lack knowledge of basic science vocabulary.</td><td>2.3Teachers will create and maintain interactive science word walls in their classrooms and Reading. Authentic student work will be posted in the classroom and on bulletin boards. Science Journaling will be utilized in classroom science instruction.</td><td>2.3 Administration,Robin Solano, Science Coach</td><td>2.3Regular lesson plan reviews, Classroom walkthrough conducted and shared at monthly data meetings.</td><td>2.3Mini and formal assessments. BAT I, BAT II, and Mock tests as per the IFC.</td></tr>
<tr><td>4</td><td>2.4 Students lack Scientific process skills</td><td>2.4 Science Alive will be integrated into daily lessons in grades 3 to 5.</td><td>2.4 Administration,Robin Solano, Science Coach</td><td>2.4 Lesson plan reviews, Classroom walkthrough conducted and shared at monthly data meetings.</td><td>2.4 Mini and formal assessments. BAT I, BAT II, and Mock tests as per the IFC.</td></tr>
</table>

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Effective Journaling	K-5	Robin Solano	All science teachers	September 2012	Classroom Walkthroughs, ongoing PDs, monitor science jounals	Science Coach/Administration
Engaging Centers	K-5	Robin Solano	All science teachers	October 2012	Classroom Walkthroughs, ongoing PDs	Science Coach/Administration
Science Kit Overview	K-5	Robin Solano	All science teachers	August 2012 (pre-planning)	Classroom Walkthroughs, ongoing PDs	Science Coach/Administration
Use of Rubrics to measure Learning Goals	K-5	Robin Solano	All teachers	November 2012	Classroom Walkthroughs, ongoing PDs	Coaches/Administration

Science 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 |

| | | | 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 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:	77.9% (67) students achieved Level 3 or higher. Walker will increase the percentage to 85% (73).
2012 Current Level of Performance:	2013 Expected Level of Performance:
77.9% (67) scored Level 3.0 and higher in writing	85% (73) will score Level 3.0 and higher in writing

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1.Students do not demonstrate appropriate use of grade level vocabulary.	1.1.Interactive word walls, explicit interaction, language development activities, classroom environment as a resource for development of vocabulary, graphic organizers.	1.1.Administration & Reading Coach, Administration	1.1. Targeted CWT-Teachscape, monthly Data chats, PLCs.	1.1.Comparison of monthly writing assessments, rubrics, Treasures vocabulary assessments.
2	1.2.Difficulties in demonstrating critical thinking through writing	1.2.Using literature as examples before writing.	1.2.Administration & Reading Coach	1.2. Targeted CWT, monthly Data chats, PLCs.	1.2. District baseline assessment data.
3	1.3.Students do not conduct short research projects that build knowledge about a topic.	1.3.Use child friendly website sites. Use information from print and digital sources	1.3. Administration & Reading Coach.	1.3.Targeted CWT, monthly Data chats, PLCs	1.3.Monthly research projects
4	1.4.Teachers are not using district provided writing lesson plans.	1.4.Teachers will use district writing lesson plans as provided on BEEP.	1.4. Administration, Writing Coach	1.4Targeted CWT monthly data chats, PLCs, Lesson plans review by Assistant Principal	1.4.Comparison of monthly writing assessments, CWTs

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

| 1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing.

Writing Goal #1b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
How Writers Write	K-2 / Writing	Dana Rhodes-Hurley	Kindergarten, First, & second grade teachers	During Planning/Twice a month	Monthly Writing Prompts	Writing Coach/Administration
Narrative Writing	3rd – 4th/Writing	Dana Rhodes-Hurley	Third & Fourth grade teachers	During Planning/Twice a month	Timed Writing Prompts/Using States Rubric, journals	Writing Coach/Administration
Expository Writing	3rd – 4th/Writing	Dana Rhodes-Hurley	Third & Fourth grade teachers	During Planning/Twice a month	Timed Writing Prompts/Using States Rubric, journals	Writing Coach/Administration
Use of Rubrics to measure Learning Goals	K-5	Dana Rhodes-Hurley	All teachers	November 2012	Classroom Walkthroughs, journals	Coaches/Administration

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:	95.9% (626) was the attendance rate for the 2010-2011school year. Expected attendance rate is 98% (643)
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
95.9% (626) was the attendance rate for the 2010-2011 school year.	Expected attendance rate is 98% (643)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
167	145
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
183	178

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	Most students walk to school every day. On rainy days and cold days the absentee rates increase significantly.	School will initiate a raincoat drive and jacket drive enlisting the help of partners and local institutions, so that every student owns a raincoat and a jacket.	Assistant Principal	Monitoring attendance during inclement weather days.	Attendance bulletin, weekly monitored by administraion.
2	Some students may not be motivated to attend school every day.	School will initiate a recognition program to acknowledge the students who have monthly perfect attendance	Assistant Principal	Monthly monitoring of attendance bulletin	Attendance bulletin, weekly monitored by administraion.

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

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

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

Attendance Budget:

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

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal #1:	93
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
111	Expected number of In school suspensions is 106

2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
39	Expected number of students suspended in school 29
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
8	Expected number of Out of School suspensions 7.
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
8	Expected number of students suspended out of school 4

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	Insufficient mentoring opportunities available to students.	Pair up students needing additional assistance with mentor.	Guidance Personnel/Behavior Specialist	Student focus group and/or survey	Student disciplinary referrals.
2	A number of referrals are written just before a holiday break.	Incentives such as free entrance to a school dance.	Administration, Curriculum coaches	Documentation of students being "Caught being Good"	Student disciplinary referrals.
3					

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
CHAMPS	K-5 (select teachers new to Walker and/or needing additional support)	District	K-5 (select teachers new to Walker and/or needing additional support)	October 2012	Classroom Walkthroughs	Administration and Behavior Specialist

Suspension Budget:

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

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
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 Suspension Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement Parent Involvement Goal #1: **Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	Parent involvement at Walker Elementary is very low. Our goal is to increase parent involvement to 50%(125).
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
24% (60) is the current level of parental involvement.	Expected level of parental involvement is 50% (125).

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	Parents are not aware of specific opportunities for involvement.	A Parent Link will be created for each parent involvement activity to encourage participation.	Lisa C. Mays, Gigi Rivera	Sign in sheets will be used to log in parent attendance and surveys will be conducted at the end of the school year.	Data collection of sign in sheets and parent surveys.
2	Parents must be informed of times and dates of activities.	All parental activities will be posted on the school marque a week ahead of time.	Lisa C. Mays, Gigi C. Rivera	Sign in sheets will be used to log in parent attendance and surveys will be conducted at the end of the school year.	Data collection of sign in sheets and parent surveys.
3	Parents are not aware of volunteer processes and procedures.	A parent volunteer involvement meeting will be held during on September 5, 2012	Lisa C Mays, Gigi C. Rivera, Gloria Walker, Charmaine McKenzie	Sign in sheets will be used to log in parent attendance and surveys will be conducted at the end of the school year.	Data collection of sign in sheets and parent surveys.
4	Parents are not aware of student homework, past due class	Student planners will be purchased for students in Grades 2-5	Lisa C. Mays, Gigi C. Rivera	Monthly planner checks will be done.	Student Planners

	assignments/ project, etc.				
5	Parents are unaware of effective parenting strategies and curriculum strategies	A 4-session literacy based/family skills parent academy will be held in January and February 2013.	Lisa C. Mays, Gigi C. Rivera	Parents will be strongly encouraged to attend Parent Academy.	Parent Academy sign in sheets

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Communicating Effectively with Parents	K-5	Behavior Specialist; Guidance Counselor	All teachers	September 2012	Student Planner checks	Administration/Title I Liaison

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Family Nights (Literacy, Math, Science, Technology, Academy)		Title I Parent Involvement	$1,600.00
Annual Parent Seminar		Title I Parent Involvement	$200.00
Student Agendas		Title I Parent Involvement	$1,000.00
Refreshments at Parent Trainings		Title I Parent Involvement	$627.00
			Subtotal: $3,427.00
			Grand Total: $3,427.00

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:	The goal of the STEM program is to increase students' proficiency in math, science and technology by making real world connections between various disciplines and content through project based learning. 80% of the students in Grades 3-5 will produce two project-based learning projects by June 2012.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Teachers have limited knowledge about Project Based learning.	1.1. Teachers will receive ongoing Professional Development in Project Based Learning.	1.1. STEM teacher, Administration	1.1. Students will present projects assigned by the STEM and classroom teacher.	1.1. Project rubrics
2	1.2. Teachers do not integrate activities across the curriculum.	1.2. Teachers will receive ongoing Professional Development in cross curriculum instruction	1.2. STEM teacher, Administration	1.2. Students will present projects assigned by the STEM and classroom teacher.	1.2. Project rubrics
3	1.3. Lack of STEM related materials for Elementary students.	1.3. Teachers will receive ongoing Professional Development in project based learning and cross curriculum instruction	1.3. STEM teacher, Administration	1.3. Students will present projects assigned by the STEM and classroom teacher.	1.3. Project rubrics

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
Integrating Technology across the curriculum	Grades 3-5	STEM Teacher	Grades 3-5 Teachers	December 2012-June 2013	Classroom Walk throughs	STEM Teacher/Administration

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
Miscellaneous Items for STEM Classroom	ACTIVEXPRESSION (set of 24), iPad (24), Bretford MacBook Cart (Cart Only), Digital cameras (2), Panasonic Professional Camcorder,	School Improvement Grant (SIG)	$22,627.95

			Subtotal: $22,627.95
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
STEM Integration/TECHY TUESDAYS	Salaries for Substitutes and Trainers/STEM Teacher	School Improvement Grant (SIG)	$2,000.00
			Subtotal: $2,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
STEM Teacher	salary	School Improvement Grant (SIG)	$55,000.00
			Subtotal: $55,000.00
			Grand Total: $79,627.95

End of STEM Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Common Core State Standards/ Reading modeled strategies	Professional Books	Title I Staff Development	$400.00
				Subtotal: $400.00

Technology

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Accelerated Reader (AR) - motivational school wide reading program	online Accelerated Reader access (Gr. K-5)	General Fund	$2,700.00
Mathematics	Motivational Reinforcement of Basic Math Facts	First In Math	School Improvement Grant (SIG)	$3,200.00
STEM	Miscellaneous Items for STEM Classroom	ACTIVEXPRESSION (set of 24), iPad (24), Bretford MacBook Cart (Cart Only), Digital cameras (2), Panasonic Professional Camcorder,	School Improvement Grant (SIG)	$22,627.95
				Subtotal: $28,527.95

Professional Development

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Common Core State Standards/ Reading modeled strategies	Substitutes	Title I Staff Development	$2,000.00
Mathematics	Common Core State Standards - modeled strategies	Substitutes/Teacher Salaries	Title I Staff Development	$1,500.00
STEM	STEM Integration/TECHY TUESDAYS	Salaries for Substitutes and Trainers/STEM Teacher	School Improvement Grant (SIG)	$2,000.00
				Subtotal: $5,500.00

Other

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	School wide Motivational Reading Program incentives/Accelerated Reader (AR)	Prizes and Incentives	Accountability	$300.00
Mathematics	School wide Motivational FIRST IN MATH Program incentives	Incentives	Accountability	$300.00
Parent Involvement	Family Nights (Literacy, Math, Science, Technology, Academy)		Title I Parent Involvement	$1,600.00
Parent Involvement	Annual Parent Seminar		Title I Parent Involvement	$200.00
Parent Involvement	Student Agendas		Title I Parent Involvement	$1,000.00
Parent Involvement	Refreshments at Parent Trainings		Title I Parent Involvement	$627.00
STEM	STEM Teacher	salary	School Improvement Grant (SIG)	$55,000.00
				Subtotal: $59,027.00
				Grand Total: $93,454.95

Differentiated Accountability

School-level Differentiated Accountability Compliance

| jn Priority | jn Focus | jn Prevent | jn NA |

Are you a reward school: jn Yes jn No

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

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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
Incentives for First in Math	$300.00
Incentive for Accelerated Reader (AR)	$300.00

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

Review each component of the School Improvement Plan; Recommend changes, where applicable at monthly meetings; Develop Marketing Plan to increase student enrollment

AYP DATA

SCHOOL GRADE DATA

No Data Found

Broward School District
WALKER ELEMENTARY SCHOOL (MAGNET)
2010-2011

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	48%	59%	81%	24%	212	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	54%	63%			117	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	58% (YES)	70% (YES)			128	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					457	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested

Broward School District
WALKER ELEMENTARY SCHOOL (MAGNET)
2009-2010

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	46%	49%	78%	15%	188	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	55%	44%			99	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	54% (YES)	50% (YES)			104	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					391	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					F	Grade based on total points, adequate progress, and % of students tested