FLORIDA DEPARTMENT OF EDUCATION

School Improvement Plan (SIP)
Form SIP-1

2012-2013 SCHOOL IMPROVEMENT PLAN

2012-2013 School Improvement Plan (SIP)-Form SIP-1

PART I: SCHOOL INFORMATION

School Name: Walker Middle Magnet	District Name: Hillsborough
Principal: Anthony Jones	Superintendent: Mary Ellen Elia
SAC Chair: Kerri Shashack	Date of School Board Approval:

Student Achievement Data:

The following links will open in a separate browser window.

School Grades Trend Data (Use this data to complete Sections 1-4 of the reading and mathematics goals and Sections 1 and 2 of the writing and science goals.)
Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data (Use this data to inform the problem-solving process when writing goals.)
High School Feedback Report
K-12 Comprehensive Research Based Reading Plan

Highly Qualified Administrators

List your school's highly qualified 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)	Number of Years at Current School	Number 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	Anthony Jones	BA,M.Ed	2	11	2011 – 2012 School Grade A 2010 – 2011 School Grade A 2009 – 2010 AYP Met – 77% Reading (9th and 10th graders scoring three and above) 41% and 40% Math(9th and 10th graders scoring three and above) 58% and 65% Writing (10th graders scoring 4.0 and above) 64% Science (11th graders scoring a level 3 or above) 47%

					2008 - 2009 School Grade = C; AYP Met 69% Reading (9th and 10th graders scoring three and above) 46% and 40% Math(9th and 10th graders scoring three and above) 55% and 64% Writing (10th graders scoring 3.5 and above) 81% Science (11th graders scoring a level 3 or above) 45%
Assistant Principal	Valerie Newton	M.A, Educational Leadership	6	6	2011 2012 School Grade A 2010 - 2011 Reading 80%, Math 80%, Writing 94%, Science 64%, Read Gains 63%, Math Gains 71%, Lowest 25% Reading 67%, Lowest 25% Math 66% For point total of 584 School Grade A, 77% AYP criteria met (No AYP) 2009 - 2010 Reading 84%, Math 85%, Writing 95%, Science 68%, Read Gains 73%, Math Gains 74%, Lowest 25% Reading 66%, Lowest 25% Math 68% For point total of 613 School Grade A, 95% AYP criteria met (No AYP) 2008 – 2009 Reading 81%, Math 83%, Writing 100%, Science 69%, Read Gains 71%, Math Gains 75%, Lowest 25% Reading 75%, Lowest 25% Math 64% For point total of 618 - School Grade A, 87% AYP criteria met (No AYP)
Assistant Principal	Dr. David Pizarro	Ph.D. Physical Education M.A. - Physical Education with ESE	16	16	2011 – 2012 School Grade A 2010 - 2011 Reading 80%, Math 80%, Writing 94%, Science 64%, Read Gains 63%, Math Gains 71%, Lowest 25% Reading 67%, Lowest 25% Math 66% For point total of 584 School Grade A, 77% AYP criteria met (No AYP) 2009 - 2010 Reading 84%, Math 85%, Writing 95%, Science 68%, Read Gains 73%, Math Gains 74%, Lowest 25% Reading 66%, Lowest 25% Math 68% For point total of 613 School Grade A, 95% AYP criteria met (No AYP) 2008 – 2009 Reading 81%, Math 83%, Writing 100%, Science 69%, Read Gains 71%, Math Gains 75%, Lowest 25% Reading 75%, Lowest 25% Math 64% For point total of 618 - School Grade A, 87% AYP criteria met (No AYP)

Highly Qualified Instructional Coaches

List your school's highly qualified 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)	Number of Years at Current School	Number 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)
Reading	Susan Jaksec	B.A. – English Education (6-12)	6	6	2011 – 2012 A 2010 - 2011 Reading 80%, Math 80%, Writing 94%, Science 64%, Read Gains 63%, Math Gains 71%, Lowest 25% Reading 67%, Lowest 25% Math 66% For point total of 584 School Grade A, 77% AYP criteria met (No AYP) 2009 - 2010 Reading 84%, Math 85%, Writing 95%, Science 68%, Read Gains 73%, Math Gains 74%, Lowest 25% Reading 66%, Lowest 25% Math 68% For point total of 613 School Grade A, 95% AYP criteria met (No AYP) 2008 – 2009 Reading 81%, Math 83%, Writing 100%, Science 69%, Read Gains 71%, Math Gains 75%, Lowest 25% Reading 75%, Lowest 25% Math 64% For point total of 618 - School Grade A, 87% AYP criteria met (No AYP)

Highly Qualified Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
Teacher Interview Day	Quincy Bell	June 14, 2013	
Pay for Performance	Supervisor of Federal Programs	June 30, 2013	
New teachers assigned a mentor	Director of EET New Teacher	June 30, 2013	
All teachers assigned a district peer	Director of EET Program	June 30, 2013	

Non-Highly Qualified Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field (not ESOL certified) and not highly qualified.

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly qualified.	Provide the strategies that are being implemented to support the staff in becoming highly effective
We have 11 teachers that are teaching out-of-field and two that are not highly qualified.	Teachers will complete the classes needed for certification. Teachers will participate in PLCs and professional development activities that help them understand and develop best practices to ensure learning for all students.

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 Qualified Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
61	6.5% (4)	26% (16)	39% (24)	28% (17)	46% (28)	3% (2)	21% (13)	5% (3)	29.5%(18)

Teacher Mentoring Program

Please describe the school's teacher mentoring program 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
Kerri Shashack	Cynthia Robinson	Math Subject Area Leader can provide a wealth of resources and ideas. Also, can provide opportunities for modeling and	-Observations -Weekly meetings -Lesson planning assistance

		demonstrating research proven strategies.	-Modeling

Additional Requirements

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

School-Based MTSS/RtI Team
Identify the school-based MTSS Leadership Team. Principal – Anthony Jones Assistant Principal for Curriculum – Valerie Newton School Psychologist – Cecelia Glover Social Worker – Mary Brand Guidance Counselor – Randy Baime and Linda Ladd Lead Team (SALs and Team Leaders) – Kathleen Geraghty, Sara Labarbera, Monica Ode, Kerri Shashack, Kyle Shashack, Elicia McGuiness, Elizabeth Maffeo, Marie Smith Reading Coach – Susan Jaksec ESE Specialist – Patti Wiltshire
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 purpose of the MTSS Leadership team in our school is to provide high quality instruction/intervention matched to student needs and using performance and learning rate over time to make important education decisions to guide instruction. The MTSS Leadership team functions to address the progress of low performing students and students with behavioral needs, help students make yearly gains and help students stay in regular education settings and improve long term outcomes. The team uses a problem solving model and all decisions are made using data. Our MTSS Leadership Team will be called the Walker Success Team and will serve as a leadership team of the school. The Walker Success Team will meet once a

month to:

Oversee a multi-tiered model of service delivery (Core/Tier 1, Tier 2, and Tier 3)

Determine scheduling needs, curriculum and intervention resources

Review/interpret student data (Academic and Behavior)

Organize and support systematic data collection.

Strengthen the Tier 1 (core curriculum) instruction: Through the continued implementation of PLCs, through the implementation of research-based, scientifically validated instruction/interventions. This year, our MTSS Leadership team will focus on intensive intervention practices. Plan, implement and oversee the supplemental and intensive interventions for student progression in Tier 2 and Tier 3. Monitor interventions and data assessment in Tier 2 and Tier 3. Work collaboratively with the PLCs in the implementation of the Continuous Improvement Model and progress monitoring, coordinate/collaborate with other working committees such as the Literacy Leadership Team. Assist in the implementation and monitoring of the Differentiated Accountability Model, identify professional development needs and resources.

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 Walker Success Team along with the faculty and SAC were involved in School Improvement Plan development activities that were conducted prior to school being out for the 2011 - 2012 school year and during preplanning for 2011-2012.

• The School Improvement Plan is the document that guides the work of the Walker Success Team. The large part of the work of the Walker Success Team is outlined in the Action Steps, Evaluation Process, Evaluation Tools, and Professional Development of the School Improvement Plan.

• Since one of the main tasks of the Walker Success Team is to monitor student data, it will monitor the effectiveness of the Action Steps and suggest modifications if needed.

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.

For the answer to this question, see FCIM Model – Check- Assessments

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Describe the plan to train staff on MTSS. • As the District's RtI Committee develops resources and staff development courses on MTSS, these tools and staff development sessions will be conducted with staff when they become available. • Professional Development sessions will occur during Tuesday faculty meeting times and as needed. These trainings will be offered to assist teachers in areas deemed necessary based on EET evaluation data and teacher needs assessment.
Describe plan to support MTSS. We will meet the needs of all students by using MTSS as the platform for integrating all of our school initiatives such as PLCs, SAC meetings, school-wide behavior management systems, etc. We will continue to offer professional development and trainings in order for our staff to be fully able to implement and coordinate the MTSS. In order to increase student achievement, we will continuously support our faculty and plan professional development in data analysis and how to use data to help our students become more successful.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team
Identify the school-based Literacy Leadership Team (LLT). Anthony Jones (Principal) Susan Jaksec (Reading Coach) Sara Labarbera (Media Specialist and Language Arts SAL) Monica Ode (Science SAL) Kerri Shashack (Math SAL) Kathleen Geraghty (Social Studies SAL) Amanda Morin Emily Williams Katherine Reeves Patti Wiltshire Jeannine Stevens Valerie Newton
Describe how the school-based LLT functions (e.g., meeting processes and roles/functions). The LLT meets monthly to review reading data from both formal and informal assessments. The LLT also reviews instructional practices and makes changes as

needed.
What will be the major initiatives of the LLT this year?   Walker has been very successful with improving reading scores based on FCAT results. We want to see each of our students make gains in reading based on their prior FCAT scores. We use formative assessments such as FAIR and FCIM assessment results to determine school-wide reading instruction needs, and plan school-wide initiatives based on those results.

NCLB Public School Choice
- **Supplemental Educational Services (SES) Notification**

*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.

CIS is being implemented in all subject areas in order for students to be able to use text support.   Project CRISS, Level 1 training, which is a 12 hour initial training with a mandatory six hour follow-up component, is offered annually by the reading coach at each school site. Sites that do not have a nationally approved Project CRISS District Trainer on site have the opportunity to send teachers to district-offered Project CRISS, Level 1 trainings throughout the school year.   The reading coach is required as a part of his/her job description to provide on-site support of the implementation of the Project CRISS Strategic Lesson Plan model through professional development opportunities, as well as, coaching opportunities. A yearly action plan is created by the reading coach that outlines what Project CRISS professional development will be offered. A monthly written update allows the reading supervisor to monitor the progress of each coach's action plan.   Content-specific (mathematics, social studies, science and language arts) Project CRISS follow-up trainings are offered on request at school sites and as district-offered trainings throughout the school year.   Demonstration classroom opportunities focusing on the implementation of content-based literacy strategies are mandated by the K-12 Comprehensive Reading Plan at each site. The reading coach is responsible for scheduling and facilitating pre-observation, during observation, and post-observation activities and discussion.   A Reading Leadership Team is mandated by the K-12 Comprehensive Reading Plan at each site. The principal is the chairperson of the committee and the reading coach is an integral member, guiding the data review, creation of an action plan, progress monitoring of the plan and evaluation of the plan each school year. The RLT should have representation from each content area and is responsible for reporting back to the school their findings and instructional

decisions.

Each PLC is responsible for reviewing their students' literacy data and creating lessons that are responsive to identified student needs. PLCs are responsible for the creation and implementation of the Florida Continuous Improvement Model Reinforcement Instructional Calendars, Mini-Lessons, Mini-Assessments and re-teach lessons based on the on-going collection of student data. Common assessments on chapter tests are used to identify effective reading strategies and guide instruction for re-teach or enrichment.

Reading coaches are responsible for assisting content teachers with the integration of differentiated instruction strategies into their content area classrooms.

All costs incurred for reading professional development at the school sites (stipends, consultant contracts, substitutes, materials) are paid for by the K-12 Comprehensive Reading Plan funds.

PART II: EXPECTED IMPROVEMENTS

Reading Goals

Reading Goals			Problem-Solving Process to Increase Student Achievement				
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:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
1. FCAT 2.0: Students scoring proficient in reading (Level 3-5). Reading Goal #1: Walker will increase the percent of standard curriculum students scoring level 3 and higher on the 2013 FCAT 2.0 Reading Assessment to 78%.	2012 Current Level of Performance:* **75%**	2013 Expected Level of Performance:* **78%**	1.1. Lack of planning time for grade level teams to analyze and discuss data Teacher lack of understanding of CIM process Teacher lack of understanding of proper Cornell notes usage Lack of knowledge of Common Core Standards	1.1. Strategy: Expose students to complex text through close reading models. Continuous Improvement Model will utilize mini-assessments to better identify students struggling with key skills. Students scoring below level 3 on 2012 FCAT 2.0 will receive intensive reading instruction. The AVID strategy of Cornell Notes will be used school wide. Action Steps: SAL plans monthly CIM lessons for school wide use during lunch enrichment and other times. SALs bring data back to Leadership Team to	1.1. Who: Principal Reading Coach APC Team Leaders SALs How PLC logs turned in to administration; administration attends PLCs; classroom walkthroughs; monitor use of Cornell notes	1.1. Monthly PLC will monitor assessment data and progress toward goals Bi-weekly progress monitoring in intensive reading class Classroom Walkthroughs Who: -Data chats: Admin/SAL, SAL/Teachers, Teachers/Students	1.1. CIS Essay Reviews for determining next steps for areas of focus FAIR FCAT Reading Mock assessments In-class assessments Lunch enrichment activity reports

				determine best way to share data and use data to drive instruction. Formatives, Mock Reading Tests and FAIR Data used to monitor progress.			
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
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:			**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in reading.			2.1.	2.1.	2.1.	2.1.	2.1.
Reading Goal #2: Walker will increase the percent of all curriculum students scoring at level 4 and 5 on the 2013 FCAT 2.0 Reading to 50%.	2012 Current Level of Performance:* **47%**	2013 Expected Level of Performance:* **50%**	Teachers' emergent use of Costa's higher order questioning PLC meetings do not currently review questioning level Teacher lack of understanding of proper Cornell notes usage Teachers lack an understanding of Common Core Standards	Strategy: Expose students to complex text through close reading models. PLCs will monitor and analyze progress of high achieving students. PLCs will develop rigorous activities for classroom implementation. AVID strategy of Cornell Notes will be used school wide. Action Steps: Provide training during the year on higher order questioning and proper Cornell Note usage. Teachers implement strategies learned in staff development.	Who: Subject Area Leader Reading Coach APC Principal SALs How: PLC logs Administration attends PLCs Classroom walkthroughs	PLCs will monitor student success on rigorous activities. Administrators will conduct classroom walkthroughs and gather data on use of higher order questioning. Department level PLCs will develop enhancement activities for students mastering learning. Classroom walkthroughs will monitor use of Cornell Notes.	CIS Essay Reviews for determining next steps for areas of focus FAIR FCAT Reading Mock assessments In-class assessments Lunch enrichment activity reports

				Teachers discuss effectiveness/challenges during PLCs. Reading Coach supports teachers through Demonstration Classrooms and/or modeling strategies. Administrative use of classroom walkthroughs to monitor use of strategies.				
			2.2.	2.2.	2.2.	2.2.	2.2.	2.2.
			2.3	2.3	2.3	2.3	2.3	2.3
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:			**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
3. FCAT 2.0: Points for students making Learning Gains in reading.			3.1. Teachers lack of understanding of how to use instructional planning tool to identify students in need. Teachers emergent use of PLC/RTI model. Teachers lack understanding of Common Core Standards.	3.1. Strategy: Student reading comprehension will improve when higher order thinking strategies are applied in all content area classes. Identify struggling readers; use CIS, CIM, and AVID strategy (Cornell Notes) to improve reading. Action Steps Walker will conduct two Mock FCAT reading tests during the year so we can identify struggling students. Walker will implement a	3.1. Who Principal APC Reading Coach Department Subject Area Leader All classroom teachers as needed How Flexible scheduling to allow CIM sessions PLC logs Administration attend PLCs Classroom walkthroughs	3.1. Results of Mock tests. PLCs are to complete log of meeting discussion. PLC logs are turned into principal for review and make comments as needed. Classroom walkthrough to monitor use of Cornell Notes. Observe lessons and provide feedback.	3.1. FAIR CIM data Voyager data Classroom data FCAT Mock Assessment Data Student work samples as formative and summative assessments

Reading Goal #3:

Walker will increase the number of points for standard curriculum students making learning gains on the 2013 FCAT 2.0 Reading to 71 points.

2012 Current Level of Performance:*	2013 Expected Level of Performance:*
67	**70**

				CIM model to focus on cluster strands. At least two times a month, students will receive extra help in the classes they are less proficient. Department PLCs will discuss students struggling to master material. PLCs will operate as the primary RTI vehicle for identification of students in need of support. AVID strategy of Cornell Notes will be used school wide.			
		3.2.	3.2.	3.2.	3.2.	3.2.	3.2.
		3.3.	3.3.	3.3.	3.3.	3..3.	3.3.
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:		**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**	

4. FCAT 2.0: Points for students in Lowest 25% making learning gains in reading.			4.1. Teachers lack of understanding of how to use the Instructional Planning Tool to identify students in need. Teachers lack of understanding of the CIM process.	4.1. Strategy: All core content area teachers will implement student engagement reading strategies of previewing, setting a purpose, chunking and marking the text to improve reading comprehension.	4.1. Who Principal APC Reading Coach Reading Teachers Individual Classroom Teachers SALs How PLC logs	4.1. PLC logs are turned in to principal for review and comments. Review of quarterly grades with ELP roster. Classroom walkthroughs to monitor use of Cornell Notes and evidence of engagement strategies	4.1. CIS Task Wiritng Samples FAIR CIM assessments Mock reading assessments Classroom assessments Lunch enrichment data Remediation/extended learning program data
Reading Goal #4: Walker will increase the points earned by all curriculum students in the lowest quartile making yearly gains to 65 points on the 2013 FCAT 2.0 Reading Assessment.	2012 Current Level of Performance:* **62**	2013 Expected Level of Performance:* **65**					

			Teachers lack an understanding of Common Core Standards. Teachers emergent use of PLC/RTI process. Lack of mini-assessments for regular use for reading strand assessment. Teachers lack of understanding of proper Cornell Notes usage.	Students scoring below Level 3 on 2011 FCAT Reading will receive intensive instruction in a reading program. Action Steps Students will receive skill preparation through the CIM program. Students will be enrolled in an extended learning program as needed. Teachers will discuss individual students at the PLC meetings. Teachers will analyze and discuss assessment data at PLC meetings. Walker will hold two mock FCAT reading tests. AVID strategy of Cornell Notes will be used school wide.	Administration attend PLCs Classroom walkthroughs	being implemented. Monitor informal data gathered from remediation/extended learning program activities.	Intensive reading program data
			4.2.	4.2.	4.2.	4.2.	4.2.
			4.3	4.3.	4.3.	4.3.	4.3.
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:			**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target			**2011-2012**	**2012-2013**	**2013-2014**	**2014-2015**	**2015-2016** **2016-2017**

5. Ambitious but Achievable Annual Measurable Objectives (AMOs). Walker Middle Magnet will reduce their achievement gap by 50%. Reading Goal #5: The percentage of all curriculum students making Annual Measurable Objectives in reading on the 2013 FCAT 2.0 will increase from 74% on the 2012 FCAT 2.0 to 77%.					

5A. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in reading.**		5A.1. White: Black: Hispanic: Asian: American Indian:	5A.1. **See Goals 1, 3, and 4**	5A.1.	5A.1.	5A.1.
Reading Goal #5A: The percentage of White students scoring proficient on the 2013 FCAT reading will increase from 77% to 79%. The percentage of Black students scoring proficient on the 2013 FCAT reading will increase from 60% to 64%.	2012 Current Level of Performance:* White: 77% Black: 60% Hispanic:64% Asian: 88% American Indian: NA	2013 Expected Level of Performance:* White: 79% Black: 64% Hispanic: 68% Asian: 89% American Indian: NA				
The percentage of Hispanic students scoring proficient on the 2013 FCAT reading will increase from 64% to 68%.			5A.2.	5A.2	5A.2	5A.2	5A.2
The percentage of Asian students scoring proficient on the 2013 FCAT reading will increase from 88% to 89%.			5A.3.	5A.3.	5A.3.	5A.3.	5A.3.
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:			**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
5B. Economically Disadvantaged students not making satisfactory progress in reading.			5B.1.	5B.1. **See Goals 1,**	5B.1.	5B.1.	5B.1.
Reading Goal #5B: The percentage of economically	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

disadvantaged students scoring proficient on the 2013 FCAT 2.0 will increase from 56% to 60%.	**56%**	**60%**		**3, and 4**			
			5B.2.	5B.2.	5B.2.	5B.2.	5B.2.
			5B.3.	5B.3.	5B.3.	5B.3.	5B.3.
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:			**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
5C. English Language Learners (ELL) not making satisfactory progress in reading.			5C.1.	5C.1.	5C.1.	5C.1.	5C.1.
Reading Goal #5C: The percentage of ELL students scoring proficient on the 2013 FCAT 2.0 Reading will increase from 42% to 48%.	2012 Current Level of Performance:* **42%**	2013 Expected Level of Performance:* **48%**	The majority of teachers are unfamiliar with this strategy. To address this barrier, the school will schedule professional development.	ELL students participate in the CALLA strategies in all content areas. Action Steps: Professional development offered to all content area teachers.	School based Administrators District Resource Teachers	Teachers reflect on lesson outcomes and use this knowledge to drive instruction. Monitor performance of ELLs	FAIR District Formative assessments CELLA Classroom assessments
			5C.2.	5C.2.	5C.2.	5C.2.	5C.2.
			5C.3.	5C.3.	5C.3.	5C.3.	5C.3.

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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D: The percentage of students with disabilities scoring proficient on the 2013 FCAT/FAA will increase from 41% to 47%.	2012 Current Level of Performance:* **41%**	2013 Expected Level of Performance:* **47%**	5D.1. Need to provide a school organization structure and procedure for regular and ongoing review of students' IEPs by both the general education and ESE teacher.	5D.1. Students with disabilities achievement will improve with the consistent and effective implementation of IEP goals, strategies, accommodations and modifications. Teachers will work collaboratively to ensure lessons are modified accordingly.	5D.1. Principal Assistant Principal ESE Specialist Teachers	5D.1. Teachers will reflect on lesson outcomes and use this information to drive future instruction. Data is used to drive instruction and teacher support.	5D.1. FAIR Classroom assessments
			5D.2.	5D.2.	5D.2.	5D.2.	5D.2.
			5D.3	5D.3	5D.3	5D.3	5D.3

Reading Professional Development

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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Costa's Higher Order Questioning	All	PLC facilitators	All teachers	ongoing through PLC	Classroom walkthrough to monitor level of questioning	-Principal - Assistant Principal -Reading coach
Identifying and selecting text	All	Reading Coach	All teachers	Ongoing through PLC	Classroom walkthroughs	-Principal - Assistant Principal

Hillsborough 2012
Rule 6A-1.099811
Revised July, 2012

complexity						-Reading coach
Student engagement strategies	All	Reading Coach	All teachers	Ongoing through PLC	Classroom walkthroughs	-Principal - Assistant Principal -Reading coach
CRISS Follow Ups	All	Reading Coach	All teachers	Ongoing through PLC	Classrooms walkthroughs	-Principal - Assistant Principal -Reading coach

End of Reading Goals

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Elementary or Middle School Mathematics Goals

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

Elementary School Mathematics Goals	Problem-Solving Process to Increase Student Achievement				
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:	**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
1. FCAT 2.0: Students scoring proficient in mathematics (Level 3-5). Mathematics Goal #1: Walker will increase the percent of standard curriculum students that score at or above a level 3 on the 2013 FCAT 2.0 Mathematics to 81%. **2012 Current Level of Performance:*** **78%** **2013 Expected Level of Performance:*** **81%**	1.1. Teachers emergent use of PLC/RTI. Teachers lack of understanding of the CIM model. Teachers lack understanding of Common Core Standards. Teachers lack of understanding of proper Cornell Notes usage. Teachers lack of understanding of Costa's Higher Order Questions. Lack of time for planning among team members. Lack of adequate CIM mini-assessments. Lack of adequate mock testing materials that align with the changes to FCAT.	1.1. Strategy: School wide use of Common Core Standards, Cornell Notes, CIM model, common assessments, mock testing and higher order questioning techniques. Action Steps: Provide training on Cornell Notes and higher order questioning. AVID strategy of Cornell Notes will be used school wide. PLCs will discuss individual students struggling with material. PLCs will plan activities and common assessments. Teachers will use and encourage student development of higher order questioning. CIM model will be	1.1. Who Principal APC Math subject area leader Classroom teachers How PLC logs Administration attends PLCs Classroom walkthroughs	1.1. PLCs will record discussion on log to be turned in to principal for review and comments as needed. Classroom walkthroughs will monitor the use of Cornell notes and higher order questioning. ELP/remediation data will be reviewed and tracked for improvement. Data will be reviewed at each PLC. This includes data from formative assessments, common assessments, mock tests and lunch enrichment data.	1.1. Mock test results CIM mini-assessment data Classroom data Lunch enrichment/ELP/Remediation data District Formative Assessments

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			implemented using data from Mock test, formatives, and semester exams to design strand specific mini-lessons based on needs identified in the above mentioned assessments. Struggling students will receive help in the extended learning program, through Saturday School, incentives to perform well on practice assessments and lunch time remediation program.			
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.
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:			**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in mathematics. Mathematics Goal #2: Walker will increase the percent of standard curriculum students that score at or above a level 4 on the 2013 FCAT 2.0 Mathematics to 52%.	2012 Current Level of Performance:* **49%**	2013 Expected Level of Performance:* **52%**	2.1. Teachers emergent use of PLC/RTI. Teachers lack of understanding of the CIM model. Teachers lack understanding of Common Core Standards. Teachers lack of understanding of proper Cornell Notes usage.	2.1. Strategy: School wide use of Common Core Standards, Cornell Notes, CIM model, common assessments, mock testing and higher order questioning techniques. Action Steps: Provide training on Cornell Notes and higher order questioning.	2.1. Who Principal APC Math subject area leader Classroom teachers How PLC logs Administration attends PLCs Classroom walkthroughs	2.1. PLCs will record discussion on log to be turned in to principal for review and comments as needed. Classroom walkthroughs will monitor the use of Cornell notes and higher order questioning. ELP/remediation data will be reviewed and tracked for improvement. Data will be reviewed at	2.1. Mock test results CIM mini-assessment data Classroom data Lunch enrichment/ELP/ Remediation data Formative District Assessments

			Teachers lack of understanding of Costa's Higher Order Questions. Lack of time for planning among team members. Lack of adequate CIM mini-assessments. Lack of adequate mock testing materials that align with the changes to FCAT.	AVID strategy of Cornell Notes will be used school wide. PLCs will discuss individual students struggling with material. PLCs will plan activities and common assessments. Teachers will use and encourage student development of higher order questioning. CIM model will be implemented using data from Mock test, formatives, and semester exams to design strand specific mini-lessons based on needs identified in the above mentioned assessments. Struggling students will receive help in the extended learning program, through Saturday School, incentives to perform well on practice assessments and lunch time remediation program.		each PLC. This includes data from formative assessments, common assessments, mock tests and lunch enrichment data.	
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3	2.3	2.3	2.3	2.3
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:			**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the	**Student Evaluation Tool**

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						effectiveness of strategy?	

			3.1.	3.1.	3.1.	3.1.	3.1.
3. FCAT 2.0: Points for students making learning gains in mathematics.			Teachers emergent use of PLC/RTI.	Strategy: School wide use of Common Core Standards, Cornell Notes, CIM model, common assessments, mock testing and higher order questioning techniques.	Who Principal APC Math subject area leader Classroom teachers	PLCs will record discussion on log to be turned in to principal for review and comments as needed.	Mock test results
Mathematics Goal #3: Walker will increase the number of points for standard curriculum students making learning gains on the 2013 FCAT 2.0 Math to 75 points.	2012 Current Level of Performance:* **73**	2013 Expected Level of Performance:* **75**	Teachers lack of understanding of the CIM model. Teachers lack understanding of Common Core Standards. Teachers lack of understanding of proper Cornell Notes usage. Teachers lack of understanding of Costa's Higher Order Questions. Lack of time for planning among team members. Lack of adequate CIM mini-assessments. Lack of adequate mock testing materials that align with the changes to FCAT.	Action Steps: Provide training on Cornell Notes and higher order questioning. AVID strategy of Cornell Notes will be used school wide. PLCs will discuss individual students struggling with material. PLCs will plan activities and common assessments. Teachers will use and encourage student development of higher order questioning. CIM model will be implemented using data from Mock test, formatives, and semester exams to design strand specific mini-lessons based on	How PLC logs Administration attends PLCs Classroom walkthroughs	Classroom walkthroughs will monitor the use of Cornell notes and higher order questioning. ELP/remediation data will be reviewed and tracked for improvement. Data will be reviewed at each PLC. This includes data from formative assessments, common assessments, mock tests and lunch enrichment data.	CIM mini-assessment data Classroom data Lunch enrichment/ELP/ Remediation data Formative District Assessments

			needs identified in the above mentioned assessments. Struggling students will receive help in the extended learning program, through Saturday School, incentives to perform well on practice assessments and lunch time remediation program.				
			3.2.	3.2.	3.2.	3.2.	3.2.
			3.3.	3.3.	3.3.	3..3.	3.3.
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:			**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
4. FCAT 2.0: Points for students in Lowest 25% making learning gains in mathematics.			4.1. Remediation/ELP often does not focus on the specific skills students are not mastering. Students in need of remediation cannot stay after school for extra help.	4.1. Increase the communication between the regular education teacher and the ELP teachers. Progress monitoring data will be collected during remediation/ELP and shared with the regular classroom teacher weekly or bi-weekly. Remediation groups will be formed weekly based on specific skills that classroom teachers identify throughout the week. During lunch	4.1. Administrators will review communication logs and data collected to see which skills are being remediated and to check students' progress. Teachers will continuously monitor student progress.	4.1. Data will be shared among teachers and administration.	4.1. Classroom data Remediation data Formative assessments Informal assessments
Mathematics Goal #4: Walker will increase the points earned by all curriculum students in the lowest quartile making yearly gains to 55 points on the 2013 FCAT 2.0 Math Assessment.	2012 Current Level of Performance:* **53**	2013 Expected Level of Performance:* **55**					

			enrichment, tutorials will be provided and data gathered. Special Saturday school classes will be created and teachers will reach out to the community and hold Saturday school at local libraries or other schools near students' neighborhoods so they will be able to participate in these extra help sessions.				
			4.2.	4.2.	4.2.	4.2.	4.2.
			4.3	4.3.	4.3.	4.3.	4.3.
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:			**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target			**2011-2012**	**2012-2013**	**2013-2014**	**2014-2015**	**2015-2016** / **2016-2017**
5. Ambitious but Achievable Annual Measurable Objectives (AMOs). Walker Middle Magnet will reduce their achievement gap by 50%. Math Goal #5: The percentage of all curriculum students making Annual Measurable Objectives in math on the 2013 FCAT 2.0 will increase from 77% on the 2012 FCAT 2.0 to 79%.				**See Goals 1, 3 and 4**			
5A. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in mathematics**			5A.1. White: Black:	5A.1.	5A.1.	5A.1.	5A.1.

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Mathematics Goal #5A: The percentage of White students scoring proficient on the 2013 FCAT math will increase from 79% to 81%. The percentage of Black students scoring proficient on the 2013 FCAT math will increase from 54% to 59%. The percentage of Hispanic students scoring proficient on the 2013 FCAT math will increase from 72% to 75%. The percentage of Asian students scoring proficient on the 2013 FCAT math will increase from 87% to 88%.	2012 Current Level of Performance:* White: 79% Black: 54% Hispanic:72% Asian: 87% American Indian:	2013 Expected Level of Performance:* White: 81% Black: 59% Hispanic:75% Asian: 88% American Indian:	Hispanic: Asian: American Indian:				
			5A.2.	5A.2.	5A.2.	5A.2.	5A.2.
			5A.3.	5A.3.	5A.3.	5A.3.	5A.3.
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:			**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
5B. Economically Disadvantaged students not making satisfactory progress in mathematics.			5B.1.	5B.1. **See Goals 1, 3 and 4**	5B.1.	5B.1.	5B.1.
Mathematics Goal #5B: The percentage of economically disadvantaged students scoring proficient on the 2013 Math FCAT 2.0 will increase from 64% to 68%.	2012 Current Level of Performance:* **64%**	2013 Expected Level of Performance:* **68%**					
			5B.1.	5B.1.	5B.1.	5B.1.	5B.1.
			5B.3.	5B.3.	5B.3.	5B.3.	5B.3.

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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
5C. English Language Learners (ELL) not making satisfactory progress in mathematics.			5C.1. The majority of teachers are unfamiliar with this strategy. To address this barrier, the school will schedule professional development.	5C.1. ELL students participate in the CALLA strategies in all content areas. Action Steps: Professional development offered to all content area teachers.	5C.1. School based Administrators District Resource Teachers	5C.1. Teachers reflect on lesson outcomes and use this knowledge to drive instruction. Monitor performance of ELLs	5C.1. District Formative assessments CELLA Classroom assessments Semester Exams
Mathematics Goal #5C: The percentage of ELL students scoring proficient on the 2013 Math FCAT/FAA will increase from 36% to 42%.	2012 Current Level of Performance:* **36%**	2013 Expected Level of Performance:* **42%**					
			5C.2.	5C.2.	5C.2.	5C.2.	5C.2.
			5C.3.	5C.3.	5C.3.	5C.3.	5C.3.
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:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool

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5D. Student with Disabilities (SWD) not making satisfactory progress in mathematics.			5D.1. Need to provide a school organization structure and procedure for regular and ongoing review of students' IEPs by both the general education and ESE teacher.	5D.1. Students with disabilities achievement will improve with the consistent and effective implementation of IEP goals, strategies, accommodations and modifications. Teachers will work collaboratively to ensure lessons are modified accordingly.	5D.1. Principal Assistant Principal ESE Specialist Teachers	5D.1. Teachers will reflect on lesson outcomes and use this information to drive future instruction. Data is used to drive instruction and teacher support.	5D.1. Common Classroom Assessments Formative Data Semester Exams
Mathematics Goal #5D: The percentage of students with disabilities scoring proficient on the 2013 Math FCAT/FAA will increase from 49% to 54%.	2012 Current Level of Performance:* **49%**	2013 Expected Level of Performance:* **54%**					
			5D.2.	5D.2.	5D.2.	5D.2.	5D.2.
			5D.3	5D.3	5D.3	5D.3	5D.3

End of Elementary or Middle School Mathematics Goals

Algebra End-of-Course (EOC) Goals *(Middle and High Schools ONLY)

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

Algebra EOC Goals	Problem-Solving Process to Increase Student Achievement				
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:	**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
Alg1. Students scoring proficient in Algebra (Levels 3-5).	1.1. Teachers emergent	1.1. Strategy:	1.1. Who	1.1. PLCs will record	1.1. Mock test results

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Algebra Goal #1:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
The percentage of students scoring a Level 3 or higher on the 2013 Algebra End of Course Exam will increase from 96% to 97%.	**96%**	**97%**	use of PLC/RTI. Teachers lack of understanding of the CIM model. Teachers lack understanding of Common Core Standards. Teachers lack of understanding of proper Cornell Notes usage. Teachers lack of understanding of Costa's Higher Order Questions. Lack of time for planning among team members. Lack of adequate CIM mini-assessments. Lack of adequate mock testing materials that align with the changes to FCAT.	School wide use of Common Core Standards, Cornell Notes, CIM model, common assessments, mock testing and higher order questioning techniques. Action Steps: Provide training on Cornell Notes and higher order questioning. AVID strategy of Cornell Notes will be used school wide. PLCs will discuss individual students struggling with material. PLCs will plan activities and common assessments. Teachers will use and encourage student development of higher order questioning. CIM model will be implemented using data from Mock test, formatives, and semester exams to design strand specific mini-lessons based on needs identified in the above mentioned assessments. Struggling students will receive help in the	Principal APC Math subject area leader Classroom teachers How PLC logs Administration attends PLCs Classroom walkthroughs	discussion on log to be turned in to principal for review and comments as needed. Classroom walkthroughs will monitor the use of Cornell notes and higher order questioning. ELP/remediation data will be reviewed and tracked for improvement. Data will be reviewed at each PLC. This includes data from formative assessments, common assessments, mock tests and lunch enrichment data.	CIM mini-assessment data Classroom data Lunch enrichment/ELP/ Remediation data Formative District Assessments

				extended learning program, through Saturday School, incentives to perform well on practice assessments and lunch time remediation program.			
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
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:			**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
Alg2. Students scoring Achievement Levels 4 or 5 in Algebra. Algebra Goal #2: The percentage of students scoring a Level 4 or higher on the 2013 Algebra End of Course Exam will increase from 54% to 57%.	2012 Current Level of Performance:* **54%**	2013 Expected Level of Performance:* **57%**	2.1. Teachers' emergent use of PLC/RTI. Teachers lack of understanding of the CIM model. Teachers lack understanding of Common Core Standards. Teachers lack of understanding of proper Cornell Notes usage. Teachers lack of understanding of Costa's Higher Order Questions. Lack of time for planning among team members. Lack of adequate CIM mini-assessments.	2.1. Strategy: School wide use of Common Core Standards, Cornell Notes, CIM model, common assessments, mock testing and higher order questioning techniques. Action Steps: Provide training on Cornell Notes and higher order questioning. AVID strategy of Cornell Notes will be used school wide. PLCs will discuss individual students struggling with material. PLCs will plan activities and common assessments.	2.1. Who Principal APC Math subject area leader Classroom teachers How PLC logs Administration attends PLCs Classroom walkthroughs	2.1. PLCs will record discussion on log to be turned in to principal for review and comments as needed. Classroom walkthroughs will monitor the use of Cornell notes and higher order questioning. ELP/remediation data will be reviewed and tracked for improvement. Data will be reviewed at each PLC. This includes data from formative assessments, common assessments, mock tests and lunch enrichment data.	2.1. Mock test results CIM mini-assessment data Classroom data Lunch enrichment/ELP/ Remediation data Formative District Assessments

			Lack of adequate mock testing materials that align with the changes to FCAT.	Teachers will use and encourage student development of higher order questioning. CIM model will be implemented using data from Mock test, formatives, and semester exams to design strand specific mini-lessons based on needs identified in the above mentioned assessments. Struggling students will receive help in the extended learning program, through Saturday School, incentives to perform well on practice assessments and lunch time remediation program.			
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3	2.3	2.3	2.3	2.3

End of Algebra EOC Goals

Mathematics Professional Development

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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Costa's Higher Order Questioning	All	PLC facilitators	All teachers	ongoing through PLC	Classroom walkthrough to monitor level of questioning	-Principal - Assistant Principal -SAL
Student engagement	All	Reading	All teachers	Ongoing through PLC	Classroom walkthroughs	-Principal

strategies		Coach				- Assistant Principal -Reading coach -SAL
CRISS Content Area	All	Reading Coach	All math teachers	Ongoing through PLC	Classrooms walkthroughs	-Principal - Assistant Principal -Reading coach -SAL

End of Mathematics Goals

Elementary and Middle School Science Goals

Science Goals			Problem-Solving Process to Increase Student Achievement				
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:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
1. FCAT 2.0: Students scoring proficient (Level 3-5) in science. Science Goal #1: Walker will increase the percent of standard curriculum students scoring at or above level 3 to 68% on the 2013 FCAT 2.0 Science Assessment.	2012 Current Level of Performance:* **64%**	2013 Expected Level of Performance:* **68%**	1.1. Teachers lack of understanding of the CIM model. Teachers emergent understanding of PLC/RTI and Common Core Standards. Lack of planning time to adequately analyze data.	1.1. Strategy: School wide use of CIM model and the AVID strategy - Cornell Notes. Action Steps The CIM model will be implemented using data from Mock test, formatives, and semester exams design strand specific mini-lessons based on needs identified in the above mentioned assessments. AVID strategy of Cornell Notes will be implemented school wide. PLCs will analyze and discuss data. PLCs will discuss individual students who are struggling with content. Students will be enrolled in the extended learning program as needed.	1.1. Who Principal AP Science teachers PLC facilitators How PLC logs Administration attend PLCs Classroom walkthroughs	1.1. Walkthroughs to monitor use of Cornell Notes. PLC logs will be turned in to principal for review and comments, as needed.	1.1. CIM mini-assessment data Semester Exams Classroom data Data from Lunch Enrichment and Remediation programs.
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in science. Science Goal #2: Walker will increase the percent of standard curriculum students scoring at or above level 4 to 26% on the 2013 FCAT 2.0 Science Assessment.	2012 Current Level of Performance:* **23%**	2013 Expected Level of Performance:* **26%**	2.1. Teachers lack of understanding of the CIM model. Teachers emergent understanding of PLC/RTI and Common Core Standards. Lack of planning time to adequately analyze data.	2.1. Strategy: School wide use of CIM model and the AVID strategy - Cornell Notes. Action Steps The CIM model will be implemented using data from Mock test, formatives, and semester exams design strand specific mini-lessons based on needs identified in the above mentioned assessments. AVID strategy of Cornell Notes will be implemented school wide. PLCs will analyze and discuss data. PLCs will discuss individual students who are struggling with content. Students will be enrolled in the extended learning program as needed.	2.1. Who Principal AP Science teachers PLC facilitators How PLC logs Administration attend PLCs Classroom walkthroughs	2.1. Walkthroughs to monitor use of Cornell Notes. PLC logs will be turned in to principal for review and comments, as needed.	2.1. CIM mini-assessment data Semester Exams Classroom data Data from Lunch Enrichment and Remediation programs.
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3	2.3	2.3	2.3	2.3

Science Professional Development

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.

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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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Costa's Higher Order Questioning	All	PLC facilitators	All teachers	ongoing through PLC	Classroom walkthrough to monitor level of questioning	-Principal - Assistant Principal -Reading coach
Identifying and selecting text complexity	All	Reading Coach	All teachers	Ongoing through PLC	Classroom walkthroughs	-Principal - Assistant Principal -Reading coach
Student engagement strategies	All	Reading Coach	All teachers	Ongoing through PLC	Classroom walkthroughs	-Principal - Assistant Principal -Reading coach
CRISS Follow Ups	All	Reading Coach	All teachers	Ongoing through PLC	Classrooms walkthroughs	-Principal - Assistant Principal -Reading coach

End of Science Goals

Writing/Language Arts Goals

Writing/Language Arts Goals			Problem-Solving Process to Increase Student Achievement				
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:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
1. Students scoring at Achievement Level 3.0 or higher in writing. Writing/LA Goal #1: Walker will have 90% of students score a 3 or higher on the 2013 FCAT Writes.	2012 Current Level of Performance:* **86**	2013 Expected Level of Performance:* **90**	1.1. Teachers are not familiar with teaching writing rubric. PLCs emergent in using data to guide discussions.	1.1. Strategy: Use of Differentiated Instruction and small group strategies. Action Steps Individual attention and intensive work on writing skills. Small group work for students having similar difficulties. PLC to identify struggling students. Teachers use FCAT Writing rubric for grading in class writing assignments. Students peer-evaluate using the FCAT writing rubric.	1.1. Who Individual classroom teacher Language Arts SAL APC How PLC logs Administration attends PLCs Classroom walkthroughs	1.1. Mock writing samples will be conducted periodically to monitor progress. PLC will record discussions on logs and turn those in to principal from review and comments.	1.1. Mock writing samples will be conducted periodically to monitor progress. Teachers will assess writing in class and reteach skills as needed to refine our students' writing process.
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

Writing/Language Arts Professional Development

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.

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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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Costa's Higher Order Questioning	All	PLC facilitators	All teachers	ongoing through PLC	Classroom walkthrough to monitor level of questioning	-Principal - Assistant Principal -Reading coach
Identifying and selecting text complexity	All	Reading Coach	All teachers	Ongoing through PLC	Classroom walkthroughs	-Principal - Assistant Principal -Reading coach
Student engagement strategies	All	Reading Coach	All teachers	Ongoing through PLC	Classroom walkthroughs	-Principal - Assistant Principal -Reading coach
CRISS Follow Ups	All	Reading Coach	All teachers	Ongoing through PLC	Classrooms walkthroughs	-Principal - Assistant Principal -Reading coach

End of Writing Goals

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Attendance Goal(s)

Attendance Goal(s)			Problem-solving Process to Increase Attendance				
Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
2013 **Attendance** Attendance Goal #1: Attendance Goal #1: The attendance rate will increase from 96% in 2011-2012 to 97% in 2012-2013. The number of students who have 10 or more **unexcused** absences throughout the school year will decrease by 10%	2012 Current Attendance Rate:* **96** 2012 Current Number of Students with Excessive Absences (10 or more) **35** 2012 Current Number of Students with Excessive Tardies (10 or more) **0**	2013 Expected Attendance Rate:* **97** 2013 Expected Number of Students with Excessive Absences (10 or more) **32** 2013 Expected Number of Students with Excessive Tardies (10 or more) **0**	1.1. Parents excusing absences for good grades/behavior/vacations. High absences during flu season.	1.1. Monitor attendance daily and implement regular incentives. Action Steps Stress to parents the need to be present in school. Attendance incentives of patio passes on a monthly basis. Attendance incentives each nine weeks for perfect attendance.	1.1. Who Principal APSA Social Worker How APSA receives reports daily Monitor attendance patterns Share data with all stakeholders	1.1. Daily, Monthly and Quarterly reports	1.1. Monthly reports
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

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Suspension Goal(s)

Suspension Goal(s)			Problem-solving Process to Decrease Suspension				
Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:			**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
<u>2013</u> **Suspension** <u>Suspension Goal #1:</u> <u>Suspension Goal #1:</u> The total number of In-School Suspensions will decrease by 10% to 193. 2. The total number of students receiving In-School Suspension throughout the school year will decrease by 10% to 88. 3. The total number of Out-of-School Suspensions will decrease by 10% to 48. 4. The total number of students receiving Out-of-School Suspensions throughout the school year will decrease by 10% to 27.	2012 Total Number of In –School Suspensions **214** 2012 Total Number of Students Suspended In-School **97** 2012 Number of Out-of-School Suspensions **53** 2012 Total Number of Students Suspended Out- of- School **30**	2013 Expected Number of In- School Suspensions **193** 2013 Expected Number of Students Suspended In -School **88** 2013 Expected Number of Out-of-School Suspensions **48** 2013 Expected Number of Students Suspended Out- of-School **27**	1.1. Community factors spilling over into school life.	1.1. Change in bell schedule allows for other discipline options other than suspension. Teachers are committed to building better relationships with students. Strong parent involvement and support. Mentoring program for both girls and boys by our guidance counselors. Incentives for good behavior. Discipline data to be topic of conversation at the weekly staff meeting of administrators.	1.1. Principal Both assistant principals Social Worker Guidance Counselors	1.1. Monthly data checks comparing to last year	1.1. Monthly discipline reports
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

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Suspension Professional Development

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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

End of Suspension Goals

Health and Fitness Goal(s)

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

Additional Goal(s)			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
1. Health and Fitness Goal Health and Fitness Goal #1: During the 2012-2013 school year, the percentage of students scoring in the "Healthy Fitness Zone"(HFZ) on the PACER for assessing aerobic capacity will increase from 50% on the pretest to 65% on the post test.	2012 Current Level :* **50%**	2013 Expected Level :* **65%**	1.1. N/A	1.1. Middle School students will engage in the equivalent of one class period per day of physical education for one semester of each year in grades 6 through 8	1.1. Principal Guidance Counselors APC	1.1. Checking of student schedules	1.1. Student schedules Master schedule
			1.2. N/A	1.2. Health and physical activity initiatives developed and implemented by the school's H.E.A.R.T. team. Schools can personalize this objective by listing initiatives that the	1.2. H.E.A.R.T. team.	1.2. H.E.A.R.T. team notes/agendas	1.2. PACER test component of the FITNESSGRAM PACER for assessing cardiovascular health.

			HEART team will implement.			
		1.3 N/A	1.3. Five physical education classes per week for a minimum of one semester per year with a certified physical education teacher.	1.3. Physical Education Teacher	1.3. Classroom walkthroughs Class schedules	1.3. PACER test component of the FITNESSGRAM PACER for assessing cardiovascular health.

Health and Fitness Goals Professional Development

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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

Continuous Improvement Goal(s)

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

Additional Goal(s)		Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:		Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
1. Continuous Improvement Goal Continuous Improvement Goal #1: The percent of teachers marking as strongly agree to the statement " The teachers that I work with deliver lessons that	2012 Current Level :* **70%** 2013 Expected Level :* **73%**	1.1. Not enough time to meet.	1.1. Walker Success Team members will make sure that time is devoted to PLCs. Time will be honored.	1.1. Principal APC Team Leaders Subject Area Leaders	1.1. WST will examine the feedback from all PLCs and determine next steps in the PLC process.	1.1 PLC Facilitators will provide feedback to WST team on progress of their PLC.

consistently include higher-order thinking skills" will increase from 70% to 73% in 2013.						
	1.2. Not all staff is trained in PLCs. PLC Facilitators/Subject Area Leaders are not all trained to lead PLCs. Difficulty making the transition for keeping meetings curriculum and student focused.	1.2. Key staff will provide training on PLCs to the Walker Success Team. WST members will implement skills learned within the grade level/subject area/Department PLCs.	1.2 Principal APC Team Leaders Subject Area Leaders.	1.2. WST will examine the feedback from all PLCs and determine next steps in the PLC process.	1.2 PLC Facilitators will provide feedback to WST team on progress of their PLC.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.

Continuous Improvement Goals Professional Development

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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Costa's Higher Order Questioning	All	PLC facilitators	All teachers	ongoing through PLC	Classroom walkthrough to monitor level of questioning	-Principal - Assistant Principal -Reading coach
Identifying and selecting text complexity	All	Reading Coach	All teachers	Ongoing through PLC	Classroom walkthroughs	-Principal - Assistant Principal -Reading coach
Student engagement strategies	All	Reading Coach	All teachers	Ongoing through PLC	Classroom walkthroughs	-Principal - Assistant Principal -Reading coach
CRISS Follow Ups	All	Reading Coach	All teachers	Ongoing through PLC	Classrooms walkthroughs	-Principal - Assistant Principal -Reading coach

End of Additional Goal(s)

NEW Goal(s) For the 2012-2013 School Year

NEW Reading Florida Alternate Assessment Goals

<table>
<tr>
<td colspan="3">A. Florida Alternate Assessment: Students scoring proficient in reading (Levels 4-9).

<u>Reading Goal A:</u>

The percentage of students scoring a Level 4 or higher on the 2013 FAA will maintain or increase by 1%.</td>
<td>A.1.

Teachers lack of understanding of the CIM model.

Teachers' emergent use of PLC/RTi model.</td>
<td>A.1.
<u>Strategy</u>:
Students scoring less than proficient will be placed in an intensive reading program.

<u>Action Steps</u>
PLCs will discuss individual student needs.

PLCs will analyze and discuss assessment data.

Students will receive strand specific training through the CIM program.

Students will be enrolled in the extended learning program as needed.

Two mock FCAT Reading tests will be given during the year.</td>
<td>A.1.
<u>Who</u>
Principal
APC
Reading Coach
ESE Case Manager
PLC facilitator

<u>How</u>
PLC logs
Administration attend PLCs
Classroom walkthroughs</td>
<td>A.1.
PLCs will prepare a discussion log for the principal who will review and make comments as needed.

Student progress will be monitored weekly.</td>
<td>5D.1.
FAIR
CIM mini-assessment
Mock test data</td>
</tr>
<tr>
<td colspan="3"></td>
<td>A.2.</td>
<td>A.2.</td>
<td>A.2.</td>
<td>A.2.</td>
<td>A.2.</td>
</tr>
<tr>
<td colspan="3"></td>
<td>A.3.</td>
<td>A.3.</td>
<td>A.3.</td>
<td>A.3.</td>
<td>A.3.</td>
</tr>
<tr>
<td colspan="3">B. Florida Alternate Assessment:
Percentage of students making Learning Gains in reading.</td>
<td>B.1.

Teachers lack of</td>
<td>B.1.
<u>Strategy</u>:
Students scoring</td>
<td>B.1.
<u>Who</u>
Principal</td>
<td>B.1.
PLCs will prepare a discussion log for the principal who will</td>
<td>B.1.</td>
</tr>
</table>

The cells under the goal A heading for performance levels:

2012 Current Level of Performance:*	2013 Expected Level of Performance:*
56%	**57%**

Reading Goal B: The percentage of students making learning gains on the 2013 FAA will maintain or increase by 1%.	2012 Current Level of Performance:* **27%**	2013 Expected Level of Performance:* **28%**	understanding of the CIM model. Teachers' emergent use of PLC/RTi model.	less than proficient will be placed in an intensive reading program. Action Steps PLCs will discuss individual student needs. PLCs will analyze and discuss assessment data. Students will receive strand specific training through the CIM program. Students will be enrolled in the extended learning program as needed. Two mock FCAT Reading tests will be given during the year.	APC Reading Coach ESE Case Manager PLC facilitator How PLC logs Administration attend PLCs Classroom walkthroughs	review and make comments as needed. Student progress will be monitored weekly.	
			B.2.	B.2.	B.2.	B.2.	B.2.
			B.3.	B.3.	B.3.	B.3.	B.3.

NEW Comprehensive English Language Learning Assessment (CELLA) Goals

CELLA Goals		Problem-Solving Process to Increase Language Acquisition				
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.		**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
C. Students scoring proficient in Listening/Speaking.		1.1.	1.1.	1.1.	1.1.	5A.1.

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		Anticipated Barrier	Strategy	Fidelity Check	Strategy Data Check	Student Evaluation Tool
CELLA Goal #C: The percentage of students scoring proficient on the 2013 Listening/Speaking section of the CELLA will increase from 72% to 75%.	2012 Current Percent of Students Proficient in Listening/Speaking: **72%**	Teachers lack of understanding of how to use the Instructional Planning Tool to identify students in need of help. Teachers lack of understanding of the CIM process. Teachers' emergent use of PLC/RTI process. Lack of mini-assessments for regular use for reading strand assessment.	**Strategy:** Students scoring below Level 3 on 2011 FCAT Reading will receive intensive instruction in a reading program. Action Steps Students will receive skill preparation through the CIM program. Students will be enrolled in an extended learning program as needed. Teachers will discuss individual students at the PLC meetings. Teachers will analyze and discuss assessment data at PLC meetings. Walker will hold two mock FCAT reading tests.	Who Principal APC Reading Coach Reading Teachers Individual Classroom Teachers How PLC logs Administration attend PLCs Classroom walkthroughs	PLC logs are turned in to principal for review and comments. Review of quarterly grades with ELP roster. Classroom walkthroughs to monitor use of Cornell Notes.	FAIR CIM assessments Mock reading assessments
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.
Students read in English at grade level text in a manner similar to non-ELL students.		**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
D. Students scoring proficient in Reading. **CELLA Goal #D:** The percentage of students scoring proficient on the 2013 Reading section of the CELLA will	2012 Current Percent of Students Proficient in Reading : **33%**	2.1. Teachers lack of understanding of how to use the Instructional Planning Tool to identify students in need of help.	2.1. **Strategy:** Students scoring below Level 3 on 2011 FCAT Reading will receive intensive instruction in a reading program. Action Steps	2.1. Who Principal APC Reading Coach Reading Teachers Individual Classroom Teachers	2.1. PLC logs are turned in to principal for review and comments. Review of quarterly grades with ELP roster. Classroom walkthroughs	2.1.

increase from 33% to 36%.		Teachers lack of understanding of the CIM process. Teachers' emergent use of PLC/RTI process. Lack of mini-assessments for regular use for reading strand assessment.	Students will receive skill preparation through the CIM program. Students will be enrolled in an extended learning program as needed. Teachers will discuss individual students at the PLC meetings. Teachers will analyze and discuss assessment data at PLC meetings. Walker will hold two mock FCAT reading tests.	How PLC logs Administration attend PLCs Classroom walkthroughs	to monitor use of Cornell Notes.
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3	2.3	2.3	2.3	2.3
Students write in English at grade level in a manner similar to non-ELL students.		**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
E. Students scoring proficient in Writing. CELLA Goal #E: The percentage of students scoring proficient on the 2013 Writing section of the CELLA will increase from 33% to 36%.	2012 Current Percent of Students Proficient in Writing : **33%**	2.1. Teachers lack of understanding of how to use the Instructional Planning Tool to identify students in need of help. Teachers lack of understanding of the CIM process. Teachers' emergent use of PLC/RTI process.	2.1. Strategy: Students scoring below Level 3 on 2011 FCAT Reading will receive intensive instruction in a reading program. Action Steps Students will receive skill preparation through the CIM program. Students will be enrolled in an extended learning program as needed.	2.1. Who Principal APC Reading Coach Reading Teachers Individual Classroom Teachers How PLC logs Administration attend PLCs Classroom walkthroughs	2.1. PLC logs are turned in to principal for review and comments. Review of quarterly grades with ELP roster. Classroom walkthroughs to monitor use of Cornell Notes.	2.1.

		Lack of mini-assessments for regular use for reading strand assessment.	Teachers will discuss individual students at the PLC meetings. Teachers will analyze and discuss assessment data at PLC meetings. Walker will hold two mock FCAT reading tests.		
		2.2.	2.2.	2.2.	2.2.
		2.3	2.3	2.3	2.3

NEW Math Florida Alternate Assessment Goals

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:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
F. Florida Alternate Assessment: Students scoring at in mathematics (Levels 4-9). Mathematics Goal F: The percentage of students scoring a Level 4 or higher on the 2013FAA will maintain or increase by 1%.	2012 Current Level of Performance:* **62%**	2013 Expected Level of Performance:* **63%**	F.1. Teachers emergent use of the PLC/RTI. Teachers lack of understanding on the CIM model. Teachers lack of understanding of proper Cornell Notes usage. Teachers lack of understanding of Costa's higher order questions. Lack of time for	F.1. Strategy: School wide use of Cornell Notes, CIM model, common assessments, mock testing and higher order questioning techniques. Action Steps Provide training on Cornell Notes and higher order questioning. AVID strategy of Cornell Notes will be used school wide. PLCs will discuss individual students struggling with material.	F.1. Who Principal APC Math subject area leaders Classroom teachers How PLC logs Administration attends PLCs Classroom walkthroughs	F.1. PLCs will record discussion on a log to be turned in to principal for review and comments as needed. Classroom walkthroughs will monitor use of Cornell notes and higher order questions. ELP roster	F.1. Mock test results CIM mini-assessment data

			planning among team members. Lack of adequate CIM mini-assessments.	PLCs will plan activities and common assessments. Teachers will use and encourage student development of higher order questioning. The CIM model will be implemented using data from Mock test, formatives, and semester exams to design strand specific mini-lessons based on needs identified in the above mentioned assessments. Struggling students will receive help in the extended learning program. Walker will conduct a mock FCAT math test to monitor progress and identify areas needing more attention. Struggling students will receive help in the extended learning program, through Saturday School, incentives to perform well on practice assessments and lunch time remediation program.			
			F.2.	F.2.	F.2.	F.2.	F.2.
			F.3.	F.3.	F.3.	F.3.	F.3.
G. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.			G.1. Teachers emergent use of	G.1. <u>Strategy:</u> School wide use of Cornell	G.1. <u>Who</u> Principal	G.1. PLCs will record discussion on a log to be turned in to	G.1. Mock test results CIM mini-assessment

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Mathematics Goal G:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
The percentage of students making learning gains on the 2013 FAA will maintain or increase by 1% .	**25%**	**26%**	the PLC/RTI. Teachers lack of understanding on the CIM model. Teachers lack of understanding of proper Cornell Notes usage. Teachers lack of understanding of Costa's higher order questions. Lack of time for planning among team members. Lack of adequate CIM mini-assessments.	Notes, CIM model, common assessments, mock testing and higher order questioning techniques. <u>Action Steps</u> Provide training on Cornell Notes and higher order questioning. AVID strategy of Cornell Notes will be used school wide. PLCs will discuss individual students struggling with material. PLCs will plan activities and common assessments. Teachers will use and encourage student development of higher order questioning. The CIM model will be implemented using data from Mock test, formatives, and semester exams to design strand specific mini-lessons based on needs identified in the above mentioned assessments. Struggling students will receive help in the extended learning program. Walker will conduct a mock FCAT math test to monitor progress and identify areas needing more attention.	APC Math subject area leaders Classroom teachers <u>How</u> PLC logs Administration attends PLCs Classroom walkthroughs	principal for review and comments as needed. Classroom walkthroughs will monitor use of Cornell notes and higher order questions. ELP roster	data

			Struggling students will receive help in the extended learning program, through Saturday School, incentives to perform well on practice assessments and lunch time remediation program.				
		G.2.	G.2.	G.2.	G.2.	G.2.	
		G.3.	G.3.	G.3.	G.3.	G.3.	

NEW Geometry End-of-Course Goals *(High School ONLY)

Geometry EOC Goals			Problem-Solving Process to Increase Student Achievement				
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:			**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
H. Students scoring in the middle or upper third (proficient) in Geometry.			1.1.	1.1.	1.1.	1.1.	1.1.
Geometry Goal H: N/A	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

2012-2013 School Improvement Plan (SIP)-Form SIP-1

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:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
I. Students scoring in the upper third on Geometry.			2.1.	2.1.	2.1.	2.1.	2.1.
Geometry Goal I: N/A	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3	2.3	2.3	2.3	2.3

End of Geometry EOC Goals

NEW Science Florida Alternate Assessment Goal

Elementary, Middle and High Science Goals			Problem-Solving Process to Increase Student Achievement				
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:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
J. Florida Alternate Assessment: Students scoring at proficient in science (Levels 4-9).			J.1. Lack of structure and procedures regarding a regular and on-going review of IEPs Teachers need time to plan and adjust accommodations to help students become more successful.	J.1. Who Administrators ES Specialist ESE Case Managers Classroom Teachers	J.1. Teachers will monitor students' progress on an on-going basis throughout. During PLC meetings, teachers will discuss the progress of all students. Lessons will be reflected on and data will be used	J.1. Administrators ESE Specialists Classroom Teachers PLCs will record discussion on a log to be turned in to principal for review and comments as needed. Classroom walkthroughs will monitor use of Cornell notes and higher order questions.	J.1. Mock test results CIM mini-assessment data Classroom data
Science Goal J: The percentage of students scoring a Level 4 or higher on the 2013 FAA will maintain or increase by 1%.	2012 Current Level of Performance:* 67%	2013 Expected Level of Performance:* 68%					

						to determine future instruction.		
			J.2.	J.2.	J.2.	J.2.	J.2.	
			J.3.	J.3.	J.3.	J.3.	J.3.	

NEW Writing Florida Alternate Assessment Goal

Writing Goals			Problem-Solving Process to Increase Student Achievement				
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:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
M. Florida Alternate Assessment: Students scoring at 4 or higher in writing (Levels 4-9). Writing Goal M: The percentage of students scoring a Level 4 or higher on the 2013 FAA will maintain or increase by 1%	2012 Current Level of Performance:* **72%**	2013 Expected Level of Performance:* **73%**	M.1. Teachers are not familiar with teaching writing rubric. PLCs emergent in using data to guide discussions.	M.1. Strategy: Use of Differentiated Instruction and small group strategies. Action Steps Individual attention and intensive work on writing skills. Small group work for students having similar difficulties. PLC to identify struggling students. Teachers use FCAT	M.1. Who Individual classroom teacher Language Arts SAL APC How PLC logs Administration attends PLCs Classroom walkthroughs	M.1. Mock writing samples will be conducted periodically to monitor progress. PLC will record discussions on logs and turn those in to principal from review and comments.	1.1. Mock writing samples will be conducted periodically to monitor progress.

2012-2013 School Improvement Plan (SIP)-Form SIP-1

				Writing rubric for grading in class writing assignments. Students peer-evaluate using the FCAT writing rubric.			
		M.2.	M.2.	M.2.	M.2.	M.2.	
		M.3.	M.3.	M.3.	M.3.	M.3.	

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

STEM Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
STEM Goal #1: Expand problem-based learning in math, science and CTE/STEM.	1.1. Need common planning time for math, science, ELA and STEM teachers.	1.1. Through the use of the 8-period day, common planning will be implemented where possible. Increase effectiveness of lessons through lesson reviews/study.	1.1. PLC Group members SAL Administrators	1.1. Administrative/SAL Walk throughs Observations	1.1. Logging the number of problem based learning opportunities in math, science and CTE/STEM elective per nine week.
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

STEM Professional Development

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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

Hillsborough 2012
Rule 6A-1.099811
Revised July, 2012

End of STEM Goal(s)

NEW Career and Technical Education (CTE) Goal(s)

CTE Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
CTE Goal #1: Increase the number Career Technical Student Organizations from 1 in 2011 – 2012 to 2 in 2012 – 2013.	1.1. Finding a teacher to lead the organization.	1.1. Increase student participation in CTSO competitions/events.	1.1. CTE teachers	1.1. Analyze the data every quarter to determine the next steps.	1.1. Log of number of CTSO events Log of number of students that attend events.
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

CTE Professional Development

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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

				meetings)		

End of CTE Goal(s)

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Differentiated Accountability

School-level Differentiated Accountability (DA) Compliance

Please choose the school's DA Status. (To activate the checkbox: 1. double click the desired box; 2.when the menu pops up, select "checked" under "Default Value" header; 3. Select "OK", this will place an "x" in the box.)

School Differentiated Accountability Status		
☐Priority	☐Focus	☐Prevent

- *Once the state has provided information, directions for how to upload the checklist will be posted on the School Improvement Icon.*

School Advisory Council (SAC)

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 members 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   ☐ No

If No, describe the measures being taken to comply with SAC requirements.

Describe the use of SAC funds.			
Name and Number of Strategy from the School Improvement Plan	Description of Resources that improves student achievement or student engagement	Projected Amount	Final Amount
	Teacher grants – SAC will approve teacher made grants that will help to increase student Achievement in all core areas.	$2,187	$2,187
Final Amount Spent			$2,187