

Broward County Public Schools

Walker Elementary School



2016-17 Schoolwide Improvement Plan

Walker Elementary School

1001 NW 4TH ST, Fort Lauderdale, FL 33311

[no web address on file]

School Demographics

| | | |
|---|-------------------------------|---|
| School Type and Grades Served (per MSID File) | 2015-16 Title I School | 2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) |
| Elementary School PK-5 | Yes | 98% |
| Primary Service Type (per MSID File) | Charter School | 2018-19 Minority Rate (Reported as Non-white on Survey 2) |
| K-12 General Education | No | 98% |

School Grades History

| Year | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|-------|---------|---------|---------|---------|
| Grade | F | F* | F | |

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

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

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F or a monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Walker Elementary School

| DA Region and RED | DA Category and Turnaround Status |
|--|-----------------------------------|
| Southeast - LaShawn Russ-Porterfield | Not In DA - N/A |

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

The mission of Walker Elementary School of the Arts is to provide students with a quality education within a safe and secure learning environment.

b. Provide the school's vision statement.

We believe that all students can achieve at their highest potential given the opportunity to grow in the area of academics, social skills and in the visual and performing arts, to be prepared for the competitive world of college and career, with 21st Century skills.

2. School Environment

a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students.

In order to develop skills for cross cultural backgrounds, all staff will become knowledgeable of students' cultural backgrounds and experiences. By gaining general knowledge about students' cultures, this insight will give teachers a sense of perception about behavior, communication, and learning styles. Students are more likely to succeed if they feel connected to the school in a positive manner which will therefore create a quality classroom environment. Throughout the school year, students will be engaged in activities that will highlight the students' origins and/or creating projects that promote themes of diversity, tolerance, and sense of community.

b. Describe how the school creates an environment where students feel safe and respected before, during and after school.

Walker Elementary is a school that promotes a safe and respectful environment before, during, and after school where the students have an open door policy to share their concerns. The school is committed to promoting safety and respect, which is essential for teaching and learning. The school is also committed to reinforcing positive tenets of character education through guidance where the students are able to incorporate and model monthly expectations throughout the school year. It is critical to establish clear expectations where the students feel safe and respected by: being explicit about expectations, engage students in discussions regarding class norms, model the behavior Walker Elementary expects, and provides ample opportunities for students to practice.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

Walker Elementary's school wide behavioral plan involves six comprehensive steps that will help minimize distractions to keep students engaged during instructional time. Step one involves collecting behavior data and analyzing the top 10 incidents that occurred in the previous school year (2014-2015). Step two targets the behavior benchmark by decreasing the school wide target behavior by 50% where the students are in compliance of ensuring all body parts and objects are kept to themselves. Step three documents resources that are needed to reach the behavior target benchmarks. Cloud 9 Character Education, and a Comprehensive Mentoring Program(s) are resources that will be implemented with fidelity to reach Walker Elementary's target behavior

benchmarks. Step four involves implementation of the Cloud 9 Behavior Management System. Teachers and staff have been trained in Cloud 9, will continue sharing of Best Practices throughout the school year to reinforce consistent use of the Cloud 9 Program school wide and will implement the program with fidelity. Additionally, all staff will complete any and all anti-bullying training provided by the district. Step five targets professional development and community involvement strategies that will assist with minimizing distractions that may occur in the classrooms. Step six monitors the School-Wide Positive Behavior Plan and implementation strategies in order to make data driven decisions. Administration and support staff will monitor behavior data and discuss progress at weekly Support Staff meetings.

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

Walker Elementary ensures the social-emotional needs of all learners are met by implementing a comprehensive mentoring program. At Walker Elementary we have formed partnerships with the local organizations that lend their time to assist our students. The mentoring organizations are geared to promote positive social interactions between the students and adults that are aligned together in order to promote authenticity, empathy, collaboration, and companionship to develop the whole child (student centered). Walker Elementary will promote a healthy understanding of the developmental issues that mentees may experience to help build open relationships that will lead to life-long partnerships. Ms G. Walker is the Guidance Counselor. She offers life skills courses for grades K-3, and she also teaches life skills to students in grades 4 and 5 in a small group setting.

3. Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.

b. Provide the following data related to the school's early warning system

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

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

The number of students identified by the system as exhibiting two or more early warning indicators:

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

c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.

B. Family and Community Engagement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(B)(iii)(I)(aa).

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

No

1. PIP Link

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

2. Description

Parent involvement at Walker Elementary is very low. Our target is to increase parent involvement by 25%. Parents will be informed of school events through the school's website and through grade specific parent workshops, newsletters, grade level academic nights, parent/teacher conferences, e-mail alert system, and school marquee. Walker Elementary will utilize business partners to help communicate the school's mission and vision in order to raise awareness and parental involvement.

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

At Walker Elementary, our Performing and Visual Arts program is well known throughout our community and as a result, we have had the opportunity of forming loyal partnerships with organizations such as the Urban League, L. A. Lee YMCA, Mount Olive Church and a number of businesses that have graciously offered monetary assistance, as well human resources. Our parents are also very proud of our performing arts program and consequently, they attend many performances throughout the school year.

In addition, we provide a parent resource center on campus that invites parents to make use of the technology.

At Walker we will continue to provide Title 1 parent nights that provide information on such topics as Anti-Bullying, Reading, Writing, Science, Math and technology. Academics are integrated with the performing arts to build interest among our parents and the community.

C. Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(H).

1. School Leadership Team

a. Membership

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

| Name | Title |
|------------------|---------------------|
| Bullock, Philip | Principal |
| Eligon, Tauri | Assistant Principal |
| Doughty, Andria | Assistant Principal |
| Maisel, James | Instructional Coach |
| Bernot, Roxanne | Teacher, ESE |
| McNabb, Alicia | Instructional Coach |
| Kerkerian, Gina | Instructional Coach |
| Gassman, Barbara | Instructional Coach |

b. Duties

1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.

Mr. Philip Bullock, Principal, Monitors curriculum instruction, analyzes assessment data and instructional practices and provides support to teachers and staff. Mr. Tauri. Eligon and Mrs. Doughty, Assistant Principals, Monitor curriculum instruction and disciplinary concerns and provides support to teachers and staff. The school based RTI/MTSS Leadership Team consists of Mr. Philip Bullock, Principal, Mr. Tauri Eligon and Mrs. Doughty, Assistant Principals, Ms. Gloria Walker, Guidance Counselor, Ms. Barbara Gassman and Mr. James Maisel, Literacy Coaches, Ms. Gina Kerkerian, Math Coach, and Mrs Alicia McNabb, Instructional Coach. These coaches model lessons, work with individual teachers to develop curriculum at all levels to differentiate instruction to meet the needs of all learners. Also included in the LLT are Ms. Roxanne Bernot, ESE Specialist (who is also responsible for RTI), Ms. Lliisa Lebowitz, School Psychologist, Ms. Jamiro Smith, Behavior Tech, and Amanda Simpson, Behavior Therapist. The RTI meetings are held twice monthly to discuss intervention plans for students with academic and behavior concerns. The following problem solving process will be used to assist in development and implementation the SIP:

1. Identify problems found in reading, math, writing, science, attendance, behavior, and parental involvement.
2. Analyze data to identify why the problems exist.
3. Develop and implement an Intervention Plan with goals, objectives, timelines and support.
4. Establish a monitoring process for anticipated outcomes.

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

The assistant principals and ESE specialist preside over RTI/MTSS meetings. The RTI/MTSS meets weekly. Mr P. Bullock, Mr T. Eligon and Mrs A. Doughty are the Co-Facilitators of the RTI/MTSS Team. A support staff member is assigned to a grade level in the role of liaison between the grade levels and administration to provide continuous support throughout the school year. The support staff lends assistance to the faculty and staff by providing training and human resource. The SAC officers oversee the SIP and ensure that the staff maintains the focus described in the SIP.

A support staff member will be assigned to each grade level to provide the following: support through modeling lessons, working with low or high performing students (i.e., team teaching), assisting with integrating technology into lessons, monitoring classroom instruction daily, completing and sharing

classroom walk through findings. They will also ensure that teachers have the necessary materials and supplies needed to meet the needs of their students. All grade level concerns will be discussed at the weekly support staff meetings.

Walker Elementary has a variety of programs that are funded in part by federal, state and local funds. Accelerated Reader, general funds, iReady - technology - Accountability funds, First in Math, School City and School Improvement Grant are programs that will all be used to improve student achievement.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

| Name | Stakeholder Group |
|----------------|-------------------|
| Philip Bullock | Principal |
| Lesley Fahie | Teacher |
| Maria Leon | Teacher |
| James Frye, Jr | Teacher |
| | Student |
| | Student |

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

a. Evaluation of last year's school improvement plan

The current year's committee will make changes to last year's SIP based on the current needs of the school, through the use of last year's data in the areas of Reading, Writing, Math, Science, Student Discipline and Parental involvement. The SAC committee will review the SIP and will and ensure maintenance and implementation.

b. Development of this school improvement plan

The SAC meets on a monthly basis. Informal and formal assessments, BAT and FSA test score results and trends are discussed and evaluated. Effective the 2016-2017 school year, the BAS reading instrument will be used and those test results and trends will also be evaluated. Specific programs are incorporated into the daily instruction as a result of the specific needs of the students. Recommendations and research is done to ensure that the resources are provided, and that the appropriate strategies are included in the SIP. The SAC makes recommendations, approves the SIP and monitors improvement.

c. Preparation of the school's annual budget and plan

Administration is responsible for the school's annual budget. However, the SAC provides input as the governing body of the school.

2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project.

Technology iReady computer based program \$4,000 cost for a subscription in the area of reading, \$35,000 for Professional Development cost and \$13,000 for Cloud 9.

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.

Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

| Name | Title |
|------------------|---------------------|
| Bullock, Philip | Principal |
| Eligon, Tauri | Assistant Principal |
| Maisel, James | Instructional Coach |
| Doughty, Andria | Assistant Principal |
| Gassman, Barbara | Instructional Coach |
| McNabb, Alicia | Instructional Coach |
| Kerkerian, Gina | Instructional Coach |

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The major initiatives will be the early detection of weakness in literacy for students in the primary grades. Students in the primary grades will be focused upon and assessed to ensure continued success in the area of literacy. Early detection will insure that the students are targeted for remedial, intensive differentiated instruction.

Students in the intermediate grades showing deficiencies in the area of literacy will be assigned to intensive reading instruction groups, using programs that focus on intensive, remedial basic literacy skills, as listed in the Rtl section within the Tiers descriptions.

The Literacy Learning Team will meet on a monthly basis. The monthly meetings will consist of the following:

- Professional development topics addressed include the K-12 Reading Plan; K-12 ESOL Plan; DOK stem questioning for elementary reading, writing, mathematics, and science; reading program specific training and needs, and a variety of other reading related topics. The

Literacy coach will attend the district monthly reading resource specialist meetings and the reading coach will share the information provided at the meetings with the LLT.

Planned Initiatives:

- School-wide Accelerated Reader Program and incentives
- Literacy Day celebrations
- Book reviews by students
- Daily Read Aloud by classroom teachers
- Model classrooms
- PLC and Professional Study Groups
- Data collection and discussion of instructional effectiveness

Grade level and departmentalized grades reading teachers will attend monthly Integrated Reading training where the effectiveness of instruction, best practices and research based strategies will be discussed and studied.

D. Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(D).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

Team meetings are held on a weekly basis. Teachers use this time to collaborate, to problem solve, and to learn from each other. This time is also used for Professional Learning Communities (PLC's).

2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school.

Administration meets with teachers who are new to Walker Elementary on a monthly basis to ensure that the new teachers are receiving support and training as needed. In addition, our NESS liason meets with the aforementioned teachers during the pre-planning week and monthly thereafter to provide guidance and assistance. New teachers who express an interest in leadership roles are highly encouraged and supported. If training and modeling and/or support is needed, it is provided by the subject area coaches.

3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities.

All leadership staff meet with administration on a monthly basis to discuss school wide initiatives. In addition, the leadership/mentor team participates in problem solving activities during leadership meetings. All staff are encouraged to participate in mentor sessions to advance their leadership abilities and to target and enhance their leadership qualities.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.

The school ensures that its core instructional programs and materials are aligned to the Florida's standards, including a clear plan on how to provide the teachers with aligned instructional materials and curricula by developing model lesson plans, curriculum, and pacing guides (district's unit of studies). The plan also includes high-quality professional developments by State/District, and Support Staff around the new standards and how to monitor the implementation progress.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

The school uses data to provide and differentiate instruction to meet the diverse needs of all learners by providing an appropriate level of challenge for all learners. This is accomplished by providing several learning options and differentiated instruction for all students, which assists the learner in absorbing information and making connections of various concepts and skills. Instruction is modified or supplemented to assist students who are having difficulty in mastery of skills and concepts. Walker Elementary provides access to a variety of materials which target different learning preferences and reading abilities, developing activities that target various learning styles, establishing centers for inquiry-based and independent learning activities, creating activities that vary in levels of complexity

and degree of abstract thinking, and using flexible grouping in the classroom to group students based on content, ability, and assessment results.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 5,400

All students receive an additional 45 minutes of intensive instruction on a daily basis. Students are placed in groups according to their area of need. Their needs are addressed using supplemental materials and through differentiated instruction.

Strategy Rationale

The use of intensive instruction will assist learners in mastery of skills and concepts taught throughout the school day.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Bullock, Philip, philip.bullock@browardschools.com

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Students data is analyzed by teachers on a daily basis through formal and informal assessments. Administration, coaches and teachers meet to discuss best practices and areas of needs.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(G).

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

At the end of the school year, students participate in individual class graduation ceremonies. Graduation ceremonies are conducted for students who are transitioning from elementary (5th grade) to middle school (6th grade). During the summer, Broward County screens all incoming Kindergarten students. In August, a parent meeting is held to inform parents of the requirements for Kindergarten. The Florida Kindergarten Readiness Screening (FLKRS) is administered to all kindergarten students. These domains include: Language and Literacy, Mathematics, Social and Personal skills, Science, Social Studies, Physical Development and Fitness and Creative Arts.

b. College and Career Readiness

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

Walker Elementary establishes strong relations with business partners and the community to prepare the students to be successful in a global marketplace. The resources provided enhance learning for

students, positively impact student achievement, enrich their lives, and prepare today's students to become tomorrow's responsible, accomplished, self-confident leaders.

2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.

The community and the school share a partnership where businesses make presentations during career day to expose all students to a variety of careers.

3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.

Teachers integrate career day within the curriculum so the students are aware of the variety of career options available.

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If teachers implement high quality literacy strategies aligned to the Florida standards with fidelity, then student engagement and proficiency will increase in all content areas.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. If teachers implement high quality literacy strategies aligned to the Florida standards with fidelity, then student engagement and proficiency will increase in all content areas. **1a**

G084534

Targets Supported **1b**

| Indicator | Annual Target |
|------------------------------|---------------|
| AMO Reading - All Students | |
| AMO Math - All Students | |
| FCAT 2.0 Science Proficiency | 30.0 |
| FSA Mathematics Achievement | 50.0 |
| FSA ELA Achievement | 50.0 |
| Attendance rate | 70.0 |

Targeted Barriers to Achieving the Goal **3**

- Inconsistent school wide Implementation of instructional strategies aligned to the Florida standards.

Resources Available to Help Reduce or Eliminate the Barriers **2**

- Professional Development Opportunities
- Promethian boards
- Character Education/Behavior Intervention Programs
- First Moves Chess Initiative
- Team Leaders Leadership
- Star Reading
- IReady
- Cloud 9 resources
- Literacy and Math coaches

Plan to Monitor Progress Toward G1. **8**

Administration will review formative assessment data, i-observation data, PLC schedules, and PD content to ensure it is aligned with our goal of implementing high quality literacy strategies.

Person Responsible

Philip Bullock

Schedule

Quarterly, from 8/22/2016 to 6/8/2017

Evidence of Completion

Common school-wide assessments, district assessments, instructional practice, and behavior/ social reports.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
 Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. If teachers implement high quality literacy strategies aligned to the Florida standards with fidelity, then student engagement and proficiency will increase in all content areas. 1

G084534

G1.B2 Inconsistent school wide Implementation of instructional strategies aligned to the Florida standards.

2

B224636

G1.B2.S1 Instructors will participate in ongoing professional learning communities to effectively implement evidence based literacy strategies. 4

S237045

Strategy Rationale

All instructors will be provided opportunities to engage in PLC's to assist with the development and implementation of quality standard based instruction. The information attained from the PLC's and professional development opportunities will provide teachers additional strategies and curriculum ideas to meet individual students' areas of deficiencies.

Action Step 1 5

All teachers will complete a needs assessment to determine the areas they would like to receive professional development.

Person Responsible

Tauri Eligon

Schedule

Quarterly, from 8/22/2016 to 6/8/2017

Evidence of Completion

Sign in sheets, student samples, and coaching logs.

Action Step 2 5

Develop professional development workshops based on the data of the the needs assessment.

Person Responsible

Tauri Eligon

Schedule

Quarterly, from 8/22/2016 to 6/8/2017

Evidence of Completion

Power point presentation, trainer notes.

Action Step 3 5

Administration and instructional coaches will develop a PD calendar schedule and disseminate to faculty.

Person Responsible

Tauri Eligon

Schedule

On 6/8/2017

Evidence of Completion

Professional development calendar, e-mail to teachers, e-mail sign up documentation.

Action Step 4 5

Teachers will attend the professional development workshops throughout the year based on their area of need.

Person Responsible

Tauri Eligon

Schedule

Quarterly, from 8/22/2016 to 6/8/2017

Evidence of Completion

Sign-in sheets, formative assessment data, i-observation data, student samples.

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Monitor PLC's through grade level data chats with support staff and administration and monitoring student portfolios. A professional development schedule has been developed where teachers will meet on early release days, planning days and on the 4th Wednesday of every month.

Person Responsible

Tauri Eligon

Schedule

Weekly, from 8/22/2016 to 6/8/2017

Evidence of Completion

District assessments, i-ready computerized diagnostic reports, Broward Standards Assessments, District Formative Assessments, RIGBY (K-2), DRA, DAR and student portfolios.

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Administrators will conduct on going observations of teacher practice to provide explicit feedback towards improvement.

Person Responsible

Philip Bullock








Schedule

Quarterly, from 8/22/2016 to 9/9/2017

Evidence of Completion

i-observation feedback forms, meetings, data reports.

IV. Implementation Timeline

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/ End Date |
|---|--|-----------------|-------------------------------|---|--------------------|
| 2017 | | | | | |
| G1.MA1  M312283 | Administration will review formative assessment data, i-observation data, PLC schedules, and PD... | Bullock, Philip | 8/22/2016 | Common school-wide assessments, district assessments, instructional practice, and behavior/social reports. | 6/8/2017 quarterly |
| G1.B2.S1.MA1  M312282 | Monitor PLC's through grade level data chats with support staff and administration and monitoring... | Eligon, Tauri | 8/22/2016 | District assessments, i-ready computerized diagnostic reports, Broward Standards Assessments, District Formative Assessments, RIGBY (K-2), DRA, DAR and student portfolios. | 6/8/2017 weekly |
| G1.B2.S1.A1  A306163 | All teachers will complete a needs assessment to determine the areas they would like to receive... | Eligon, Tauri | 8/22/2016 | Sign in sheets, student samples, and coaching logs. | 6/8/2017 quarterly |
| G1.B2.S1.A2  A306164 | Develop professional development workshops based on the data of the the needs assessment. | Eligon, Tauri | 8/22/2016 | Power point presentation, trainer notes. | 6/8/2017 quarterly |
| G1.B2.S1.A3  A306165 | Administration and instructional coaches will develop a PD calendar schedule and disseminate to... | Eligon, Tauri | 8/22/2016 | Professional development calendar, e-mail to teachers, e-mail sign up documentation. | 6/8/2017 one-time |
| G1.B2.S1.A4  A306166 | Teachers will attend the professional development workshops throughout the year based on their area... | Eligon, Tauri | 8/22/2016 | Sign-in sheets, formative assessment data, i-observation data, student samples. | 6/8/2017 quarterly |
| G1.B2.S1.MA1  M312281 | Administrators will conduct on going observations of teacher practice to provide explicit feedback... | Bullock, Philip | 8/22/2016 | i-observation feedback forms, meetings, data reports. | 9/9/2017 quarterly |

V. Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. If teachers implement high quality literacy strategies aligned to the Florida standards with fidelity, then student engagement and proficiency will increase in all content areas.

G1.B2 Inconsistent school wide Implementation of instructional strategies aligned to the Florida standards.

G1.B2.S1 Instructors will participate in ongoing professional learning communities to effectively implement evidence based literacy strategies.

PD Opportunity 1

All teachers will complete a needs assessment to determine the areas they would like to receive professional development.

Facilitator

Instructional coaches, team leaders, and administrators.

Participants

All faculty and staff.

Schedule

Quarterly, from 8/22/2016 to 6/8/2017

PD Opportunity 2

Teachers will attend the professional development workshops throughout the year based on their area of need.

Facilitator

Team leaders, literacy coaches, administration

Participants

Teachers

Schedule

Quarterly, from 8/22/2016 to 6/8/2017

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

VII. Budget

| | | | | | | |
|---------------|-------------|---|---------------------------------|--------------------------|-----|-------------------|
| 1 | G1.B2.S1.A1 | All teachers will complete a needs assessment to determine the areas they would like to receive professional development. | | | | \$0.00 |
| 2 | G1.B2.S1.A2 | Develop professional development workshops based on the data of the the needs assessment. | | | | \$0.00 |
| 3 | G1.B2.S1.A3 | Administration and instructional coaches will develop a PD calendar schedule and disseminate to faculty. | | | | \$0.00 |
| 4 | G1.B2.S1.A4 | Teachers will attend the professional development workshops throughout the year based on their area of need. | | | | \$2,698.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2016-17 |
| | | | 0321 - Walker Elementary School | School Improvement Funds | | \$2,698.00 |
| Total: | | | | | | \$2,698.00 |