

Broward County Public Schools

# Walker Elementary School



2017-18 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)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	99%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	97%

### School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	D	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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE'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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

### DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

### 2017-18 DA Category and Statuses for Walker Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - <a href="#">LaShawn Russ-Porterfield</a>	- 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 (2016-2017). Step two targets the behavior benchmark by decreasing the school wide target behavior by 70% 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 guidance groups for grades K-5.

### 3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

#### Attendance

Step1: Contact Parents

Step 2: Indicate via interims and conference forms

Step 3: Social work referral

#### Suspensions

Step1: Classroom management system/ Schoolwide behavior system

Step 2: Contact Parent

Step 3: Individualize behavior plan/ Intervention by behavior specialist

Step 4: RTI referral

Step 5: Contact Administration

Step 6: Think About Behavior Intervention

Step 7: Suspension

#### Course Failure

Step 1: Contact Parent for conference

Step 2: Place student on progress monitor plan

Step 3: Provide Parents with an interim report

#### Level 1 on FSA

Step 1: Analyze individual student's data

Step 2: Remediate based on student's data

Step 3: Provide intensive small group remediation in the afternoon

Step 4: Monitor the student's progress

Step 5: Reteach and Assess

**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	7	11	4	6	9	6	0	0	0	0	0	0	0	43
One or more suspensions	0	5	10	10	10	10	0	0	0	0	0	0	0	45
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	44	65	0	0	0	0	0	0	0	0	109
	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	

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

LLI  
Phonics for Reading  
Quick Reads  
Foundations  
Fast Track  
Achieve 3000  
Write in Reader  
Animated Math Model  
I-Ready Math  
I- Ready Ready

**B. Family and Community Engagement**

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

**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.**

**a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?**

No

**1. PFEP 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 50%. 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 and our newly formed PTA 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, Afterschool Program, 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

### 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
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. Doughy, 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, Assistant Principal, 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), Mrs.

Daly, ESE Support, Ms. Lissa Lebowitz, School Psychologist, Ms. Jamiro Smith, Behavior Tech. The RTI meetings are held twice a week 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 principal and ESE specialist preside over RTI/MTSS meetings. The RTI/MTSS meets weekly. Mr P. Bullock, Mr T. Eligon are the 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. MyOn, Achieve 3000, Acaletics, iReady, School City 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
James Frye, Jr	Teacher
	Student
	Student
Jodianne Martin	Teacher
	Student
Jennilee Jean-Pierre	Teacher

### b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

**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 ELA, Math, Science, Student Discipline and Parental involvement. The SAC committee will review the SIP and will 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. Walker Elementary implements the BAS reading instrument (running record) and uses those test results and trends for monitoring purposes. 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.**

The iReady computer based program cost is \$10,000, \$35,000 for Professional Development, and \$12,500 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
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 ensure 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 MyOn 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 responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

### 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 Tier liaisons meet 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 90 minutes of intensive instruction five days a week. 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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

**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) and STAR Early Literacy programs are 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 part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

### 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

 = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** If we develop family and community partnerships, then we will improve school performance, social and emotional functioning, and engage families in supporting the learning and achievement of their children.
- G2.** If teachers implement a Balanced Literacy Model and effectively engage our families, then student proficiency will increase across 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 we develop family and community partnerships, then we will improve school performance, social and emotional functioning, and engage families in supporting the learning and achievement of their children.

1a

G098579

**Targets Supported** 1b

Indicator	Annual Target
FSA ELA Achievement	50.0
FSA Mathematics Achievement	50.0
Statewide Science Assessment Achievement	30.0
District Parent Survey	30.0

**Targeted Barriers to Achieving the Goal** 3

- Family and Community Engagement

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

- Designated space for parent resources
- Community liaison
- Family Night Programs
- Community resources

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

To determine progress towards our goal of developing family and community partnerships we will collect parent survey data and feedback from community partners.

**Person Responsible**

Philip Bullock

**Schedule**

On 6/6/2018

**Evidence of Completion**

Parent surveys, feedback forms

**G2.** If teachers implement a Balanced Literacy Model and effectively engage our families, then student proficiency will increase across all content areas. 1a

G098580

**Targets Supported** 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	30.0
FSA Mathematics Achievement	50.0
FSA ELA Achievement	50.0

**Targeted Barriers to Achieving the Goal** 3

- Fidelity to small group guided reading
- Integration of literacy through all content areas

**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
- Achieve 3000
- IReady
- Cloud 9 resources
- Literacy and Math coaches
- LLI Program
- Acaletics
- JJ Science Bootcamp

**Plan to Monitor Progress Toward G2.** 8

The leadership team will consistently analyze student and teacher performance data to determine the effectiveness of teaching and learning in the classroom to meet our annual goals and targets.

**Person Responsible**

Philip Bullock

**Schedule**

Quarterly, from 8/21/2017 to 6/7/2018

**Evidence of Completion**

Common school-wide assessments, district assessments, and instructional practice..

## 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

 = Problem Solving Step     S123456 = Quick Key

**G1.** If we develop family and community partnerships, then we will improve school performance, social and emotional functioning, and engage families in supporting the learning and achievement of their children. **1**

 G098579

**G1.B1** Family and Community Engagement **2**

 B265255

**G1.B1.S1** Develop family and community partnerships that increase parent involvement and engagement in the achievement of children. Provide resources for parents to increase parent involvement and engagement in the achievement of children. **4**

 S281143

**Strategy Rationale**

To provide opportunities and resources for families to actively engage in community and school initiatives for the purpose of aiding in increasing social, emotional and academic success of their children.

**Action Step 1** **5**

Walker Elementary will host family nights that will provide academic support and engage community partners.

**Person Responsible**

James Maisel

**Schedule**

Semiannually, from 9/18/2017 to 5/25/2018

***Evidence of Completion***

Parent Sign In Sheets

**Action Step 2** **5**

A designated Parent Resource area will be provided for parents to access educational services and resources to meet the personal needs of families.

**Person Responsible**

Alicia McNabb

**Schedule**

Monthly, from 10/2/2017 to 6/6/2018

***Evidence of Completion***

Family sign in sheets, log of services and resources families receive

**Plan to Monitor Fidelity of Implementation of G1.B1.S1** 6

Administration will support the teachers and staff by utilizing the academic needs of students to drive the instructional agendas for the Academic Parent Night Programs

**Person Responsible**

Philip Bullock

**Schedule**

Semiannually, from 9/18/2017 to 6/6/2018

***Evidence of Completion***

Program Agendas

**Plan to Monitor Effectiveness of Implementation of G1.B1.S1** 7

Provide family and community surveys to evaluate the school's effectiveness for engaging families and community partnerships.

**Person Responsible**

Philip Bullock


**Schedule**

On 6/6/2018

***Evidence of Completion***

Parent Surveys


**G2.** If teachers implement a Balanced Literacy Model and effectively engage our families, then student proficiency will increase across all content areas. 1

 G098580

**G2.B5** Fidelity to small group guided reading 2

 B265265

**G2.B5.S1** Professional Learning Communities 4

 S281147

### Strategy Rationale

Embed a process in which teachers work in teams and use student information to develop strategies to improve their classroom practices.

### Action Step 1 5

PLC (Professional Learning Communities) will meet weekly to...

#### Person Responsible

Alicia McNabb

#### Schedule

Weekly, from 9/4/2017 to 6/1/2018

#### Evidence of Completion

Agendas, sign in sheets

### Action Step 2 5

Benchmark Assessment Systems Callibration

#### Person Responsible

Barbara Gassman

#### Schedule

On 10/31/2017

#### Evidence of Completion

Student running record samples, agendas, sign in sheets

**Plan to Monitor Fidelity of Implementation of G2.B5.S1** 6

Classroom walkthrough

**Person Responsible**

Philip Bullock

**Schedule**

Weekly, from 9/11/2017 to 6/4/2018

***Evidence of Completion***

iobservation, PLC Agenda and Minutes, data chats

**Plan to Monitor Effectiveness of Implementation of G2.B5.S1** 7

Data Chats

**Person Responsible**

Philip Bullock

**Schedule**

Triannually, from 9/4/2017 to 5/31/2018

***Evidence of Completion***

Increased BAS proficiency school wide: Baseline 34%, September (input percent), February (input percent), May (input percent)

**G2.B6** Integration of literacy through all content areas **2**

 B265266

**G2.B6.S1** Walker Elementary teachers will participate in weekly PLC (Professional Learning Communities) to share best practices, plan activities with high quality instructional materials to ensure that every student is provided a differentiated plan for learning. **4**

 S281148

**Strategy Rationale**

To ensure the every student is provided a differentiated plan for learning that will maximize their potential for proficiency.

**Action Step 1** **5**

Ensure instructional academic support personnel in the science lab in order to provide additional instructional support to students and increase the integration of literacy through science instruction.

**Person Responsible**

Alicia McNabb

**Schedule**

On 6/7/2018

***Evidence of Completion***

Teacher lesson plans, science lab schedule

**Action Step 2** **5**

Ensure instructional academic mathematics support personnel in order to provide additional instructional support to students and teachers for the improvement of instructional practices and the implementation of high academic standards.

**Person Responsible**

Gina Kerkerian

**Schedule**

On 6/7/2018

***Evidence of Completion***

Support logs of support



### Action Step 3 5

Data chats will be held with teachers to discuss data, set appropriate rigorous expectations for students and determine mastery of standards. This process will clearly define measurable high academic standards and identify targeted areas of focus aligned to the Florida Standards and Next Generation Standards.

**Person Responsible**

Philip Bullock

**Schedule**

Monthly, from 8/28/2017 to 5/18/2018

***Evidence of Completion***

Data reports

### Action Step 4 5

The implementation of Promethan tables for Kindergarten classrooms to ensure the academic development of early learners in order to close the achievement gap. Through the use of integrated technology, students will be exposed daily to ensure continued learning gains.

**Person Responsible**

Philip Bullock

**Schedule**

Weekly, from 10/23/2017 to 6/6/2018

***Evidence of Completion***

Teacher Lesson Plans

### Action Step 5 5

Teachers will use high quality instructional materials for Tier 1 instruction that includes the use of technology for enrichment/intervention groups to ensure continued learning gains and close achievement gaps.

#### **Person Responsible**

Tauri Eligon

#### **Schedule**

Monthly, from 10/2/2017 to 6/6/2018

#### ***Evidence of Completion***

Triangulated data will be monitored monthly using running records, iReady, HMH and chapter assessments. This process will clearly define measurable high academic standards and identify targeted areas of focus aligned to the Florida Standards and Next Generation Standards.

### Action Step 6 5

Ensure instructional coach in order to provide additional instructional support to 2nd and 3rd year instructional teacher for the improvement of instructional practices and the implementation of high academic standards.

#### **Person Responsible**

Philip Bullock

#### **Schedule**

On 6/7/2018

#### ***Evidence of Completion***

Support logs of support

**Plan to Monitor Fidelity of Implementation of G2.B6.S1** 6

To monitor for fidelity, teachers will participate in biweekly PLC meetings to share best practices, plan activities with high quality instructional materials, and expose students to daily, intensive, small group instruction to ensure that every student is provided a differentiated plan for learning that will maximize their potential for proficiency. Data will be progress monitored to guide teachers to make appropriate instructional decisions, set appropriate rigorous standards and goals for students, and address the needs of the whole child.

**Person Responsible**

Tauri Eligon

**Schedule**

Biweekly, from 8/21/2017 to 6/7/2018

***Evidence of Completion***

PLC meeting minutes Sign In Sheets

**Plan to Monitor Effectiveness of Implementation of G2.B6.S1** 7

To monitor for effectiveness, the leadership team will meet to analyze data, participate in job embedded professional learning and conduct collaborative conversations to build knowledge and support teachers. Observation cycles and classroom walkthroughs will serve as a supportive approach to monitoring the implementation of high quality instruction with fidelity.

**Person Responsible**

Philip Bullock

**Schedule**

On 6/6/2018


***Evidence of Completion***

Leadership meeting agendas

## IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
<b>2018</b>					
G2.B5.S1.A2  A379085	Benchmark Assessment Systems Calibration	Gassman, Barbara	9/4/2017	Student running record samples, agendas, sign in sheets	10/31/2017 one-time
G2.B6.S1.A3  A379088	Data chats will be held with teachers to discuss data, set appropriate rigorous expectations for...	Bullock, Philip	8/28/2017	Data reports	5/18/2018 monthly
G1.B1.S1.A1  A379076	Walker Elementary will host family nights that will provide academic support and engage community...	Maisel, James	9/18/2017	Parent Sign In Sheets	5/25/2018 semiannually
G2.B5.S1.MA1  M411031	Data Chats	Bullock, Philip	9/4/2017	Increased BAS proficiency school wide: Baseline 34%, September (input percent), February (input percent), May (input percent)	5/31/2018 triannually
G2.B5.S1.A1  A379084	PLC (Professional Learning Communities) will meet weekly to...	McNabb, Alicia	9/4/2017	Agendas, sign in sheets	6/1/2018 weekly
G2.B5.S1.MA1  M411032	Classroom walkthrough	Bullock, Philip	9/11/2017	iobservation, PLC Agenda and Minutes, data chats	6/4/2018 weekly
G1.MA1  M411026	To determine progress towards our goal of developing family and community partnerships we will...	Bullock, Philip	10/2/2017	Parent surveys, feedback forms	6/6/2018 one-time
G1.B1.S1.MA1  M411023	Provide family and community surveys to evaluate the school's effectiveness for engaging families...	Bullock, Philip	10/2/2017	Parent Surveys	6/6/2018 one-time
G1.B1.S1.MA1  M411024	Administration will support the teachers and staff by utilizing the academic needs of students to...	Bullock, Philip	9/18/2017	Program Agendas	6/6/2018 semiannually
G1.B1.S1.A2  A379077	A designated Parent Resource area will be provided for parents to access educational services and...	McNabb, Alicia	10/2/2017	Family sign in sheets, log of services and resources families receive	6/6/2018 monthly
G2.B6.S1.MA1  M411033	To monitor for effectiveness, the leadership team will meet to analyze data, participate in job...	Bullock, Philip	8/21/2017	Leadership meeting agendas	6/6/2018 one-time
G2.B6.S1.A4  A379089	The implementation of Promethan tables for Kindergarten classrooms to ensure the academic...	Bullock, Philip	10/23/2017	Teacher Lesson Plans	6/6/2018 weekly
G2.B6.S1.A5  A379090	Teachers will use high quality instructional materials for Tier 1 instruction that includes the use...	Eligon, Tauri	10/2/2017	Triangulated data will be monitored monthly using running records, iReady, HMH and chapter assessments. This process will clearly define measurable high academic standards and identify targeted areas of focus aligned to the Florida Standards and Next Generation Standards.	6/6/2018 monthly
G2.MA1  M411035	The leadership team will consistently analyze student and teacher performance data to determine the...	Bullock, Philip	8/21/2017	Common school-wide assessments, district assessments, and instructional practice..	6/7/2018 quarterly
G2.B6.S1.MA1  M411034	To monitor for fidelity, teachers will participate in biweekly PLC meetings to share best...	Eligon, Tauri	8/21/2017	PLC meeting minutes Sign In Sheets	6/7/2018 biweekly
G2.B6.S1.A1  A379086	Ensure instructional academic support personnel in the science lab in order to provide additional...	McNabb, Alicia	10/23/2017	Teacher lesson plans, science lab schedule	6/7/2018 one-time
G2.B6.S1.A2  A379087	Ensure instructional academic mathematics support personnel in order to provide additional...	Kerkerian, Gina	10/23/2017	Support logs of support	6/7/2018 one-time

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B6.S1.A6  A379091	Ensure instructional coach in order to provide additional instructional support to 2nd and 3rd year...	Bullock, Philip	10/23/2017	Support logs of support	6/7/2018 one-time

## V. Professional Development Opportunities

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

**G2.** If teachers implement a Balanced Literacy Model and effectively engage our families, then student proficiency will increase across all content areas.

### **G2.B5** Fidelity to small group guided reading

#### **G2.B5.S1** Professional Learning Communities

##### **PD Opportunity 1**

PLC (Professional Learning Communities) will meet weekly to...

##### **Facilitator**

Administration

##### **Participants**

Coaches, teachers

##### **Schedule**

Weekly, from 9/4/2017 to 6/1/2018

##### **PD Opportunity 2**

Benchmark Assessment Systems Calibration

##### **Facilitator**

Early Learning and Language Acquisition Division Literacy Department

##### **Participants**

Coaches, teachers

##### **Schedule**

On 10/31/2017

## VI. Technical Assistance Items

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

**G2.** If teachers implement a Balanced Literacy Model and effectively engage our families, then student proficiency will increase across all content areas.

### **G2.B6** Integration of literacy through all content areas

**G2.B6.S1** Walker Elementary teachers will participate in weekly PLC (Professional Learning Communities) to share best practices, plan activities with high quality instructional materials to ensure that every student is provided a differentiated plan for learning.

#### **TA Opportunity 1**

The implementation of Promethan tables for Kindergarten classrooms to ensure the academic development of early learners in order to close the achievement gap. Through the use of integrated technology, students will be exposed daily to ensure continued learning gains.

#### **Facilitator**

Promethan Support

#### **Participants**

Teachers, Academic Coaches

#### **Schedule**

Weekly, from 10/23/2017 to 6/6/2018

## VII. Budget

1	G1.B1.S1.A1	Walker Elementary will host family nights that will provide academic support and engage community partners.				\$0.00
2	G1.B1.S1.A2	A designated Parent Resource area will be provided for parents to access educational services and resources to meet the personal needs of families.				\$0.00
3	G2.B5.S1.A1	PLC (Professional Learning Communities) will meet weekly to...				\$0.00
4	G2.B5.S1.A2	Benchmark Assessment Systems Calibration				\$0.00
5	G2.B6.S1.A1	Ensure instructional academic support personnel in the science lab in order to provide additional instructional support to students and increase the integration of literacy through science instruction.				\$73,935.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	130-Other Certified Instructional Personnel	0321 - Walker Elementary School	UniSIG	1.0	\$55,801.00
			Notes: Salary for a Science Lab instructional coach will be hired to support standards based instruction in all grade levels.			

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	6400	230-Group Insurance	0321 - Walker Elementary School	UniSIG		\$8,088.00
			<i>Notes: Group Insurance for a Science Lab instructional coach to support standards based instruction in all grade levels.</i>			
	6400	210-Retirement	0321 - Walker Elementary School	UniSIG		\$4,688.00
			<i>Notes: Retirement for a Science Lab instructional coach to support standards based instruction in all grade levels.</i>			
	6400	220-Social Security	0321 - Walker Elementary School	UniSIG		\$4,241.00
			<i>Notes: Social Security for a Science Lab instructional coach to support standards based instruction in all grade levels.</i>			
	6400	240-Workers Compensation	0321 - Walker Elementary School	UniSIG		\$1,005.00
			<i>Notes: Workers Compensation for a Science Lab instructional coach to support standards based instruction in all grade levels.</i>			
	6400	250-Unemployment Compensation	0321 - Walker Elementary School	UniSIG		\$112.00
			<i>Notes: Unemployment for a Science Lab instructional personnel to support standards based instruction in all grade levels.</i>			
<b>6</b>	<b>G2.B6.S1.A2</b>	<b>Ensure instructional academic mathematics support personnel in order to provide additional instructional support to students and teachers for the improvement of instructional practices and the implementation of high academic standards.</b>				<b>\$73,935.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	130-Other Certified Instructional Personnel	0321 - Walker Elementary School	UniSIG	1.0	\$55,801.00
			<i>Notes: Salary for a Mathematics Coach will be hired to support standards based instruction in all grade levels.</i>			
	6400	230-Group Insurance	0321 - Walker Elementary School	UniSIG		\$8,088.00
			<i>Notes: Group Insurance for a Mathematics Coach to support standards based instruction in all grade levels.</i>			
	6400	210-Retirement	0321 - Walker Elementary School	UniSIG		\$4,688.00
			<i>Notes: Retirement for a Mathematics Coach to support standards based instruction in all grade levels.</i>			
	6400	220-Social Security	0321 - Walker Elementary School	UniSIG		\$4,241.00
			<i>Notes: Social Security for a Mathematics Coach to support standards based instruction in all grade levels.</i>			
	6400	240-Workers Compensation	0321 - Walker Elementary School	UniSIG		\$1,005.00
			<i>Notes: Workers Compensation for a Mathematics Coach to support standards based instruction in all grade levels.</i>			
	6400	250-Unemployment Compensation	0321 - Walker Elementary School	UniSIG		\$112.00



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			<i>Notes: Unemployment Compensation for a Mathematics Coach to support standards based instruction in all grade levels.</i>			
7	G2.B6.S1.A3	<b>Data chats will be held with teachers to discuss data, set appropriate rigorous expectations for students and determine mastery of standards. This process will clearly define measurable high academic standards and identify targeted areas of focus aligned to the Florida Standards and Next Generation Standards.</b>				<b>\$0.00</b>
8	G2.B6.S1.A4	<b>The implementation of Promethan tables for Kindergarten classrooms to ensure the academic development of early learners in order to close the achievement gap. Through the use of integrated technology, students will be exposed daily to ensure continued learning gains.</b>				<b>\$32,444.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	643-Capitalized Hardware and Technology-Related Infrastructure	0321 - Walker Elementary School	UniSIG		\$32,444.00
			<i>Notes: Purchase of six Promethean tables (Including installation) to encourage project based activities where Kindergarten students can interact and collaborate using web browsers and resources. (\$4,999 per unit x 6 plus \$2,450 for installation = 32,444.00)</i>			
9	G2.B6.S1.A5	<b>Teachers will use high quality instructional materials for Tier 1 instruction that includes the use of technology for enrichment/intervention groups to ensure continued learning gains and close achievement gaps.</b>				<b>\$30,751.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	510-Supplies	0321 - Walker Elementary School	UniSIG		\$30,751.00
			<i>Notes: The purchase of curriculum instructional and assessment materials for students in grade 2nd-5th to improve literacy achievement of struggling readers. Materials will be purchased from Educational Development Associates, Inc.</i>			
10	G2.B6.S1.A6	<b>Ensure instructional coach in order to provide additional instructional support to 2nd and 3rd year instructional teacher for the improvement of instructional practices and the implementation of high academic standards.</b>				<b>\$73,935.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	130-Other Certified Instructional Personnel	0321 - Walker Elementary School	UniSIG	1.0	\$55,801.00
			<i>Notes: Salary for an Instructional Coach will be hired to support instructional personnel with standards based instruction in all grade levels.</i>			
	6400	230-Group Insurance	0321 - Walker Elementary School	UniSIG		\$8,088.00
			<i>Notes: Group Insurance for an Instructional Coach will be hired to support instructional personnel with standards based instruction in all grade levels.</i>			
	6400	210-Retirement	0321 - Walker Elementary School	UniSIG		\$4,688.00
			<i>Notes: Retirement for an Instructional Coach will be hired to support instructional personnel with standards based instruction in all grade levels.</i>			
	6400	220-Social Security	0321 - Walker Elementary School	UniSIG		\$4,241.00

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			<i>Notes: Social Security for an Instructional Coach will be hired to support instructional personnel with standards based instruction in all grade levels.</i>			
	6400	240-Workers Compensation	0321 - Walker Elementary School	UniSIG		\$1,005.00
			<i>Notes: Workers Compensation for an Instructional Coach will be hired to support instructional personnel with standards based instruction in all grade levels.</i>			
	6400	250-Unemployment Compensation	0321 - Walker Elementary School	UniSIG		\$112.00
			<i>Notes: Unemployment Compensation for an Instructional Coach will be hired to support instructional personnel with standards based instruction in all grade levels.</i>			
<b>Total:</b>						<b>\$285,000.00</b>