Walker Elementary School

2019-20 Schoolwide Improvement Plan

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Walker Elementary School

1001 NW 4TH ST, Fort Lauderdale, FL 33311

[no web address on file]

Demographics

Principal: Jocelyn Reid

Start Date for this Principal: 7/1/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* Black/African American Students* Economically Disadvantaged Students*
School Grades History	2018-19: D (32%) 2017-18: C (44%) 2016-17: D (37%) 2015-16: F (19%) 2014-15: F (16%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	YEAR 1
Support Tier	IMPLEMENTING
ESSA Status	CS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at [www.floridacims.org.](www.floridacims.org)

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

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School Demographics

School Type and Grades Served (per MSID File)	**2018-19 Title I School**	**2018-19 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	97%

School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	D	C	D	F

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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. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Our mission is to provide a rich, challenging Pre K - 5 program that cultivates the intellectual, social, and emotional development of each child while challenging all students to become productive citizens.

Provide the school's vision statement.

Walker Elementary will advocate for student success by providing a safe, supportive, and collaborative learning environment that empowers, enlightens, and inspires our students to reach or exceed their highest potential.

School Leadership Team

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

Name	Title	Job Duties and Responsibilities
Whitfield, Sharon	Instructional Coach	James Frye, Instructional Coach, is responsible for coordinating and facilitating the iReady Implementation Plan. He also provides direct support to students with disabilities. He also facilitates the necessary Professional Development and PLCs for 3rd Grade teachers. These sessions align with student data and teacher needs. Mr. Frye also provides the support services for the lowest 30% of 3rd-grade students to ensure that the right remediation is given.
Eligon, Tauri	Principal	Mr. Tauri Eligon, Principal, oversees the daily operations of the school. He monitors the curriculum and instructional practices of teachers. He also analyzes assessment data and provides support to teachers and staff.
Kerkerian, Gina	Instructional Coach	Gina Kerkerian, Math Coach, oversees the school-wide math program, working specifically with the Intermediate Teachers. She facilitates data chat meetings with teachers based on student performance data. Ms. Kerkerian also monitors the performance of the lowest 25% of students in Math. She coordinates and facilitates the necessary Professional Development and PLCs aligned with student data and teacher needs. Ms. Kerkerian aligns the support services for the lowest 25% to ensure that the right remediation is given. She is the school's point person for the Implementation of the Acaletics program.
Martin , Jodianne	Instructional Coach	Jodianne Martin, Reading Coach oversees the school-wide reading program. She facilitates data chat meetings with teachers based on student performance data. She also monitors the performance of the lowest 25% of students in Reading. Ms. Martin coordinates and facilitates the necessary Professional Development and PLCs based on student data and teacher needs. She aligns the support services for the Lowest 25% to ensure that the right remediation is given. Ms. Martin is the facilitator of the school-wide (Power Hour) Intensive Hour. She is the point person for reading community partnerships with Reading Pals and TutorMate.
McNabb, Alicia	Instructional Coach	Alicia McNabb, Science Coach oversees the school-wide science program. She facilitates data chat meetings with teachers around the student science performance data. She coordinates and facilitates the necessary Professional Development and PLCs based on student data and teacher needs. She aligns the support services for the lowest 25% students in the fourth grade to ensure that the right remediation is given. She also facilitates and monitors the use of the school-wide science lab.
Favata, Anthony	Assistant Principal	Anthony Favata, Assistant Principal, assists the school principal in the overall administration of instructional programs and school operations. He coordinates all school-wide schedules for teachers and students. He also helps create school-wide goals including those related to student learning and student behavior. Mr. Favata manages student behavioral issues and positive behavior programs. He also oversees the school safety plan, safety drills, and Threat Assessments.

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	127	124	136	120	126	142	0	0	0	0	0	0	0	775
Attendance below 90 percent	33	25	23	21	27	20	0	0	0	0	0	0	0	149
One or more suspensions	2	1	2	9	7	8	0	0	0	0	0	0	0	29
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0		
Level 1 on statewide assessment	0	0	0	61	71	56	0	0	0	0	0	0	0	188

The number of students with two or more early warning indicators:

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

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

FTE units allocated to school (total number of teacher units)

38

Date this data was collected or last updated

Tuesday 7/16/2019

Prior Year - As Reported

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

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

The number of students with two or more early warning indicators:

Indicator	Grade Level	Total
Students with two or more indicators		

Prior Year - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	26	25	26	23	21	20	0	0	0	0	0	0	0	141
One or more suspensions	1	1	1	0	0	0	0	0	0	0	0	0	0	3
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	50	58	56	0	0	0	0	0	0	0	164

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	1	3	5	23	16	15	0	0	0	0	0	0	0	63

Part II: Needs Assessment/Analysis

School Data
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	25%	59%	57%	19%	55%	55%
ELA Learning Gains	38%	60%	58%	42%	58%	57%
ELA Lowest 25th Percentile	51%	54%	53%	56%	53%	52%
Math Achievement	25%	65%	63%	25%	61%	61%
Math Learning Gains	39%	66%	62%	52%	63%	61%
Math Lowest 25th Percentile	28%	53%	51%	56%	52%	51%
Science Achievement	18%	46%	53%	7%	45%	51%

EWS Indicators as Input Earlier in the Survey							
Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	127 (0)	124 (0)	136 (0)	120 (0)	126 (0)	142 (0)	775 (0)
Attendance below 90 percent	33 ()	25 ()	23 ()	21 ()	27 ()	20 ()	149 (0)
One or more suspensions	2 ()	1 (0)	2 (0)	9 (0)	7 (0)	8 (0)	29 (0)
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)	0 (0)	61 (0)	71 (0)	56 (0)	188 (0)

Grade Level Data
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
03	2019	26%	60%	-34%	58%	-32%
	2018	29%	59%	-30%	57%	-28%
Same Grade Comparison		-3%				
Cohort Comparison						
04	2019	16%	62%	-46%	58%	-42%
	2018	29%	58%	-29%	56%	-27%
Same Grade Comparison		-13%				
Cohort Comparison		-13%				
05	2019	27%	59%	-32%	56%	-29%
	2018	24%	56%	-32%	55%	-31%
Same Grade Comparison		3%				
Cohort Comparison		-2%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
03	2019	18%	65%	-47%	62%	-44%
	2018	35%	63%	-28%	62%	-27%
Same Grade Comparison		-17%				
Cohort Comparison						
04	2019	27%	67%	-40%	64%	-37%
	2018	25%	63%	-38%	62%	-37%
Same Grade Comparison		2%				
Cohort Comparison		-8%				
05	2019	26%	64%	-38%	60%	-34%
	2018	30%	62%	-32%	61%	-31%
Same Grade Comparison		-4%				
Cohort Comparison		1%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2019	17%	49%	-32%	53%	-36%
	2018	21%	51%	-30%	55%	-34%
Same Grade Comparison		-4%				
Cohort Comparison						

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	**ELA Ach.**	**ELA LG**	**ELA LG L25%**	**Math Ach.**	**Math LG**	**Math LG L25%**	**Sci Ach.**	**SS Ach.**	**MS Accel.**	**Grad Rate 2017-18**	**C & C Accel 2017-18**
SWD	14	30	52	16	37	36	9				

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
ELL	25	36		19	45						
BLK	24	39	51	25	40	30	18				
FRL	25	38	51	25	39	29	18				

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	28	52	70	23	59	64	25				
ELL	37	57		28	69						
BLK	27	44	68	32	48	61	22				
FRL	28	45	66	32	48	62	23				

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	7	44	57	9	34	43					
ELL	22	33		11	38						
BLK	18	43	56	24	52	56	5				
FRL	19	42	56	25	52	55	7				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CS&I
OVERALL Federal Index – All Students	32
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	33
Total Points Earned for the Federal Index	257
Total Components for the Federal Index	8
Percent Tested	99%

Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	28
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

English Language Learners	
Federal Index - English Language Learners	32
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	

Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	

Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	

Black/African American Students	
Federal Index - Black/African American Students	34
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

Hispanic Students	
Federal Index - Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Hispanic Students Subgroup Below 32%	

Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	

Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	32
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

ELA showed the lowest performance. The contributing factors to this year's low performance were the lack of early literacy foundation, the decrease in students' attendance and an increase in disciplinary referrals.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Math showed the greatest decline from the prior year. The contributing factors to this year's decline in Math were the lack of professional development on implementing an effective math block, the decrease in students' attendance and an increase in disciplinary referrals.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Math had the greatest gap when compared to the state average. The factors that contributed to this gap were a lack of professional development, the experience levels of teachers, and teachers' knowledge of using data to drive instruction.

Which data component showed the most improvement? What new actions did your school take in this area?

Our school dropped in each component.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

One area of concern is our students with attendance below 90%. We implemented an attendance plan to assist us with improving students attendance.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. Lowest 25%
2. High-Quality Instruction
3. Decreasing the number of students at a Level 1 in ELA and or Math
4. Students with Disabilities in ELA and Mathematics
5. African American Students in ELA and Math

Part III: Planning for Improvement

Areas of Focus:

#1

Title	Literacy
Rationale	We selected Literacy based on the results of the 2019 English Language Arts Florida Standards Assessment that shows 75% of our students are not proficient in reading.

State the measurable outcome the school plans to achieve	By June 2020, 35% of our students will be proficient in reading based on the ELA Florida Standards Assessment.
Person responsible for monitoring outcome	Jodianne Martin (jodianne.martin@browardschools.com)
Evidence-based Strategy	We will use the Balanced-Literacy approach. We will monitor this strategy using classroom observations and monthly progress monitoring assessments.
Rationale for Evidence-based Strategy	We selected the Balanced-Literacy approach because it includes all of the reading components and aligns to the Florida Standards. We will use monthly progress monitoring assessments and data chats as evidence of strategy implementation. The following resources will be used: - School City assessment platform - Leveled Literacy Intervention (LLI) - I-Ready online learning program - Curriculum Associates Ready FL LAFS - Triumph Learning Reading resources - Fountas & Pinnell Phonics, Spelling, and Word Study System

Action Step

Description	The first step will be providing Reading Professional Development based on the Reading needs of the teachers. The next step will be for the Leadership Team to do Classroom Observations based on the Reading IPG. Feedback will be given to teachers based on the findings of the observations. Monthly progress monitoring Reading assessments will be done by students and monitored by the Leadership Team. These assessments for progress monitoring will be created using School City and iReady. Data Chats and Professional Learning Communities will be held to share Reading best practices.
Person Responsible	Tauri Eligon (tauri.eligon@browardschools.com)

#2	
Title	Math
Rationale	We selected Math based on the results of the 2019 English Language Arts Florida Standards Assessment. This measure showed the greatest decrease in proficiency with only 25% of students proficient, a decrease from 32% of students proficient in the previous academic year.

State the measurable outcome the school plans to achieve	By June 2020, 35% of our students will be proficient in Math based on the Math Florida Standards Assessment.
Person responsible for monitoring outcome	Gina Kerkerian (gina.kerkerian@browardschools.com)
Evidence-based Strategy	The Evidence-based strategy we will implement is the effective use of the Standards for Mathematical Practices within the math block. The use of this strategy will be monitored by conducting classroom observations and monthly assessments.
Rationale for Evidence-based Strategy	We selected the effective use of the Standards for Mathematics Practices because it includes all math components and aligns to the Florida Standards. We will use monthly assessments and data chats as evidence of strategy implementation. The following resources will be used: - School City assessment platform - Acaletics instructional materials - I-Ready online learning program - Triumph Learning Math resources - Calendar Math

Action Step	
Description	The first step will be providing Math Professional Development based on the needs of the teachers. The next step will be for the Leadership Team to do Classroom Observations based on the Math IPG. Feedback will be given to teachers based on the findings of the observations. Monthly progress monitoring Math assessments will be done by students and monitored by the Leadership Team. These assessments for progress monitoring will be created using School City and iReady. Data Chats and Professional Learning Communities will be held to share Math best practices.
Person Responsible	Tauri Eligon (tauri.eligon@browardschools.com)

#3	
Title	Science
Rationale	We selected Science based on the data of the 2019 Science FCAT. The results of this assessment showed a decrease in Science proficiency with only 17% of students proficient, whereas, in 2018, 23% of students were proficient.
State the measurable outcome the school plans to achieve	By June 2020, 25% of our students will be proficient in Science based on the Science FCAT Assessment.
Person responsible for monitoring outcome	Alicia McNabb (alicia.mcnabb@browardschools.com)
Evidence-based Strategy	We will use The Five E Model of Science instruction. We will monitor the use of this strategy using classroom observations and monthly assessments.
Rationale for Evidence-based Strategy	We selected The Five E Model of Science instruction because it includes all of the science components and aligns to the Florida Standards. We will use monthly assessments and data chats as evidence of strategy implementation. The following resources will be used: - School City assessment platform - Acaletics instructional materials - J&J Educational Science Boot Camp
Action Step	
Description	The first step will be providing Science Professional Development based on the needs of the teachers. The next step will be for the Leadership Team to do Classroom Observations. Feedback will be given to teachers based on the findings of the observations. Monthly progress monitoring Science assessments will be done by students and monitored by the Leadership Team. These assessments for progress monitoring will be created using School City and Science. Data Chats and Professional Learning Communities will be held to share best practices in the area of Science.
Person Responsible	Tauri Eligon (tauri.eligon@browardschools.com)

#4	
Title	Students With Disability
Rationale	We selected Students with Disability (SWD) based on the results of the 2019 Florida Standards Assessment our SWD Federal Index was 28%

State the measurable outcome the school plans to achieve	By June 2020, 75% of our SWD students will show a learning gain in reading based on the ELA Florida Standards Assessment.
Person responsible for monitoring outcome	Sharon Whitfield (sharon.whitfield@browardschools.com)
Evidence-based Strategy	We will be implemented a support facilitation model. Students will be provided ESE services by a certified ESE teacher through a push in model during the reading or math block. They will also receive an additional hour of intensive reading.
Rationale for Evidence-based Strategy	We implemented this strategy to ensure students are in their least restricted environment by providing them to receive their ESE services in an inclusion model.

Action Step	
Description	The first step will be analyzing the data of students with disability. Next will be providing Professional Development based on the needs of the teachers with regards to students with disabilities. The next step will be for the Leadership Team to do Classroom Observations. Feedback will be given to teachers based on the findings of the observations. Monthly progress monitoring assessments will be done by students and monitored by the Leadership Team. These assessments for progress monitoring will be created using School City and iReady. Data Chats and Professional Learning Communities will be held to share best practices on meeting the needs of students with disabilities.
Person Responsible	Tauri Eligon (tauri.eligon@browardschools.com)

#5	
Title	Economically Disadvantaged Students
Rationale	We selected Economically Disadvantaged Students based on the results of the 2019 Florida Standards Assessment our Economically Disadvantaged Student Federal Index was 32%

State the measurable outcome the school plans to achieve	By June 2020, 50% of our Economically Disadvantaged students will show a learning gain on the ELA Florida Standards Assessment
Person responsible for monitoring outcome	Jodianne Martin (jodianne.martin@browardschools.com)
Evidence-based Strategy	We will use the Balanced-Literacy approach. We will monitor this strategy using classroom observations and monthly progress monitoring assessments.
Rationale for Evidence-based Strategy	We selected the Balanced-Literacy approach because it includes all of the reading components and aligns to the Florida Standards. We will use monthly progress monitoring assessments and data chats as evidence of strategy implementation. The following resources will be used: - School City assessment platform - Leveled Literacy Intervention (LLI) - I-Ready online learning program - Curriculum Associates Ready FL LAFS - Triumph Learning Reading resources - Fountas & Pinnell Phonics, Spelling, and Word Study System

Action Step	
Description	The first step will be analyzing the data of economically disadvantaged students. Next will be providing Professional Development based on the needs of the teachers with regards to poverty. The next step will be for the Leadership Team to do Classroom Observations. Feedback will be given to teachers based on the findings of the observations. Monthly progress monitoring assessments will be done by students and monitored by the Leadership Team. These assessments for progress monitoring will be created using School City and iReady. Data Chats and Professional Learning Communities will be held to share best practices on meeting the needs of economically disadvantaged students.
Person Responsible	Tauri Eligon (tauri.eligon@browardschools.com)

#6	
Title	African American Students
Rationale	We selected African American students based on the results of the 2019 Florida Standards Assessment our black students Federal Index was 34%

State the measurable outcome the school plans to achieve	By June 2020, 55% of our black students will show a learning gain in reading based on the ELA Florida Standards Assessment.
Person responsible for monitoring outcome	Tauri Eligon (tauri.eligon@browardschools.com)
Evidence-based Strategy	We will use the Balanced-Literacy approach. We will monitor this strategy using classroom observations and monthly progress monitoring assessments.
Rationale for Evidence-based Strategy	Using a Balanced-Literacy approach will help closed the reading gap by providing students instruction in all reading components using different teaching strategies. The following resources will be used: - School City assessment platform - Leveled Literacy Intervention (LLI) - I-Ready online learning program - Curriculum Associates Ready FL LAFS - Triumph Learning Reading resources - Fountas & Pinnell Phonics, Spelling, and Word Study System

Action Step	
Description	The first step will be analyzing the data of African American students. Next will be providing Professional Development based on the needs of the teachers with regards to working with African American students. The next step will be for the Leadership Team to do Classroom Observations. Feedback will be given to teachers based on the findings of the observations. Monthly progress monitoring assessments will be done by students and monitored by the Leadership Team. These assessments for progress monitoring will be created using School City and iReady. Data Chats and Professional Learning Communities will be held to share best practices on meeting the needs of African American students.
Person Responsible	Tauri Eligon (tauri.eligon@browardschools.com)

#7	
Title	English Language Learners
Rationale	We selected English Language Learners students based on the results of the 2019 Florida Standards Assessment. The Federal Index our English Language Learners was 32%

State the measurable outcome the school plans to achieve	By June 2020, 60% of our ELL students will show a learning gain on the ELA Florida Standards Assessment
Person responsible for monitoring outcome	Tauri Eligon (tauri.eligon@browardschools.com)
Evidence-based Strategy	We will use the Balanced-Literacy approach. We will monitor this strategy using classroom observations and monthly progress monitoring assessments.
Rationale for Evidence-based Strategy	Using a Balanced-Literacy approach will help closed the reading gap by providing students instruction in all reading components using different teaching strategies. The following resources will be used: - School City assessment platform - Leveled Literacy Intervention (LLI) - I-Ready online learning program - Curriculum Associates Ready FL LAFS - Triumph Learning Reading resources - Fountas & Pinnell Phonics, Spelling, and Word Study System

Action Step	
Description	The first step will be analyzing the data of all English Language Learners. Next will be providing Professional Development based on the needs of the teachers with regards to ELLs. The next step will be for the Leadership Team to do Classroom Observations. Feedback will be given to teachers based on the findings of the observations. Monthly progress monitoring assessments will be done by students and monitored by the Leadership Team. These assessments for progress monitoring will be created using School City and iReady. Data Chats and Professional Learning Communities will be held to share best practices on meeting the needs of ELLs.
Person Responsible	Tauri Eligon (tauri.eligon@browardschools.com)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

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Part IV: Title I Requirements

Additional Title I Requirements
This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

The school works to promote parent participation throughout the school year. The school year is kicked off with Meet & Greet, the evening before the First Day of School. in which parents are invited to meet their child's teacher. The PTA and SAC are open for parents to join and participate in the conversations and decision-making that impacts the school. Evening events are held such as Academic Night and Barnes & Noble Family Night, to promote academics and allow for increased involvement. The school's mission and vision are shared with parents throughout each event. Parents are kept up to date with school events through the Parent Link, text alerts, A Parent Notice Board, a quarterly newsletter, and the school's website. Teachers keep open, frequent communication with parents through phone calls, emails, written notices, and conferences.

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

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.

Teachers implement the Mindfulness program to further the development of students' social and emotional well-being. The Mindfulness curriculum is accessible to all classroom teachers for use within their rooms. The Guidance Counselor provides a Mindfulness special to students K-5 in which classes attend on a rotating schedule. The Guidance Counselor also offers counseling groups on campus, helping students learn strategies for areas of concern such as anger, homelessness, bullying, home environment, and more.

The Cloud 9 social-emotional development program is also implemented school-wide. The program uses literature as the vehicle to teaching character strengths. Cloud 9 is paired with a monthly Student of the Month incentive program, highlighting students with exemplary character development.

The school offers two mentoring programs for students in Grades 3-5 - SWAG (Students Working to Achieve Greatness) Girls as PRIME (Preparation, Responsibility, Intelligence, Mindfulness, Expectation) Boys. Teachers and staff members serve as mentors for students providing weekly check-ins and incentives.

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

Kindergarten teachers conduct a Kindergarten Round-Up for Pre-K students and their parents to attend an orientation of the Kindergarten program and all of its components. Pre-K teachers work with the students on developing their literacy skills as well as social-emotional skills. Upon entering Kindergarten, all students are assessed using Florida Kindergarten Readiness Skills (FLKRS) as well as Concepts of Print, Letter Names/Sounds, and the Benchmark Assessment System (BAS). Data is used to plan daily academic and social-emotional instruction. Progress monitoring is conducted throughout the year for remediation and enrichment.

Fifth grades are supported by attending a field trip to their next school (Middle School). Additionally, a

Middle School Magnet Open House is held on campus for all fifth graders to explore the various program offerings by the district. The school's Guidance Counselor facilitates lessons which provide life skills that students must have to navigate through middle school.

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 school uses allocated funding (local, state, and federal) to employee personnel, purchase curricular materials, and provide professional learning for teachers. Curriculum Coaches (Reading, Math, and Science), create standards-aligned focus calendars, provide professional learning, co-teaching/ modeling, and pulling small groups for intervention. Coaches attend district forums to keep abreast of current best practices and initiatives. Information learned is disseminated to the leadership team, faculty, and staff.

Differentiated instruction for students is provided by Curriculum Coaches, Resources Teachers, ESE Support Faciliatoris, and paraprofessionals. The ESE Specialist provides guidance to classroom teachers regarding best practices for increasing achievement for Students with Disabilities.

Comprehensive intervention programs and educational technology are implemented to increase growth in Reading and Math. These programs are comprehensive, research-based and aligned to the Florida Standards.

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

Partnerships are established with community organizations and local businesses. Representatives from these agencies volunteer to visit the school and have college & career awareness discussions with the students. A school-wide Career Day is held each Spring where over 40 individuals attend to share their careers with the students and faculty.

Part V: Budget

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

1	III.A.	**Areas of Focus: Literacy**				**$346,697.00**
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	510-Supplies	0321 - Walker Elementary School	UniSIG		$13,320.00
			Notes: Literacy Footprints K-5 Complete Classroom Collection, a supplemental instructional material, to be used in whole and small groups to deepen students' understanding of the English Language Arts standards.			
	5100	369-Technology-Related Rentals	0321 - Walker Elementary School	UniSIG		$3,045.00
			Notes: Purchase School City license for students in grades 3-5 to be used as a progress monitoring tool for tracking students' progress in reading, math and science.			
	5100	120-Classroom Teachers	0321 - Walker Elementary School	UniSIG		$36,250.00

			Notes: Provide stipends for 29 teachers @ $30/hour for 2.5 hours per day to provide 20 days of extra learning camp opportunities for students who need additional support in the areas of science, mathematics, and reading.			
	6400	120-Classroom Teachers	0321 - Walker Elementary School	UniSIG		$19,600.00
			Notes: Provide 56 teachers @ $30/hour for 7 hours per day for two additional preplanning days of professional development for the purpose of the instructional calendar and lesson development in the areas of science, mathematics and reading.			
	5100	369-Technology-Related Rentals	0321 - Walker Elementary School	UniSIG		$5,800.00
			Notes: Renaissance, myON: Purchase site license for MyON Reader and MyON News to be utilized by students to read high-interest text on the students' individual Lexile levels. MyON is a digital library of enhanced reading content for students in Grades KG-12. MyON measures reading with quizzes and provide data about student reading engagement. These data points offer important insights into whether students are on the path to reading proficiency and growth. Embedded Lexile Level assessments and optional end-of-book quizzes within the MyON environment enable seamless measurement of student growth.			
	5100	510-Supplies	0321 - Walker Elementary School	UniSIG		$9,370.00
			Notes: Purchase Top Score Writing materials for all students in grades 2nd through 5th to improve students' writing skills and the ability to respond to text in writing using informative/explanatory, opinion/argumentative and narrative teaching that prepares students for the state writing assessment providing both interactive onilne and blending resources. Grade 3- 175/4.96 Grade 3- 175/4.96 Grade 4- 4 sets of 175/4.96 each Grade 5- 4 sets of 175/4.96 each			
	6400	120-Classroom Teachers	0321 - Walker Elementary School	UniSIG		$55,000.00
			Notes: Provide teachers stipends of $30/hour for professional development. These purposeful literacies, math, science, and data usage professional learning opportunities will focus on increasing knowledge while improving teacher instructional practice leading to closing the achievement gap.			
	5100	510-Supplies	0321 - Walker Elementary School	UniSIG		$7,485.00
			*Notes: Curriculum Associates: Purchase additional instructional materials from Curriculum Associates: LAFS Books for students in grades 3rd-5th, to be used during small group instruction. * Ready Florida ELA (LAFS) Student workbooks (Grades 3rd-5th) 175 books @ $13.00 * Ready Toolbox Access Booklet Standalone Reading (3) at $35*			
	5100	510-Supplies	0321 - Walker Elementary School	UniSIG		$3,032.00
			Notes: Purchase Phonics for Reading Books for tier 3 students to be used as a supplemental resource to teach students phonics and decoding skills to improve reading instruction and achievement First Level Book- 20/$39.95 2nd Level Book- 20/$39.95 3rd Level Book- 20/39.95 Teacher Editions- 24/$14.95each			
	5100	510-Supplies	0321 - Walker Elementary School	UniSIG		$26,007.00
			Notes: Purchase additional instructional resources from Curriculum Associates and School Specialty to support ELA and supplementary resources for students to utilize for classroom instruction and to supplement the core instructional materials. Purchase: ELA Support Coach for grades 2nd through 5th			
	6400	644-Computer Hardware Non-Capitalized	0321 - Walker Elementary School	UniSIG		$39,198.00
			Notes: Purchase 47 Lenovo ThinkPad L480 (Touch) @ $834.00 each. The additional laptops will provide teachers the opportunity to integrate technology within the classroom.			
	5100	510-Supplies	0321 - Walker Elementary School	UniSIG		$7,482.00

			Notes: Purchase Fountas & Pinnell Phonics, Spelling, and Word Study kits for Tier 1 instruction to strengthen the foundational standards in Grades K-3.			
	5100	150-Aides	0321 - Walker Elementary School	UniSIG	2.13	$32,772.00
			Notes: Hire 3 paraprofessionals to assist teachers in 3rd, 4th, and 5th grade in closing the achievement gap in reading. The start day will be December 2, 2019.			
	5100	210-Retirement	0321 - Walker Elementary School	UniSIG		$2,707.00
			Notes: Fringe Retirement: Retirement @ 8.26% - 3 Paras			
	5100	369-Technology-Related Rentals	0321 - Walker Elementary School	UniSIG		$21,000.00
			Notes: Purchase TutorMate for seven 1st grade classes to assist the teachers in closing the achievement gap.			
	5100	510-Supplies	0321 - Walker Elementary School	UniSIG		$6,012.00
			Notes: Office Supplies @$6012.00			
	5100	250-Unemployment Compensation	0321 - Walker Elementary School	UniSIG		$17.00
			Notes: Fringe Unemployment Comp.: Unemployment Compensation @ .05% - 3 Paras			
	5100	220-Social Security	0321 - Walker Elementary School	UniSIG		$2,774.00
			Notes: Fringe Social Security: Social Security @ 7.65% - ELO Stipends			
	5100	240-Workers Compensation	0321 - Walker Elementary School	UniSIG		$660.00
			Notes: Fringe Workers Comp.: Workers Compensation @ 1.82% - ELO Stipends			
	5100	250-Unemployment Compensation	0321 - Walker Elementary School	UniSIG		$19.00
			Notes: Fringe Unemployment Comp.: Unemployment Compensation @ .05% - ELO Stipends			
	6400	240-Workers Compensation	0321 - Walker Elementary School	UniSIG		$1,522.00
			Notes: Fringe Workers Comp.: Workers Compensation @ 1.82% - Stipends and Attendance Incentive			
	6400	519-Technology-Related Supplies	0321 - Walker Elementary School	UniSIG		$350.00
			Notes: Purchase 14 Lenovo Thinkpad Essential Case at $25 each.			
	5100	220-Social Security	0321 - Walker Elementary School	UniSIG		$2,508.00
			Notes: Fringe Social Security: Social Security @ 7.65% - 3 Paras			
	5100	230-Group Insurance	0321 - Walker Elementary School	UniSIG		$24,696.00
			Notes: Fringe Group Insurance: Group Insurance @ $8232 - 3 Paras			
	5100	240-Workers Compensation	0321 - Walker Elementary School	UniSIG		$597.00
			Notes: Fringe Workers Compensation: Workers Compensation @ 1.82% - 3 Paras			

	6400	250-Unemployment Compensation	0321 - Walker Elementary School	UniSIG		$42.00
			Notes: Fringe Unemployment Comp.: Unemployment Compensation @ 0.05% - Stipends and Attendance Incentive			
	6400	220-Social Security	0321 - Walker Elementary School	UniSIG		$6,396.00
			Notes: Fringe Social Security: Social Security @ 7.65% - Stipends and Attendance Incentive			
	6400	120-Classroom Teachers	0321 - Walker Elementary School	UniSIG		$9,000.00
			Notes: Incentive Pay: Teachers who are present in school at least 98% of the time based on the bargaining unit's calendar will receive incentive pay on a tiered system. The amount will be paid to teachers that meet the goal of being present at least 98% of time. This incentive pay based on teacher attendance will help to reduce the barrier of chronic absenteeism that is contributing to academic gaps in students' academic success. ($500 - 0 days absent, $400 - 1 day, $300 - 2 days, $200 - 3 days, $100 - 4 days)			
	5100	519-Technology-Related Supplies	0321 - Walker Elementary School	UniSIG		$436.00
			Notes: 30 Student Headphones @ $14.49 each			
			0321 - Walker Elementary School	School Improvement Funds		$9,600.00
			Notes: Emergency funds for additional resources if account goes in the red.			
2	**III.A.**	**Areas of Focus: Math**				**$51,521.25**
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	369-Technology-Related Rentals	0321 - Walker Elementary School	UniSIG		$3,295.25
			Notes: Explore Learning, Reflex Math: Purchase school-wide site license for Reflex Math to improve students automaticity with mathematical computation in adding, subtracting, multiplying and dividing.			
	5100	510-Supplies	0321 - Walker Elementary School	UniSIG		$26,896.00
			Notes: Educational Development Associates, Inc. ACALETICS: Purchase Acaletics (Mathematics) program for 2nd-5th grade. Teachers will provide students with pre-, mid-year, and post assessments to get a baseline, monitor progress, and measure growth. Students will use the quick pick books as morning work, as well as to practice previously taught skills. Modeling books will be used for whole group and small group instruction as a supplemental instructional material.			
	5100	510-Supplies	0321 - Walker Elementary School	UniSIG		$21,330.00
			Notes: Triumph Learning, Inc.: Purchase Practice Coach Plus, Practice Coach and Supplemental Coach for all 3rd-5th grade. Teachers will provide students with additional support during whole group instruction, small group intensive instruction and the FSA math camp program.			
3	**III.A.**	**Areas of Focus: Science**				**$15,431.00**
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	510-Supplies	0321 - Walker Elementary School	UniSIG		$5,590.00
			Notes: JJ Educational Science Bootcamp: Science 4th and 5th-grade-speed bag booklets that allow students to illustrate science concepts as indicated in the Next Generation Sunshine State Standards. This resource includes practice questions, classroom activity, assessments.			

	5100	510-Supplies	0321 - Walker Elementary School	UniSIG		$5,371.00
			Notes: Educational Development Associates Inc: Acalectics Purchase instructional materials for students in grade 5 to be used at the start of the Science Instructional block and to progress monitor Science standards through the monthly assessments.			
	5100	510-Supplies	0321 - Walker Elementary School	UniSIG		$4,470.00
			Notes: Triumph Learning: Science Coach book Purchase additional Science Coach book for grades 3-5 to be used during Science small group instruction as additional practice and reteach resources.			
4	**III.A.**	**Areas of Focus: Students With Disability**				**$0.00**
5	**III.A.**	**Areas of Focus: Economically Disadvantaged Students**				**$0.00**
6	**III.A.**	**Areas of Focus: African American Students**				**$0.00**
7	**III.A.**	**Areas of Focus: English Language Learners**				**$0.00**
					Total:	**$413,649.25**