

Broward County Public Schools

Walker Elementary School



2020-21 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
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 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%)
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.

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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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)	2019-20 Title I School	2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	92%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	98%

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	D	D	C	D

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SIP Authority

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<https://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.

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, position title, and job duties/responsibilities 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.
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.

Demographic Information

Principal start date

Monday 7/1/2019, Jocelyn Reid

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

7

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

39

Total number of teacher positions allocated to the school

47

Demographic Data

2020-21 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
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 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%)
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
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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	105	133	127	136	141	132	0	0	0	0	0	0	0	774
Attendance below 90 percent	29	30	23	20	32	24	0	0	0	0	0	0	0	158
One or more suspensions	1	2	2	6	7	4	0	0	0	0	0	0	0	22
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	5	42	0	0	0	0	0	0	0	47
Level 1 on 2019 statewide Math assessment	0	0	0	0	4	55	0	0	0	0	0	0	0	59

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	1	3	5	1	0	0	0	0	0	0	0	10

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	1	0	4	1	0	0	0	0	0	0	0	6

Date this data was collected or last updated

Wednesday 6/3/2020

Prior Year - As Reported**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	
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	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	

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	
Number of students enrolled	127	124	136	121	128	142	0	0	0	0	0	0	0	778
Attendance below 90 percent	42	32	32	27	36	29	0	0	0	0	0	0	0	198
One or more suspensions	3	2	4	11	9	12	0	0	0	0	0	0	0	41
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	72	88	77	0	0	0	0	0	0	0	237

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	4	9	3	29	91	74	0	0	0	0	0	0	0	210

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	3	16	4	5	88	71	0	0	0	0	0	0	0	187
Students retained two or more times	0	1	1	1	1	5	0	0	0	0	0	0	0	9

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	
	(0)	(0)	(0)	(0)	(0)	(0)	0 (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.

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%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	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				
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

ESSA Federal Index	
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%	1
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%	0
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%	0
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%	0
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%	0
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%	0
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%	0

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%	0
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%	0
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%	0

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 last 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 data dropped in each component.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

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. Instructional Practice specifically relating to ELA

Area of Focus	We selected Literacy based on the results of the 2019 English Language Arts Rationale
Description and Rationale:	Florida Standards Assessment that shows 75% of our students are not proficient in reading.
Measurable Outcome:	By June 2021, 35% of our students will be proficient in reading based on the ELA Florida Standards Assessment.
Person responsible for monitoring outcome:	Tauri Eligon (tauri.eligon@browardschools.com)
Evidence-based Strategy:	<p>We will use the Balanced-Literacy approach. We will monitor this strategy using classroom observations and monthly progress monitoring assessments.</p> <p>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:</p> <ul style="list-style-type: none"> - 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
Rationale for Evidence-based Strategy:	

Action Steps to Implement

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. Instructional Practice specifically relating to Math

Area of Focus Description and 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.

Measurable Outcome: By June 2021, 35% of our students will be proficient in Math based on the Math Florida Standards Assessment.

Person responsible for monitoring outcome: Tauri Eligon (tauri.eligon@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 Steps to Implement

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. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale: We selected Students with Disability (SWD) based on the results of the 2019 Florida Standards Assessment our SWD Federal Index was 28%

Measurable Outcome: By June 2021, 75% of our SWD 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 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 Steps to Implement

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)

#4. ESSA Subgroup specifically relating to Economically Disadvantaged

Area of Focus	We selected Economically Disadvantaged Students based on the results of the 2019 Florida Standards Assessment our Economically Disadvantaged Student Federal Index was 32%
Description and Rationale:	
Measurable Outcome:	By June 2021, 50% of our Economically Disadvantaged 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:	<p>We will use the Balanced-Literacy approach. We will monitor this strategy using classroom observations and monthly progress monitoring assessments.</p> <p>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:</p> <ul style="list-style-type: none"> - 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
Rationale for Evidence-based Strategy:	

Action Steps to Implement

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)

#5. ESSA Subgroup specifically relating to African-American

Area of Focus Description and Rationale:	We selected African American students based on the results of the 2019 Florida Standards Assessment our black students Federal Index was 34%
Measurable Outcome:	By June 2021, 55% of our African American 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:	<p>We will use the Balanced-Literacy approach. We will monitor this strategy using classroom observations and monthly progress monitoring assessments.</p> <p>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:</p>
Rationale for Evidence-based Strategy:	<ul style="list-style-type: none"> - 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 Steps to Implement

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)

#6. ESSA Subgroup specifically relating to English Language Learners

Area of Focus Description and 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%
Measurable Outcome:	By June 2021, 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:	<p>We will use the Balanced-Literacy approach. We will monitor this strategy using classroom observations and monthly progress monitoring assessments.</p> <p>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:</p> <ul style="list-style-type: none"> - 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
Rationale for Evidence-based Strategy:	

Action Steps to Implement

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)

#7. Instructional Practice specifically relating to Science

Area of Focus Description and 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.

Measurable Outcome: By June 2021, 25% of our students will be proficient in Science based on the Science FCAT Assessment.

Person responsible for monitoring outcome: Tauri Eligon (tauri.eligon@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 Steps to Implement

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)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

Walker Elementary will be implementing an attendance to assist with our attendance concern. The incentive will rewards the top class in each grade level for outstanding attendance. This plan encourages teachers to communicate with parents any attendance concerns and create an environment where children love to come to school.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

Walker continues to educate parents through Title 1 Parent Literacy/Math Nights and Family Nights and School Advisory Meetings. Parents are informed of school events through the school's website and through grade specific parent workshops, newsletters, grade level academic nights, parent/teacher conferences, and email alert system.

At Walker Elementary, our Performing and Visual Arts program is well known throughout our community and as a result, we have had the opportunity of forming loyal partnerships with organizations such as the Urban League, L. A. Lee YMCA, Broward Performing Arts Center, 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

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: ELA				\$182,833.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	120-Classroom Teachers	0321 - Walker Elementary School	UniSIG		\$36,000.00
			Notes: Provide stipends for twenty-four teachers @ \$30/hour for 2.5 hours per day to provide 20 days of extra learning camp opportunities for students in grades 3-5 who need additional support in the areas of science, mathematics, and reading. - ELO Student Camp Time: 2.5 hours/day x 20 days = 50 hours - ELO Student Camp Stipends: 24 teachers x 50 hours x \$30 stipend = \$36,000			
	5100	150-Aides	0321 - Walker Elementary School	UniSIG	2.0	\$37,260.00
			Notes: ***Hire two paraprofessionals to assist teachers in 3rd, 4th, and 5th grade in closing the achievement gap in reading. (Requesting only two Para positions instead of three as was pre-approved.)			

	5100	210-Retirement	0321 - Walker Elementary School	UniSIG		\$9,200.00
			Notes: Fringe: Retirement: 1 teacher, 2 Paraprofessionals			
	5100	220-Social Security	0321 - Walker Elementary School	UniSIG		\$10,913.00
			Notes: Fringe: Social Security: 1 teacher, 2 Paraprofessionals, ELO Stipends			
	5100	230-Group Insurance	0321 - Walker Elementary School	UniSIG		\$24,885.00
			Notes: Fringe: Health Insurance: 1 teacher, 2 Paraprofessionals			
	5100	240-Workers Compensation	0321 - Walker Elementary School	UniSIG		\$3,300.00
			Notes: Fringe: Worker's compensation: 1 teacher, 2 Paraprofessionals, ELO Stipends			
	5100	250-Unemployment Compensation	0321 - Walker Elementary School	UniSIG		\$95.00
			Notes: Fringe: Unemployment: 2 Paraprofessionals, 1 teacher, ELO Stipends			
	5100	369-Technology-Related Rentals	0321 - Walker Elementary School	UniSIG		\$36,000.00
			Notes: Purchase TutorMate for seven 1st grade classes to assist the teachers in closing the achievement gap. License term date cannot extend pass August 31, 2021. - TeacherMate program for 6 classes - \$6,000/class			
	5100	369-Technology-Related Rentals	0321 - Walker Elementary School	UniSIG		\$5,916.00
			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 K-5. 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. License term date cannot extend pass August 31, 2021.			
	5100	510-Supplies	0321 - Walker Elementary School	UniSIG		\$10,398.00
			Notes: Purchase Heinmann Fountas & Pinnell Phonics, Spelling, and Word Study kits for Tier 1 instruction to strengthen the foundational standards in Grades K-2. - FPC Shared Reading, Grade K - FPC Shared Reading, Grade 1 - FPC Shared Reading, Grade 2			
	5100	510-Supplies	0321 - Walker Elementary School	UniSIG		\$8,866.00
			Notes: Purchase School Specialty Wordly Wise for grades 2-5. - Grade 2: Wordly Wise 3000 4th Edition Classroom Set - Grade 3: Wordly Wise 3000 4th Edition Classroom Set - Grade 4: Wordly Wise 3000 4th Edition Classroom Set - Grade 5: Wordly Wise 3000 4th Edition Classroom Set			
2	III.A.	Areas of Focus: Instructional Practice: Math				\$31,013.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	369-Technology-Related Rentals	0321 - Walker Elementary School	UniSIG		\$3,295.00
			Notes: Explore Learning, Reflex Math: Purchase school-wide site license for Reflex Math to improve students grades K-5 automaticity with mathematical computation in adding, subtracting, multiplying and dividing. License term date cannot extend pass August 31, 2021.			
	5100	369-Technology-Related Rentals	0321 - Walker Elementary School	UniSIG		\$3,431.00

			<i>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. License term date cannot extend pass August 31, 2021.</i>			
	5100	510-Supplies	0321 - Walker Elementary School	UniSIG		\$23,493.00
			<i>Notes: Educational Development Associates, Inc. ACALETICS: Purchase Acaletics (Mathematics) program for 3rd-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. - Grade 3 - CRS Pre/Post Assessment, Quik-Pik (Bks 1-4), Comp. Domain Review (Bk 1-2) - Grade 4 - CRS Pre/Post Assessment, Quik-Pik (Bks 1-4), Comp. Domain Review (Bk 1-2) - Grade 5 - CRS Pre/Post Assessment, Quik-Pik (Bks 1-4), Comp. Domain Review (Bk 1-2)</i>			
	5100	369-Technology-Related Rentals	0321 - Walker Elementary School	UniSIG		\$794.00
			<i>Notes: Edmentum - Study Island site license. Standards - based program to provide ongoing progress monitoring and practice to help students in Grads 3-5 achieve higher math and reading assessment scores. The program includes LAFS, MAFS, and NGSSS-aligned programs to drive proficiency; FSA and EOC assessment preparation; customizable classroom assessments and flexible practice; and real-time progress monitoring to track student outcomes. License term date cannot extend pass August 31, 2021.</i>			
3	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities				\$0.00
4	III.A.	Areas of Focus: ESSA Subgroup: Economically Disadvantaged				\$106,582.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	130-Other Certified Instructional Personnel	0321 - Walker Elementary School	UniSIG	1.0	\$57,540.00
			<i>Notes: Hire one Resource Teacher to assist teachers and students in 3rd, 4th, and 5th grade in closing the achievement gap in reading and math. Position to begin September 1, 2020.</i>			
	6400	369-Technology-Related Rentals	0321 - Walker Elementary School	UniSIG		\$6,460.00
			<i>Notes: Curriculum Associates: Teacher Toolbox Access Reading and Math plus Writing (501-800 Students) Purchase of iReady Teacher Toolbox for teachers to enhance their virtual teaching strategies and for continuous improvement of student proficiency with standards based instruction. License term date cannot extend pass August 31, 2021.</i>			
	5100	510-Supplies	0321 - Walker Elementary School	UniSIG		\$675.00
			<i>Notes: Office Supplies: copy paper, glue sticks, composition books, dry erase markers, pocket folders, 3-prong folders, colored pencils</i>			
	5100	643-Capitalized Hardware and Technology-Related Infrastructure	0321 - Walker Elementary School	UniSIG		\$13,815.00
			<i>Notes: Purchase three Recordex Boards with accessories each to be used by students in grades 3-5 for educational apps in reading, math, and science. - Recordex 75" 4K Interactive Display plus Stand - NovoPro Wireless Presentation and Collaboration System - Large Fusion Manual Height Adjustable Floor Stand - Fusion Adapter Kits</i>			
	6400	120-Classroom Teachers	0321 - Walker Elementary School	UniSIG		\$20,880.00
			<i>Notes: Provide fifty-eight teachers @ \$30/hour for six 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. Additional professional development in data usage and progress monitoring as well as classroom culture/environment will be provided. The PD will take place before the 2020-2021 school year during pre-planning week. - PD Hours: 58 teachers x 12 hours x \$30 stipend = \$20,880</i>			

	6400	220-Social Security	0321 - Walker Elementary School	UniSIG		\$1,630.00
			<i>Notes: Fringe FICA Social Security: Allocate money for stipends for 58 teachers</i>			
	6400	240-Workers Compensation	0321 - Walker Elementary School	UniSIG		\$455.00
			<i>Notes: Fringe Workers Compensation: Allocate money for stipends for 58 teachers</i>			
	6400	250-Unemployment Compensation	0321 - Walker Elementary School	UniSIG		\$15.00
			<i>Notes: Fringe Unemployment: Allocate money for stipends for 58 teachers</i>			
	6400	644-Computer Hardware Non-Capitalized	0321 - Walker Elementary School	UniSIG		\$4,410.00
			<i>Notes: Purchase seven Lenovo ThinkPad L390 i5 (Touch) @ \$622.50 each for teachers in grades 3-5 with an outdated or no laptop. The additional laptops will provide teachers the opportunity to integrate technology within the classroom.</i>			
	6400	519-Technology-Related Supplies	0321 - Walker Elementary School	UniSIG		\$702.00
			<i>Notes: Purchase 39 Lenovo Thinkpad Essential Sleeves at \$18 each for teachers receiving updated laptops or replacing lost/damaged sleeves.</i>			
5	III.A.	Areas of Focus: ESSA Subgroup: African-American				\$0.00
6	III.A.	Areas of Focus: ESSA Subgroup: English Language Learners				\$0.00
7	III.A.	Areas of Focus: Instructional Practice: Science				\$9,887.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	510-Supplies	0321 - Walker Elementary School	UniSIG		\$5,590.00
			<i>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. - Grade 4 - Science Boot Camp Speed Bag Student Booklets, Teacher's Edition - Grade 5 - Science Boot Camp Speed Bag Student Booklets, Teacher's Edition</i>			
	5100	510-Supplies	0321 - Walker Elementary School	UniSIG		\$4,297.00
			<i>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. - Grade 5 - Science Scrimmage, Science Quik-Pik</i>			
Total:						\$330,315.00