

Seminole County Public Schools

Walker Elementary School



2021-22 Schoolwide Improvement Plan

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Walker Elementary School

3101 SNOW HILL RD, Chuluota, FL 32766

<http://www.scps.k12.fl.us/schools/schoolinfopage.cfm?schoolnumber=0171>

Demographics

Principal: Kelly Mitchell

Start Date for this Principal: 10/31/2015

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
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	26%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Asian Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (64%) 2017-18: A (64%) 2016-17: B (61%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	

* 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 Seminole 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

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<http://www.scps.k12.fl.us/schools/schoolinfopage.cfm?schoolnumber=0171>

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p>Elementary School PK-5</p>	<p>2020-21 Title I School</p> <p>No</p>	<p>2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>25%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>34%</p>

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		A	A	A

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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.

Joan Walker Elementary School will provide a positive learning environment that ensures cooperation, mutual respect, and the optimum development of the whole child. We will teach our students to think critically, to act responsibly, and to perform successfully in order to become lifelong learners and responsible citizens in a technological and diverse global society.

Provide the school's vision statement.

Walker Elementary School will be a top five school in SCPS. Walker will be recognized at the district and the state level for high standards, academic performance, and offering students customized educational pathways 24/7/365. Walker will support the SCPS vision that every student will graduate from high school prepared for the future as a lifelong learner and a responsible citizen in a democratic society. All students will perform at the highest levels. There will be equitable facilities and opportunities for all students. The school personnel will be highly qualified, diverse, innovative, enthusiastic, energetic, and dedicated to the mission. All students will make one year's growth in one year's time. High achieving minority students and low SES students will be evaluated for and provided accelerated enrichment educational opportunities.

School Leadership Team

Membership

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

Name	Position Title	Job Duties and Responsibilities
Jose, Debbie	Principal	The Principal provides the school-based leadership required to sustain a focus of improving instruction for the purpose of increasing the achievement of all students in a safe learning environment while ensuring the orderly and efficient operation of the school.
Bohnstadt, Christy	Assistant Principal	The Assistant Principal supports the Principal in providing the school-based leadership required to sustain a focus of improving instruction for the purpose of increasing the achievement of all students in a safe learning environment while ensuring the orderly and efficient operation of the school.
Allbritton, Jacqueline	Instructional Coach	Collaborate with teachers to develop and support a strategic plan for improving classroom instruction in areas determined by key school goals.
Hanley, Jennifer	Instructional Coach	Collaborate with teachers to develop and support a strategic plan for improving classroom instruction in areas determined by key school goals.
Marino, Jeanette	School Counselor	Develop and provide an effective comprehensive guidance and counseling program, work with students and parents to help guide students' academic, behavioral and social growth and assist with facilitating student study.

Demographic Information

Principal start date

Saturday 10/31/2015, Kelly Mitchell

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.*

1

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.*

12

Total number of teacher positions allocated to the school

48

Total number of students enrolled at the school

714

Identify the number of instructional staff who left the school during the 2020-21 school year.

12

Identify the number of instructional staff who joined the school during the 2021-22 school year.

2

Demographic Data

Early Warning Systems

2021-22

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	110	117	118	117	129	126	0	0	0	0	0	0	0	717
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	1	0	0	0	0	0	0	0	0	0	0	0	1
Course failure in Math	1	0	0	0	0	0	0	0	0	0	0	0	0	1
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	2	10	0	0	0	0	0	0	0	12
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	15	5	0	0	0	0	0	0	0	20
Number of students with a substantial reading deficiency	0	9	10	10	0	0	0	0	0	0	0	0	0	29

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	1	1	6	3	5	0	0	0	0	0	0	0	0	16
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Monday 8/30/2021

2020-21 - 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	109	114	123	130	128	131	0	0	0	0	0	0	0	735
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA	0	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	0
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	6	0	0	0	0	0	0	0	6
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	8	0	0	0	0	0	0	0	8

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	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	4	5	5	1	7	0	0	0	0	0	0	0	22
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

2020-21 - 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	109	114	123	130	128	131	0	0	0	0	0	0	0	735
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA	0	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	0
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	6	0	0	0	0	0	0	0	6
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	8	0	0	0	0	0	0	0	8

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	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	4	5	5	1	7	0	0	0	0	0	0	0	22
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

School Data Review

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				77%	67%	57%	76%	63%	56%
ELA Learning Gains				64%	61%	58%	59%	58%	55%
ELA Lowest 25th Percentile				51%	51%	53%	46%	47%	48%
Math Achievement				79%	70%	63%	81%	68%	62%
Math Learning Gains				63%	66%	62%	69%	62%	59%
Math Lowest 25th Percentile				42%	50%	51%	42%	46%	47%
Science Achievement				75%	62%	53%	76%	66%	55%

Grade Level Data Review - State Assessments

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	2021					
	2019	85%	67%	18%	58%	27%
Cohort Comparison						
04	2021					
	2019	74%	65%	9%	58%	16%
Cohort Comparison		-85%				
05	2021					
	2019	73%	64%	9%	56%	17%
Cohort Comparison		-74%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	80%	71%	9%	62%	18%
Cohort Comparison						
04	2021					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	82%	72%	10%	64%	18%
Cohort Comparison		-80%				
05	2021					
	2019	72%	65%	7%	60%	12%
Cohort Comparison		-82%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	76%	62%	14%	53%	23%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

iReady Diagnostic Assessments were utilized to progress monitor*:

- ELA – Grades 1-5
- Mathematics – Grades 1-5

In Grade 5 Science, teacher based formative assessments were used for progress monitoring. Data is unavailable for these assessments.

*Reported data is based upon having 10 or more students in the subgroup. Less than 10 students will be reported as 0.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	51/52%	67/65%	84/82%
	Economically Disadvantaged	7/24%	12/4%	21/70%
	Students With Disabilities	2/22%	3/33%	4/44%
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	54/55%/	64/62%	89/86%
	Economically Disadvantaged	10/34%	15/50%	22/73%
	Students With Disabilities	3/30%	3/33%	6/67%
	English Language Learners	0	0	0

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	67/61%	85/75%	101/89%
	Economically Disadvantaged	7/33%	10/45%	16/73%
	Students With Disabilities	2/17%	3/25%	7/58%
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	61/58%	81/72%	91/81%
	Economically Disadvantaged	7/33%	10/45%	14/64%
	Students With Disabilities	3/25%	7/58%	6/50%
	English Language Learners	0	0	0

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	42/39%	59/51%	78/61%
	Economically Disadvantaged	6/24%	8/31%	17/57%
	Students With Disabilities	1/8%	2/14%	5/36%
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	48/46%	61/54%	94/76%
	Economically Disadvantaged	9/38%	7/28%	20/69%
	Students With Disabilities	1/9%	2/14%	5/36%
	English Language Learners	0	0	00

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	70/64%	82/69%	87/74%
	Economically Disadvantaged	11/44%	15/58%	17/63%
	Students With Disabilities	3/17%	4/21%	4/21%
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	52/48%	83/70%	94/80%
	Economically Disadvantaged	10/40%	14/54%	20/74%
	Students With Disabilities	3/17%	5/26%	8/42%
	English Language Learners	0	0	0
Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	65/57%	78/68%	81/71%
	Economically Disadvantaged	10/45%	12/55%	10/45%
	Students With Disabilities	2/13%	2/13%	4/27%
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	76/66%	87/74%	92/80%
	Economically Disadvantaged	11/50%	14/61%	15/65%
	Students With Disabilities	4/25%	4/27%	5/33%
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	34	43	30	40	50	45	53				
ELL	46			64							
ASN	95			95							
BLK	70			70							
HSP	72	59		72	59		76				
MUL	92			77							
WHT	76	58	35	77	73	55	77				
FRL	64	39		69	65	64	70				
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	19	32	30	26	34	26	13				
ELL	50			50							
ASN	83	64		94	100						
HSP	80	57		85	77		84				
MUL	77			92							
WHT	77	66	50	77	59	39	74				
FRL	60	62	54	66	47	32	59				
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	22	32	28	29	33	24	33				
ASN	87	75		93	92						
BLK	80			80							
HSP	77	58	64	77	67	40	69				
MUL	62			77							
WHT	77	60	40	81	68	41	80				
FRL	65	51	43	74	63	33	66				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	64
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	448

ESSA Federal Index	
Total Components for the Federal Index	7
Percent Tested	96%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	42
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	55
English Language Learners Subgroup Below 41% in the Current Year?	NO
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	95
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	70
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	68
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	85
Multiracial Students Subgroup Below 41% in the Current Year?	NO

Multiracial Students	
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	64
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	62
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

The performance of students with disabilities across all grade levels and content areas is a concerning trend.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

The achievement and learning gains of students with disabilities demonstrates the greatest need for improvement.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Factors contributing to the low performance of students with disabilities in ELA and Math proficiency and learning gains include disruption in instructional continuity due to the pandemic that further widened gaps in students' foundational skills. Actions to support improvement in these areas will include frequent formative progress monitoring with target support and acceleration in identified areas of need.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Progress monitoring data reflects improvement for ELA and mathematics at all grade levels.

What were the contributing factors to this improvement? What new actions did your school take in this area?

Deliberate monitoring of specific student groups contributed to this improvement. Actions included focus on the monitoring of the lowest 30% of students, acceleration of high level 1 and high level 2 and level 3 students along with standards-based tutoring.

What strategies will need to be implemented in order to accelerate learning?

Acceleration strategies will include strategic monitoring of lowest 30% of students, acceleration of high level 1 and high level 2 and level 3 students, more frequent common formative assessment to gather progress monitoring data and highly structured professional learning community discussions using this data to collaborate on strategies to accelerate student learning.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Professional development will be focused on the development of highly effective professional learning communities and how school-based leaders can foster the growth and development of teacher collaboration for student success.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Additional services dedicated to student acceleration include social emotional learning support for students and families, data driven tutoring and acceleration support; and expanded use of SCPS early warning tracking and MTSS based support.

Part III: Planning for Improvement

Areas of Focus:

#1. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale: Increasing academic achievement of students with disabilities. ESSA Federal Percent of Points Index indicates this is a high priority need and focusing on the success of these students will reduce achievement gaps and prepare these students for future academic success.

Measurable Outcome: Increase achievement and learning gains for students with disabilities.

Monitoring: This area of focus will be monitored through classroom walk throughs, review of progress monitoring data and through data chats with professional learning communities.

Person responsible for monitoring outcome: Debbie Jose (debbie_jose@scps.k12.fl.us)

Evidence-based Strategy: Lessons aligned to Florida Standards at the appropriate level of complexity with ongoing feedback loops between leadership and teachers, students and teachers and student with students and PLCs focused on data, instructional planning and student evidence of learning.

Rationale for Evidence-based Strategy: Standards based lessons differentiated to meet the needs of these specific student groups and data driven deliberate action planning will improve achievement and learning gains for our students. This strategy is aligned to having high expectations for all learners and teachers.

Action Steps to Implement

- Student owned progress monitoring
- Low 30% Monitoring
- High Level 1 and High Level 2 Monitoring
- Low Level 3 Acceleration
- Collaborative Data Driven PLCs
- Tutoring
- See SCPS School Improvement Plan for additional details

Person Responsible Debbie Jose (debbie_jose@scps.k12.fl.us)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Walker Elementary School reported 0.4 incidents per 100 students. When compared to all elementary school statewide, Walker falls into the moderate category. This rate is less than the Statewide elementary school rate of 1.0 incidents per 100. Walker will continue to strengthen our PBS. We will ensure students are aware of the READY rules at the beginning of the school year and reinforce those rules throughout the school year. We will communicate these rules and expectations with all stakeholders. We will identify students that may need additional support. We will include our guidance counselor, social worker and mental health counselor in developing individual behavior plans when needed.

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.

Walker Elementary builds a positive school culture and environment through our PBS. School-wide READY procedures are shared with all students and teachers review and reinforce these procedures. The school procedures are posted throughout the school and in each classroom. Students are recognized and rewarded weekly for demonstrating positive character traits.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

At Walker Elementary several stakeholders assist in promoting a positive culture and environment at our school. The PTA supports our students by planning various family events. The PTA also hosts fundraisers each year. They work with the school to determine the greatest need and set targets to achieve the goal. The SAC meets monthly. Together with the team, they assist in making decisions that will positively impact our school. The Walker Hurricane Helpers are a group of parents that are ready and available when a need arises. Teachers are able to call on this group for assist with various classroom projects to be completed at home. Dividends make a difference at Walker. Dividends assist in all areas of our school. They volunteers in classrooms, our media center, book fair and family events.