

Broward County Public Schools

Walker Elementary School



2021-22 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
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 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%)
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	
* 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)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	90%
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	2020-21	2019-20	2018-19	2017-18
Grade		D	D	C

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SIP Authority

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

Name	Position Title	Job Duties and Responsibilities
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 chats with teachers based on student performance data. She also monitors the performance of the lowest quartile students in Reading. Ms. Martin coordinates and facilitates the necessary Professional Development based on student data and teacher needs. She aligns the support services for the lowest quartile to ensure the right remediation is given. Ms. Martin is the facilitator of the school-wide (Marching Hour) Intensive Block and is the point person for reading community partnerships with Reading Pals and Tutor Mate.
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 students performing below level on science common formative assessments to ensure remediation is given. She also facilitates and monitors the use of the school-wide science lab.
Temple, Jessica	Assistant Principal	Jessica Temple, Assistant Principal, assists the school principal in the overall administration of instructional programs and school operations. She coordinates all school-wide schedules for teachers and students. She also helps create school-wide goals including those related to student learning and student behavior. Mrs. Temple manages student behavioral issues and positive behavior programs. She 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.*

2

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.*

2

Total number of teacher positions allocated to the school

31

Total number of students enrolled at the school

631

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

10

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

5

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	80	108	127	116	158	138	0	0	0	0	0	0	0	727
Attendance below 90 percent	45	65	80	62	86	81	0	0	0	0	0	0	0	419
One or more suspensions	0	0	0	2	0	0	0	0	0	0	0	0	0	2
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 FSA ELA assessment	0	0	0	0	5	42	0	0	0	0	0	0	0	47
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	4	55	0	0	0	0	0	0	0	59
Number of students with a substantial reading deficiency	0	8	27	9	12	20	0	0	0	0	0	0	0	76
	1	0	0	2	0	0	0	0	0	0	0	0	0	3

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	6	16	8	11	57	0	0	0	0	0	0	0	98

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	1	0	2	0	0	0	0	0	0	0	0	0	3
Students retained two or more times	0	0	0	0	1	1	0	0	0	0	0	0	0	2

Date this data was collected or last updated

Monday 6/21/2021

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	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

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	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

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				25%	59%	57%	28%	56%	56%
ELA Learning Gains				38%	60%	58%	45%	57%	55%
ELA Lowest 25th Percentile				51%	54%	53%	67%	51%	48%
Math Achievement				25%	65%	63%	32%	62%	62%
Math Learning Gains				39%	66%	62%	48%	60%	59%
Math Lowest 25th Percentile				28%	53%	51%	62%	47%	47%
Science Achievement				18%	46%	53%	23%	49%	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	26%	60%	-34%	58%	-32%
Cohort Comparison						
04	2021					
	2019	16%	62%	-46%	58%	-42%
Cohort Comparison		-26%				
05	2021					
	2019	27%	59%	-32%	56%	-29%
Cohort Comparison		-16%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	18%	65%	-47%	62%	-44%
Cohort Comparison						
04	2021					
	2019	27%	67%	-40%	64%	-37%
Cohort Comparison		-18%				
05	2021					
	2019	26%	64%	-38%	60%	-34%
Cohort Comparison		-27%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	17%	49%	-32%	53%	-36%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

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

The iReady Diagnostic Assessment was used for ELA and Math progress monitoring in Grades 1-5.
The Science CFA was used to track the Science progress monitoring in Grade 5.

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	27%	23%	30%
	Economically Disadvantaged	27%	23%	30%
	Students With Disabilities	6%	6%	16%
	English Language Learners	67%	25%	25%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	20%	25%	27%
	Economically Disadvantaged	20%	25%	27%
	Students With Disabilities	12%	6%	11%
	English Language Learners	0%	0%	50%

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	13%	15%	25%
	Economically Disadvantaged	13%	15%	25%
	Students With Disabilities	4%	4%	19%
	English Language Learners	0%	14%	33%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	5%	8%	17%
	Economically Disadvantaged	5%	8%	17%
	Students With Disabilities	0%	0%	12%
	English Language Learners	0%	14%	33%
Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	25%	32%	32%
	Economically Disadvantaged	25%	32%	32%
	Students With Disabilities	17%	13%	8%
	English Language Learners	20%	20%	20%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	4%	10%	23%
	Economically Disadvantaged	4%	10%	23%
	Students With Disabilities	0%	0%	8%
	English Language Learners	0%	0%	20%

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	14%	21%	21%
	Economically Disadvantaged	14%	21%	21%
	Students With Disabilities	0%	4%	4%
	English Language Learners	20%	20%	0%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	7%	12%	21%
	Economically Disadvantaged	7%	12%	21%
	Students With Disabilities	0%	4%	8%
	English Language Learners	0%	20%	20%
Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	14%	19%	24%
	Economically Disadvantaged	14%	19%	24%
	Students With Disabilities	4%	3%	11%
	English Language Learners	0%	0%	50%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	10%	19%	38%
	Economically Disadvantaged	10%	19%	38%
	Students With Disabilities	4%	13%	14%
	English Language Learners	0%	0%	50%
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	16%	15%	20%
	Economically Disadvantaged	16%	15%	20%
	Students With Disabilities	2%	0%	5%
	English Language Learners	0%	3%	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	12	19		15	35	36	15				
ELL	15			15							
BLK	16	24	30	17	30	33	10				
FRL	16	22	26	17	30	32	10				
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				

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	23
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	27
Total Points Earned for the Federal Index	187
Total Components for the Federal Index	8
Percent Tested	96%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	22
Students With Disabilities Subgroup Below 41% in the Current Year?	YES

Students With Disabilities	
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	19
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	24
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	23
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
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?

Overall, there was an increase school-wide in ELA proficiency. In Grade 3, the ELA proficiency for English Language Learners remained the same throughout the year with no change. In Grade 4, there was a decreased in ELA amongst the English Language Learners.

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

The greatest need for improvement are in the areas of ELA and Math. The 2021 FSA Data shows 17% ELA Proficiency and 17% Math Proficiency. This is also supported by the iReady Diagnostic assessments taken during the school year.

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

There is a need for school-wide standards-aligned instruction in all content area. More planning and preparation will need to take place to address this need for improvement.

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

Based on the 2021 FSA, there was 11% gains in Lowest Quartile students in ELA and 5% gains in Lowest Quartile students in Math. ELA showed the most improvement.

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

More fidelity in the implementation of Reading interventions contributed to this improvement. A dedicated hour of intervention time is the new action that will be taken in this area.

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

Learning will be accelerated through Walk to Read/Math interventions as well as ESSER positions.

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.

Teachers will be supported with professional development focused on standards-based instruction and planning.

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

Tiered coaching support, schoolwide board configuration, schoolwide study of the Opportunity Myth

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Math

Area of Focus	We selected Math based on the results of the 2020 i-Ready Diagnostic 3 Assessment. This measure shows that 28% of our students are proficient which is an increase from 13% of students proficient in the previous academic year.
Description and Rationale:	
Measurable Outcome:	By June 2022, 35% of our students will be proficient in Math based on the i-Ready Math Diagnostics and Florida Standards Assessment.
Monitoring:	The evidence-based strategy will be monitored by conducting classroom observations and monthly assessments.
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 manipulatives and the mathematical thinking and reasoning standards within the math block. The use of this strategy will be monitored by conducting classroom observations and monthly assessments.
Rationale for Evidence-based Strategy:	<p>We selected the effective use of manipulatives and mathematical thinking and reasoning standards because it includes all math components and aligns to the Florida Standards. We will use monthly assessments, data chats and Professional Learning Communities (PLCs) as evidence of strategy implementation. The following resources will be used:</p> <ul style="list-style-type: none"> -School City assessment platform -Acaletics instructional materials -Mountain Math -i-Ready online learning program -Reflex & Frax Math online fluency program -Coach series resources (School Specialty Instruction & Intervention)

Action Steps to Implement

The first step will be providing Math Professional Development based on the needs of the teachers. This professional development will be based how to effectively use manipulative to improve math understanding. Another PD topic includes how to improve mathematical thinking and reasoning within the math block. 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 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 i-Ready. Data Chats and Professional Learning Communities (PLCs) will be held to share Math best practices. Data will be used to drive instruction for whole group, small group, and intervention groups.

Person Responsible Tauri Eligon (tauri.eligon@browardschools.com)

#2. 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 2022, 35% of our students will be proficient in reading based on the ELA Florida Standards Assessment.
Monitoring:	We will monitor this strategy using classroom observations and monthly progress monitoring assessments.
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. Balanced literacy on our campus will incorporate whole group, grade level text in which the standards are effectively delivered. Students will also meet with the teacher in a small group and focus on skills and strategies at their instructional level in order to help bridge any gaps in learning.
Rationale for Evidence-based Strategy:	We selected the Balanced-Literacy approach because it includes all of the reading components and aligns with the Florida Standards. We will use monthly progress monitoring assessments and data chats as evidence of strategy implementation. The following resources will be used: <ul style="list-style-type: none"> - IReady online learning platform - Leveled Literacy Intervention - Curriculum Associates Ready FL LAFS - Triumph Learning Reading Resources - Heggerty Curriculum

Action Steps to Implement

Reading Professional Development will be based on the needs of teachers. The leadership team will conduct classroom observations based on the Reading IPG. Feedback will be given to teachers based on the findings of the observations. Monthly progress monitoring assessments will be administered and monitored by the Leadership Team. Data Chats and Professional Learning Communities will be held to share Reading best practices. We can also use the test item specs to drive our instruction in our PLCs and Common Planning times. The FSA ELA Question stems can also be used for creating text-dependent questions. This will help our teachers and students engage in deeper dive into the standards.

Person Responsible Tauri Eligon (tauri.eligon@browardschools.com)

#3. ESSA Subgroup specifically relating to Economically Disadvantaged

Area of Focus Description and Rationale:	We selected Economically Disadvantaged Students based on the results of the 2019 Florida Standards Assessment where our Economically Disadvantaged Student Federal Index was 32%. The ED ESSA subgroup is made up of many students on our campus (over 90%). We plan to reach this subgroup through the improvement of Tier 1 instruction.
Measurable Outcome:	By June 2022, 50% of our Economically Disadvantaged students will show a learning gain on the ELA Florida Standards Assessment.
Monitoring:	Monitoring of this outcome will be intentional and strategic. This will be done through the observation and feedback cycle. Focused observations paired with timely, intentional feedback will contribute to effectively monitoring this outcome.
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:	<p>We selected the Balanced-Literacy approach because it includes all of the reading components and aligns with 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"> - IReady online learning platform - Leveled Literacy Intervention - Curriculum Associates Ready FL LAFS - Triumph Learning Reading Resources - Heggerty Curriculum

Action Steps to Implement

The first step will be to analyze 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 conduct classroom observations and provide feedback based on the findings. Data Chats and Professional Learning Communities will be held to share best practices for meeting the needs of economically disadvantaged students.

Person Responsible Tauri Eligon (tauri.eligon@browardschools.com)

#4. Instructional Practice specifically relating to Science

Area of Focus	We selected Science based on the results of the 2019 Science FCAT. This measure shows that 17% of our students are proficient which is a decrease from 23% of students proficient in the previous academic year.
Description and Rationale:	
Measurable Outcome:	By June 2022, 25% of our students will be proficient in Science FCAT.
Monitoring:	The evidence-based strategy will be monitored by conducting classroom observations and monthly assessments.
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy:	The evidence-based strategy will be the 5E Model of Science Instruction.
Rationale for Evidence-based Strategy:	<p>We selected the effective use of the 5E Model because it includes all Science components and aligns to the Florida Standards. We will use monthly assessments, data chats and Professional Learning Communities (PLCs) as evidence of strategy implementation. The following resources will be used:</p> <ul style="list-style-type: none"> -School City assessment platform -Acaletics instructional materials - J J Bootcamp Program

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 conduct classroom observation. Feedback will be given to the teachers based on the findings of the observation. Monthly progress monitoring Science assessment will be conducted by students and monitored by the leadership team. These assessments for progress monitoring will be created using School City and Acaletics. 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)

#5. Instructional Practice specifically relating to Standards-aligned Instruction**Area of Focus Description and Rationale:**

Overall, our ELA and Math data show that there is a need for more standards-aligned instruction.

Measurable Outcome:

By June 2022, 100% of our teachers will utilize standards-aligned instructional practices.

Monitoring:

We will monitor this strategy using classroom observations, a review of lesson plans, attendance at grade-level PLCs, and monthly progress monitoring assessments.

Person responsible for monitoring outcome:

Tauri Eligon (tauri.eligon@browardschools.com)

Evidence-based Strategy:

We will use the Instructional Practice Guide (IPG). We will monitor this strategy using classroom observations and monthly progress monitoring assessments.

Rationale for Evidence-based Strategy:

The first step will be providing Professional Development based on the needs of the teachers.
The next step will be for the leadership team to conduct classroom observation. Feedback will be given to the teachers based on the findings of the observation. Monthly progress monitoring of all curricular assessments will be conducted by students and monitored by the leadership team. These assessments for progress monitoring will be created using CFAs and iReady Growth Monitoring Assessments. Data Chats and Professional Learning Communities will be held to share best practices.

Action Steps to Implement

Standards-Based Professional Development will be based on the needs of teachers. The leadership team will conduct classroom observations. Feedback will be given to teachers based on the findings of the observations. Monthly progress monitoring assessments will be administered and monitored by the Leadership Team. Data Chats and Professional Learning Communities will be held to share best practices.

Person Responsible

Tauri Eligon (tauri.eligon@browardschools.com)

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.

Teachers will receive professional development on TLAC (Teach Like A Champion) strategies in order to build and maintain a positive classroom environment.

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 continues to educate parents through Title 1 Parent Academic Nights and School Advisory Council (SAC) Meetings. Parents are informed of school events through the school's website and through grade specific parent workshops, newsletters, parent/teacher conferences, and email/SMS alert system.

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

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.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Math				\$27,864.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	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, 2022.			
	5100	369-Technology-Related Rentals	0321 - Walker Elementary School	UniSIG		\$794.00

			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, 2022.			
	5100	510-Supplies	0321 - Walker Elementary School	UniSIG		\$23,775.00
			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)			
2	III.A.	Areas of Focus: Instructional Practice: ELA				\$185,470.25
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	120-Classroom Teachers	0321 - Walker Elementary School	UniSIG		\$43,200.00
			Notes: Provide ELO stipends from October 2021 to April 2022 for 20 teachers to teach ELA/ Math/Science Extended Learning Opportunity Camps for our 3rd-5th grade students with specific targets on students in our ESSA groups and lowest quartile groups. Teachers will identify student groupings based on progress monitoring data, disaggregate data to ensure assignments are standards based and communicate with parents concerning student progress and/or additional supports needed. Stipends will be paid at hourly rate; \$36/hour will be used for budgeting purposes. There will be approximately 200 total students anticipated to attend the ELO camps. The student to teacher ratio for ELO camps will be a minimum of 10:1. If the student to teacher ratio is not met, the number of teachers providing instruction must be reduced to meet that ratio. Additionally, students from 2nd Grade may be invited to participate in ELO camp if the expected number of 3-5th Grade students do not reach expected capacity. If there are unspent ELO funds at the end of the school year, the school will extend ELO opportunities into Summer 2022 for current students. - ELO Hours: 24 weeks x 2.5 hours per week = 60 hours - ELO Camp: 20 teachers x 60 hours x \$36 stipend = \$43,200			
	5100	150-Aides	0321 - Walker Elementary School	UniSIG		\$38,720.00
			Notes: ***Hire two paraprofessionals to assist teachers in 3rd, 4th, and 5th grade in closing the achievement gap in reading. (Pre-approved positions)			
	5100	210-Retirement	0321 - Walker Elementary School	UniSIG		\$9,750.00
			Notes: Fringe: Retirement: 1 teacher, 2 Paraprofessionals			
	5100	220-Social Security	0321 - Walker Elementary School	UniSIG		\$10,800.00
			Notes: Fringe: Social Security: 1 teacher, 2 Paraprofessionals, ELO Stipends			
	5100	230-Group Insurance	0321 - Walker Elementary School	UniSIG		\$24,591.00
			Notes: Fringe: Health Insurance: 1 teacher, 2 Paraprofessionals			
	5100	240-Workers Compensation	0321 - Walker Elementary School	UniSIG		\$3,050.00
			Notes: Fringe: Worker's compensation: 1 teacher, 2 Paraprofessionals, ELO Stipends			
	5100	250-Unemployment Compensation	0321 - Walker Elementary School	UniSIG		\$350.25

			Notes: Fringe: Unemployment: 2 Paraprofessionals, 1 teacher, ELO Stipends			
	5100	369-Technology-Related Rentals	0321 - Walker Elementary School	UniSIG		\$30,000.00
			Notes: Purchase TutorMate for 1st grade classes to assist the teachers in closing the achievement gap. - The program provides one-on-one intervention for primary grades. The TeacherMate ELI Model was first piloted in the 2017-18 school year at Walker ES. At the end of the first year, 67% of the participating Grade K students reached Reading Foundation Stage (RFS) 4 or above. Whereas, only 44% of the students were reading at grade level (Level I or above) at the end of Grade 1 in the non-participating classes. At the end of the second year 2018-2019: - 78% of the students who were in the program since the beginning, finished Grade 1 at or above grade level. - 68% of the overall total of 93 Grade 1 students completed the year at or above grade level with 44 students who were new to the program that year. - Additional information is provided in the attachment. - Pending additional data from 2020-21 year end assessments. Students were using this program during virtually through an online application and face to face. Also, some students were utilizing the platform during the summer virtual program for remediation and enrichment. For 21-22, Walker is not receiving the 50% discount as was reflected on the 19-20 quote because there's a fee scale to the program where the initial years are discounted and then full price is charged afterwards. The school has already used the discounted years of service. License term date cannot extend pass August 31, 2022. - TeacherMate program for 6 classes - \$6,000/class			
	5100	369-Technology-Related Rentals	0321 - Walker Elementary School	UniSIG		\$5,745.00
			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, 2022.			
	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. Materials will be used for remediation and enrichment in whole group and small group instruction and replace consumable materials purchased in prior years. - 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. - (7) Grade 2: Wordly Wise 3000 4th Edition Classroom Set - (4) Grade 3: Wordly Wise 3000 4th Edition Classroom Set, 3 teacher guides and student books - (3) Grade 4: Wordly Wise 3000 4th Edition Classroom Set, 3 teacher guides and student books - (3) Grade 5: Wordly Wise 3000 4th Edition Classroom Set, 3 teacher guides and student books			
3	III.A.	Areas of Focus: ESSA Subgroup: Economically Disadvantaged				\$106,941.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	120-Classroom Teachers	0321 - Walker Elementary School	UniSIG		\$58,540.00
			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, 2021. (Pre-approved position)			
	5100	643-Capitalized Hardware and Technology-Related Infrastructure	0321 - Walker Elementary School	UniSIG		\$13,815.00
			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. UniSIG funds will be used to supplement the acquisition of additional technological enhancements for students to support teachers as they infuse technology into their daily student instruction. The boards allow for			

			technology integration in order to improve the learning experience and reach a variety of learning modalities as the district is now offering 100% eLearning, hybrid, and face-to-face options for students. Research has repeatedly demonstrated that students learn better when they are fully engaged, and that multi-sensory, and on learning is the best way to engage them. The boards will facilitate this multi-sensory learning in all content areas. They will be used by classroom teachers to provide supplemental standards-based instruction with students. - (3) Recordex 75" 4K Interactive Display plus Stand - \$3,167.64 - (3) NovoPro Wireless Presentation and Collaboration System - \$524 - (3) Large Fusion Manual Height Adjustable Floor Stand - \$874 - (3) Fusion Adapter Kits - \$39.20			
	6400	120-Classroom Teachers	0321 - Walker Elementary School	UniSIG		\$25,056.00
			Notes: Provide Stipends to (58) K-5 teachers to engage in professional development. The intense literacy, mathematics, science, data usage and pedagogy focus of the professional development will support teachers to increase their knowledge as they work with students to close the achievement gap. Additional professional development will also include lesson development in the areas of science, mathematics and reading, and in data usage and progress monitoring as well as classroom culture/environment. The professional development will take place during two days prior to pre-planning week for the 2022-2023 school year. District Trainers and School Based Coaches will facilitate the PD sessions. If stipends are necessary, they will be paid from other funding sources. Stipends will be paid at hourly rate; \$36/hour will be used for budgeting purposes. Allocating 12 hours of PD per teacher at \$36/hour for 58 teachers = 58 teachers x 12 hours x \$36 stipend = \$25,056			
	6400	220-Social Security	0321 - Walker Elementary School	UniSIG		\$1,950.00
			Notes: Fringe FICA Social Security: Allocate money for stipends for 58 teachers			
	6400	240-Workers Compensation	0321 - Walker Elementary School	UniSIG		\$550.00
			Notes: Fringe Workers Compensation: Allocate money for stipends for 58 teachers			
	6400	250-Unemployment Compensation	0321 - Walker Elementary School	UniSIG		\$70.00
			Notes: Fringe Unemployment: Allocate money for stipends for 58 teachers			
	6400	369-Technology-Related Rentals	0321 - Walker Elementary School	UniSIG		\$6,460.00
			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. iReady Toolkit for Grades K-5 teachers (43) to have full access for interventions and to create specific lessons and pathways on a more individualized basis. Teachers will have the access to a more direct pathway for each child. The data gathered from this can and will be used for RtI/MTSS documentation. License term date cannot extend pass August 31, 2022.			
	6400	519-Technology-Related Supplies	0321 - Walker Elementary School	UniSIG		\$500.00
			Notes: Purchase 20 Lenovo ThinkPad Essential Topload Cases @ \$25 each for teachers in grades 3-5 to replace lost/damaged bags for teacher laptops.			
4	III.A.	Areas of Focus: Instructional Practice: Science				\$10,505.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	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. - Grade 4 - Science Boot Camp Speed Bag Student Booklets, Teacher's Edition - Grade 5 - Science Boot Camp Speed Bag Student Booklets, Teacher's Edition			

	5100	510-Supplies	0321 - Walker Elementary School	UniSIG		\$4,915.00
			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. - Grade 5 - Science Scrimmage, Science Quik-Pik			
5	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction				\$9,011.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	369-Technology-Related Rentals	0321 - Walker Elementary School	UniSIG		\$3,740.00
			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. License term date cannot extend pass August 31, 2022.			
	5100	644-Computer Hardware Non-Capitalized	0321 - Walker Elementary School	UniSIG		\$5,271.00
			Notes: Purchase 22 Lenovo 300e laptops @ \$237.50 each to be used by students in grades 3-5 for classroom teaching enhancement and virtual learning. The district allocates 1 laptop device to every 2.5 students. UniSIG funds will be used to supplement the acquisition of additional laptops for students to further the goal of moving towards a 1:1 student to computer ratio. There are currently approx. 425 students in grades 3-5 (3rd - 135, 4th - 130, 5th- 160). In 19-20 UniSIG, there were 120 laptops purchased. The district provides one laptop for every 2.5 students, which equates to 158 laptops. The purchase of 22 additional laptops will bring the total number of laptops to 300 laptops in grades 3-5, which is 1:1.42 ratio. - (22) Student laptops: \$237.50 x 21 = \$5,225			
					Total:	\$339,791.25