

2013-2014 SCHOOL IMPROVEMENT PLAN

Walker Elementary School (Magnet)
1001 NW 4TH ST
Fort Lauderdale, FL 33311
754-322-8800

School Demographics

School Type Elementary School	Title I Yes	Free and Reduced Lunch Rate 99%
Alternative/ESE Center No	Charter School No	Minority Rate 99%

School Grades History

2013-14 F	2012-13 D	2011-12 C	2010-11 C
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SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Focus Year 3 or more	5	Gayle Sitter

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Walker Elementary (Magnet)

Principal

Lisa Mays

School Advisory Council chair

Lesley Neely/Latunya Gibbs

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
La-Toya Facey	Reading Coach
Nikita Lee	Math Coach
Robin Solano	Science Coach
Gigi Rivera	Assistant Principal

District-Level Information

District

Broward

Superintendent

Mr. Robert Runcie

Date of school board approval of SIP

2/19/2014

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

Walker Elementary's SAC is comprised of parents, staff members and community resource members. Membership is as follows: Lisa Mays, Principal, Latunya Gibbs, SAC Co-Chair, Erik Leitner, SAC Co-Chair, Arenas Chico, Kyle Gibson, Sam Monroe, Bill Shelton, Markes Thomas, Community Representatives, Shedrick Dukes, IZ Representative, Omar Leonard, Parent, Medicoeur Melus, ESOL Representative, Lesley Neely, BTU-Steward/Teacher Representative, Regina Poitier, Non-Instructional, Dana Rhodes-Hurley, Teacher Representative, Brittney Vorrice, SAF-Designee Representative, Gloria Walker, ESE Representative, Laura Wilensky, Pre K / SAC Secretary.

Involvement of the SAC in the development of the SIP

The SAC meets on a monthly basis. Informal and formal assessments, BAT and FCAT test score results and trends are discussed and evaluated. Specific programs are incorporated into the daily instruction as a result of the specific needs of the students. Recommendations and research is done to insure that the

resources are provided, and that the appropriate strategies are included in the SIP. The SAC makes recommendations, approves the SIP and monitors improvement.

Activities of the SAC for the upcoming school year

SAC will continue to monitor the progress of the students through data results. Grade level and subject area representatives will present and train the SAC on the evaluation of strategies and programs that are used during instruction. SAC will provide feedback and recommendations for the improvement of instruction.

Projected use of school improvement funds, including the amount allocated to each project

Technology iReady computer based program \$4,000 cost for a subscription in the area of reading, \$500 Professional Development cost.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

N/A

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators

2

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Lisa Mays

Principal

Years as Administrator: 5

Years at Current School: 10

Credentials

Bachelor in
Elementary
Education, FAU
Masters in
Educational Leadership, FAU

Performance Record

Prior Performance Record (include prior School Grades, FCAT/
statewide assessment Achievement Levels, learning gains, lowest
25%), and AMO progress, along with the associated school year)
Principal at Walker Elementary 2012-2013
Grade: D
Reading Mastery: 51
Math Mastery: 59
Science Mastery: 13
Writing Mastery: 25
Reading Students Making Learning Gains: 89
Reading Students in LOWEST 25 Making
Learning Gains: 27
Math Students Making Learning Gains:
Math Students in LOWEST 25 Making
Learning Gains: 26
Principal at Walker Elementary 2011-2012
Grade: C
Reading Mastery: 33%
Math Mastery: 43%
Science Mastery: 41%
Writing Mastery: 78%
Reading Students Making Learning Gains
62%
Reading Students in LOWEST 25 Making
Learning Gains: 62%
Math Students Making Learning Gains: 61%
Math Students in LOWEST 25 Making
Learning Gains: 67%
Principal at Walker Elementary 2010-2011
Grade: C
Reading Mastery: 48%
Math Mastery: 59%
Science Mastery: 24%
Writing Mastery: 81%
Reading Students Making Learning Gains
54%
Reading Students in LOWEST 25 Making
Learning Gains: 63%
Math Students Making Learning Gains: 58%
Math Students in LOWEST 25 Making
Learning Gains: 70%
Principal at Walker Elementary 2009-2010

Grade: F

Reading Mastery 46%

Math Mastery 49%

Science Mastery: 15%

Writing Mastery: 78%

Reading Students Making Learning Gains
55%

Reading Students in LOWEST 25 Making
Learning Gains 54%

Math Students Making Learning Gains 44%

Math Students in LOWEST 25 Making
Learning Gains 50%

Writing Students Scoring 4+ 62%

Gigi Rivera

Asst Principal

Years as Administrator: 6

Years at Current School: 9

Credentials

Bachelor in Elementary Education, FIU
 Masters in Educational Leadership, Barry University

Performance Record

Prior Performance Record (include prior School Grades, FCAT/ statewide assessment Achievement Levels, learning gains, lowest 25%), and AMO progress, along with the associated school year)
 Principal at Walker Elementary 2012-2013
 Grade: D
 Reading Mastery: 51
 Math Mastery: 59
 Science Mastery: 13
 Writing Mastery: 25
 Reading Students Making Learning Gains: 89
 Reading Students in LOWEST 25 Making Learning Gains: 27
 Math Students Making Learning Gains: 26
 Math Students in LOWEST 25 Making Learning Gains: 26
 Assistant Principal at Walker Elementary 2011-2012
 Grade: C
 Reading Mastery: 33%
 Math Mastery: 43%
 Science Mastery: 41%
 Writing Mastery: 78%
 Reading Students Making Learning Gains 62%
 Reading Students in LOWEST 25 Making Learning Gains: 62%
 Math Students Making Learning Gains: 61%
 Math Students in LOWEST 25 Making Learning Gains: 67%
 Principal at Walker Elementary 2010-2011
 Grade: C
 Reading Mastery: 48%
 Math Mastery: 59%
 Science Mastery: 24%
 Writing Mastery: 81%
 Reading Students Making Learning Gains 54%
 Reading Students in LOWEST 25 Making Learning Gains: 63%
 Math Students Making Learning Gains: 58%
 Math Students in LOWEST 25 Making Learning Gains: 70%
 Assistant Principal at Walker Elementary 2009-2010
 Grade: F
 Reading Mastery 46%
 Math Mastery 49%

Science Mastery: 15%
Writing Mastery: 78%
Reading Students Making Learning Gains
55%
Reading Students in LOWEST 25 Making
Learning Gains 54%
Math Students Making Learning Gains 44%
Math Students in LOWEST 25 Making
Learning Gains 50%
Writing Students Scoring 4+ 62%

Instructional Coaches

of instructional coaches

4

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

La-Toya Facey		
Full-time / School-based	Years as Coach: 3	Years at Current School: 3
Areas	Reading/Literacy, Data, RtI/MTSS	
Credentials	B. S. Memorial University, Elementary Education, M.S. Elementary Education, Memorial University Reading Coach at Walker Elementary 2012-2013 Grade: D Reading Mastery: Math Mastery: Science Mastery: Writing Mastery: Reading Students Making Learning Gains Reading Students in LOWEST 25 Making Learning Gains: Math Students Making Learning Gains: Math Students in LOWEST 25 Making Learning Gains: Reading Coach at Walker Elementary 2011-2012 Grade: C Reading Mastery: 33% Math Mastery: 43% Science Mastery: 41% Writing Mastery: 78% Reading Students Making Learning Gains 62% Reading Students in LOWEST 25 Making Learning Gains: 62% Math Students Making Learning Gains: 61% Math Students in LOWEST 25 Making Learning Gains: 67% 2010-2011 – Fairway Elementary School 4th grade teacher percentile making gains 78% FCAT Reading and 67% Math achievement School grade C. 2009-2010-Fairway Elementary 4th grade teacher percentile making gains 56% FCAT Reading and 67% Math achievement 2008-2009-Fairway Elementary 4th grade teacher percentile making gains	
Performance Record		

Dana Hurley		
Full-time / School-based	Years as Coach: 3	Years at Current School: 10
Areas	Reading/Literacy, Data, RtI/MTSS	
Credentials	M.S. Education, Elementary K-6; B.S. Elementary Education; Florida Memorial University	
Performance Record	Primary Reading & Writing Coach at Walker Elementary 2012-2013 Grade: D Reading Mastery: Math Mastery: Science Mastery: Writing Mastery: Reading Students Making Learning Gains Reading Students in LOWEST 25 Making Learning Gains: Math Students Making Learning Gains: Math Students in LOWEST 25 Making Learning Gains: Primary Reading & Writing Coach at Walker Elementary 2011-2012 Grade: C Reading Mastery: 33% Math Mastery: 43% Science Mastery: 41% Writing Mastery: 78% Reading Students Making Learning Gains 62% Reading Students in LOWEST 25 Making Learning Gains: 62% Math Students Making Learning Gains: 61% Math Students in LOWEST 25 Making Learning Gains: 67%	

Nikita Lee		
Full-time / School-based	Years as Coach: 1	Years at Current School: 0
Areas	Mathematics, Data, RtI/MTSS	
Credentials	B. A. Middle Level Education Mathematics/Language Arts M. A. Education Teaching Skills and Methodologies Specialist of Education- curriculum and Instruction	
Performance Record		

Classroom Teachers

of classroom teachers

41

receiving effective rating or higher

41, 100%

Highly Qualified Teachers

100%

certified in-field

40, 98%

ESOL endorsed

30, 73%

reading endorsed

3, 7%

with advanced degrees

24, 59%

National Board Certified

0, 0%

first-year teachers

3, 7%

with 1-5 years of experience

6, 15%

with 6-14 years of experience

15, 37%

with 15 or more years of experience

17, 41%

Education Paraprofessionals

of paraprofessionals

7

Highly Qualified

7, 100%

Other Instructional Personnel

of instructional personnel not captured in the sections above

50

receiving effective rating or higher

50, 100%

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

Administration meets with new to Walker teachers on a monthly basis to insure that the new teachers are receiving support and training as needed. In addition, our NESS liason meets with the new to

Walker teachers in the pre-planning week and monthly thereafter to provide guidance and assistance. Any new teachers that express an interest in leadership roles are encouraged and supported to participate. If training and modeling and/or support is needed, it is provided by the subject area coaches or by the behavior specialist.

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

All leadership staff meet with the administrators on a monthly basis to discuss school wide initiatives. In addition, the leadership/mentor team participates in problem solving activities during leadership meetings. All staff are encouraged to participate in mentor sessions to advance their leadership abilities and to target and enhance their leadership qualities.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

The assistant principal and guidance counselor preside over MTSS meetings. The MTSS meets every second and fourth Monday. Ms. G. Rivera and Ms. G. Walker are the Co-Facilitators of the MTSS Team. A support staff member is assigned to a grade level in the role of liaison between the grade levels and administration to provide continuous support throughout the school year. The support staff lends assistance to the faculty and staff by providing training and human resource. The SAC officers oversee the SIP and insure that the staff maintains the focus described in the SIP.

A support staff member will be assigned to each grade level to provide the following: support through modeling lessons, working with low or high performing students (i.e., team teaching), assisting with integrating technology into lessons, monitoring classroom instruction daily, completing and sharing classroom walkthrough findings. They will also ensure that teachers have the necessary materials and supplies needed to meet the needs of their students. All grade level concerns will be discussed at the weekly support staff meetings held on Fridays.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

The school based MTSS Leadership Team consists of Ms. L. Mays, Principal, Ms. G. Rivera, Assistant Principal, Ms. G. Walker, Guidance Counselor, Ms. L. Facey, Reading Specialist, Ms. N. Lee, Math Coach, Ms. S. Schwartz, ESE Specialist, Mr. R. Solano, Science Coach, Ms. S. Johnson, Social Worker, Ms. M. Moas School Psychologist, classroom teachers and students' Parent or Guardian. The MTSS/RtI Team will work collaboratively with SAC to assist in the development and implementation of the SIP. The following problem solving process will be used to develop and implement the SIP:

1. Identify problems found in reading, math, writing, science, attendance, behavior, and parental involvement.
2. Analyze data to identify why the problems exist.
3. Develop and implement an Intervention Plan with goals, objectives, timelines and support.
4. Establish a monitoring process for anticipated outcomes.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

As a part of our school improvement model, the Florida Continuous Improvement Model process (FCIM), administration and support staff meet with teams to discuss the data from benchmark mini assessments to determine student needs and instructional strategies bi-weekly. During the months of October and December grade level teams meet to discuss data results from the district's Benchmark Assessment Test (BAT) and make necessary changes to their instruction to meet individual student needs.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Student's data is gleaned from formal and informal assessments. A local database is maintained to track student progress and test scores are entered to determine our strongest and weakest students. The students are tiered according to ability levels. Once students are brought to RTI and placed on a plan the student's individual progress is documented and analyzed to determine effectiveness of instruction.

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

Staff and parents are trained in the process for MTSS/RTI through parent conferences, faculty meetings and training, SAC Meetings and MTSS/RTI meeting.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Extended Day for All Students

Minutes added to school year: 5,400

All students receive an additional 30 minutes of time in the area of reading on a daily basis. Students are placed in groups according to their weaknesses. Their needs are addressed using supplemental materials from the reading series.

Strategy Purpose(s)

- Instruction in core academic subjects

How is data collected and analyzed to determine the effectiveness of this strategy?

Students' data is collected on a monthly basis and analyzed by grade level. Administration, coaches and teachers meet to discuss best practices and areas of needs.

Who is responsible for monitoring implementation of this strategy?

Administration will monitor the effectiveness and implementation of strategies with fidelity.

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Lisa Mays	Principal
Gigi Rivera	Assistant Principal
La-Toya Facey	Reading Specialist
Dana Hurley	Writing Specialist
Gloria Walker	Guidance Counselor

How the school-based LLT functions

All members of the LLT meet on a monthly basis according to the topics being discussed and the needs of the school, those needs are determined by data meetings and administrative observations and feedback. Each grade level documents their needs and observations and those are reported through team meeting minutes as well as staff meetings.

In addition: Administrators disaggregate the previous year's test scores and student achievement levels to assign students according to the teachers' expertise. The administrators and leadership team monitor student progress using the results of various grade level assessments i.e. BAT, FCAT and mini-assessments. Administration and support staff meet with grade level teams to discuss the data from benchmark assessments and mini assessments to determine student needs and instructional strategies, bi-weekly

Reading and Reading Coach are assigned to teachers to provide the following: support through modeling lessons, working with low or high performing students (i.e., team teaching), assisting with integrating technology into lessons, monitoring classroom instruction daily, completing and sharing classroom walkthrough findings. They will also ensure that teachers have the necessary materials and supplies needed to meet the needs of their students. All grade level concerns will be discussed at the weekly support staff meetings held on Fridays.

Major initiatives of the LLT

The major initiatives will be the early detection of weakness in literacy for students in the primary grades. Students in the primary grades will be focused upon and assessed to insure continued success in the area of literacy. Early detection will insure that the students are targeted for remedial, intensive differentiated instruction.

Students in the intermediate grades showing deficiencies in the area of literacy will be assigned to intensive reading instruction groups, using programs that focus on intensive, remedial basic literacy skills, as listed in the RtI section within the Tiers descriptions.

The Literacy Learning Team will meet on a monthly basis. The monthly meetings will consist of the following:

- Professional development topics addressed include the K-12 Reading Plan; K-12 ESOL Plan; FCAT Item Specifications for elementary reading, mathematics, and science; reading program specific training and needs, and a variety of other reading related topics. The Reading coach will attend the district monthly reading resource specialist meetings and the reading coach will share the information provided at the meetings with the LLT.

Planned Initiatives:

- School-wide Accelerated Reader Program and incentives
- Family Book fair
- Book reviews by students
- Daily Read Aloud by classroom teachers
- Model classrooms
- PLC and Professional Study Groups

-Data collection and discussion of instructional effectiveness

Grade level and departmentalized grades reading teachers will attend monthly Integrated Reading training where the effectiveness of instruction, best practices and research based strategies will be discussed and studied.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

Each and every teacher participates by either direct reading and literacy activities or instruction, or in the integration of literacy activities into the sciences or Performing Arts programs. All teachers participate in training for literacy based instruction so that they may incorporate literature and reading strategies into their daily instruction. Project based learning has been incorporated school wide so that the students are exposed to interdisciplinary activities to create real world scenarios and solutions.

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

At the end of each preschool year, Walker Elementary offers a “Moving-Up” Ceremony. Parents are informed of the transition from Preschool to the elementary level. During the summer, Broward County screens all incoming Kindergarten students. In August a parent meeting is held to inform parents of the requirements for Kindergarten. Walker Elementary gives a Pre-K Program Inventory. It is administered to all preschoolers as an initial diagnostic assessment tool to determine the specific skills and knowledge of students; and, as a final assessment tool as students prepare to transition to Kindergarten. The Florida Kindergarten Readiness Screening (FLKRS) is administered to all kindergarten students. These domains include: Language and Literacy, Mathematics, Social and Personal skills, Science, Social Studies, Physical Development and Fitness and Creative Arts.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	40%	34%	No	46%
American Indian				
Asian				
Black/African American	40%		No	46%
Hispanic				
White				
English language learners	47%	44%	No	52%
Students with disabilities	25%	23%	No	33%
Economically disadvantaged	38%	44%	No	45%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	51	23%	75%
Students scoring at or above Achievement Level 4	24	11%	35%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		0%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		0%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	92	60%	75%
Students in lowest 25% making learning gains (FCAT 2.0)	30	64%	75%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)			
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)			
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)			

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	25	37%	70%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		0%

Area 3: Mathematics**Elementary and Middle School Mathematics****Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	52%	40%	No	57%
American Indian				
Asian				
Black/African American	52%	41%	No	57%
Hispanic				
White				
English language learners	47%	41%	No	52%
Students with disabilities	41%	41%	No	47%
Economically disadvantaged	51%	40%	No	56%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	65	26%	40%
Students scoring at or above Achievement Level 4	34	14%	25%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		0%
Students scoring at or above Level 7	[data excluded for privacy reasons]		0%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	96	63%	75%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	31	68%	75%

Area 4: Science**Elementary School Science****Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	56	23%	35%
Students scoring at or above Achievement Level 4	26	11%	30%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		100%
Students scoring at or above Level 7	[data excluded for privacy reasons]		0%

Area 5: Science, Technology, Engineering, and Mathematics (STEM)**All Levels**

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	3		8
Participation in STEM-related experiences provided for students	3	3%	5%

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	2	5%	0%
Students retained, pursuant to s. 1008.25, F.S.	9	1%	0%
Students who are not proficient in reading by third grade	20	20%	5%
Students who receive two or more behavior referrals	100	5%	0%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	10	5%	0%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

Parent involvement at Walker Elementary is very low. Our target is to increase parent involvement by 25%.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Parents are not aware of specific opportunities for involvement. Our target is to insure that parents are aware of opportunities to become involved.	200	34%	60%

Goals Summary

- G1.** Increase student's performance through engaging activities and project based learning that incorporates the CCSS.

- G2.** Increase students' performance through engagement as a result of various methods of instructional delivery.

Goals Detail

G1. Increase student's performance through engaging activities and project based learning that incorporates the CCSS.

Targets Supported

- All Areas
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Elementary School
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC
- STEM
- STEM - All Levels
- STEM - High School
- CTE
- Parental Involvement
- EWS
- EWS - Elementary School
- EWS - Middle School
- EWS - High School
- EWS - Graduation
- Additional Targets

Resources Available to Support the Goal

- Journeys HMH
- Increased Learning Time
- Phonics for Reading /Foundations
- Early Literacy Intervention

- BEEP
- Super QAR
- Florida Ready
- Think Central
- IReady/Computer Programs
- Accelerated Reader
- Technology
- STEM Lab
- Guidance Counselor - Motivation program
- Daily 5
- Mentoring Program
- Journaling across the subjects
- Writing across the Curriculum-reflection
- Engaging Center Activities
- First in Math
- Calendar Math
- Reading, Writing, Math, STEM and Science Coaches

Targeted Barriers to Achieving the Goal

- Planning - The effective use of planning time to develop project based lessons, across the curriculum, based on CCSS.

Plan to Monitor Progress Toward the Goal

Accelerated Reader Reports

Person or Persons Responsible

Reading coach

Target Dates or Schedule:

Monthly

Evidence of Completion:

Accelerated Reader Reports

G2. Increase students' performance through engagement as a result of various methods of instructional delivery.

Targets Supported

- All Areas
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Elementary School
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC
- STEM
- STEM - All Levels
- STEM - High School
- CTE
- Parental Involvement
- EWS
- EWS - Elementary School
- EWS - Middle School
- EWS - High School
- EWS - Graduation
- Additional Targets

Resources Available to Support the Goal

- Early Literacy Program
- Phonics for Reading
- STEM Lab
- Daily 5

- Reading, Writing, Math, STEM and Science Coaches
- Guidance counselor - Motivation Program
- Mentoring Program
- Writing Across the Curriculum
- Journaling
- Engaging Center Activities
- First in Math
- Calendar Math
- Journeys Reading Program
- Increased Learning Time
- Super QAR
- Florida Ready
- Think Central
- iReady Computer Program
- Accelerated Reader
- Technology

Targeted Barriers to Achieving the Goal

- Teachers must refine their skills using authentic tasks, rigor, presenting student centered, relevant and purposeful instruction

Plan to Monitor Progress Toward the Goal

Varied methods of lesson delivery

Person or Persons Responsible

Administration and Math coach

Target Dates or Schedule:

Daily

Evidence of Completion:

Through classroom walkthroughs

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Increase student's performance through engaging activities and project based learning that incorporates the CCSS.

G1.B1 Planning - The effective use of planning time to develop project based lessons, across the curriculum, based on CCSS.

G1.B1.S1 Teachers will spend one day immersed in the effective use of planning time with a focus on Project Based Lessons.

Action Step 1

Common planning to develop project based lesson plans

Person or Persons Responsible

Grade level team, Common instructional coach

Target Dates or Schedule

weekly

Evidence of Completion

Lesson plans, student work samples

Action Step 2

One day Project Based Learning planning session.

Person or Persons Responsible

All instructional staff.

Target Dates or Schedule

October 2013

Evidence of Completion

Grade level project based lessons plans, implementation of the lesson, students' projects based on the plans.

Facilitator:

Instructional coaches.

Participants:

All instructional staff.

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

Effective Project Based Learning rubric

Person or Persons Responsible

Coaches will support, Administration/Coaches will monitor

Target Dates or Schedule

At the completion of the planning day

Evidence of Completion

Teachers' lesson plans

Plan to Monitor Effectiveness of G1.B1.S1

Project Based Learning

Person or Persons Responsible

Coaches/ Administration

Target Dates or Schedule

Evidence of Completion

G2. Increase students' performance through engagement as a result of various methods of instructional delivery.

G2.B1 Teachers must refine their skills using authentic tasks, rigor, presenting student centered, relevant and purposeful instruction

G2.B1.S1 Training in STEM lab to incorporate various forms of technology into daily instruction and provide a platform for students to create authentic work products.

Action Step 1

Teacher training in the use of various forms of technology such as Promethean boards, iPads (applications)

Person or Persons Responsible

Coaches

Target Dates or Schedule

Once a month

Evidence of Completion

Teacher lesson plans incorporating technology to be used for tasks and for students work products.

Facilitator:

Coaches

Participants:

Instructional staff grades 3-5

Plan to Monitor Fidelity of Implementation of G2.B1.S1

Incorporation of technology (I Pad, Promethean, Laptops)

Person or Persons Responsible

Coaches support. Administration will monitor

Target Dates or Schedule

Daily

Evidence of Completion

Teacher lesson plans, flip charts, presentations, bulletin boards, student projects.

Plan to Monitor Effectiveness of G2.B1.S1

Student created authentic tasks

Person or Persons Responsible

Coaches / Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Student authentic tasks

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Walker Elementary has a variety of programs that are funded in part by federal, state and local funds. Accelerated Reader, general funds, iReady - technology - Accountability funds, First in Math, School Improvement Grant.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G1. Increase student's performance through engaging activities and project based learning that incorporates the CCSS.

G1.B1 Planning - The effective use of planning time to develop project based lessons, across the curriculum, based on CCSS.

G1.B1.S1 Teachers will spend one day immersed in the effective use of planning time with a focus on Project Based Lessons.

PD Opportunity 1

One day Project Based Learning planning session.

Facilitator

Instructional coaches.

Participants

All instructional staff.

Target Dates or Schedule

October 2013

Evidence of Completion

Grade level project based lessons plans, implementation of the lesson, students' projects based on the plans.

G2. Increase students' performance through engagement as a result of various methods of instructional delivery.

G2.B1 Teachers must refine their skills using authentic tasks, rigor, presenting student centered, relevant and purposeful instruction

G2.B1.S1 Training in STEM lab to incorporate various forms of technology into daily instruction and provide a platform for students to create authentic work products.

PD Opportunity 1

Teacher training in the use of various forms of technology such as Promethean boards, iPads (applications)

Facilitator

Coaches

Participants

Instructional staff grades 3-5

Target Dates or Schedule

Once a month

Evidence of Completion

Teacher lesson plans incorporating technology to be used for tasks and for students work products.

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
	Total	\$0

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Total
		\$0
Total		\$0

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G1. Increase student's performance through engaging activities and project based learning that incorporates the CCSS.

G1.B1 Planning - The effective use of planning time to develop project based lessons, across the curriculum, based on CCSS.

G1.B1.S1 Teachers will spend one day immersed in the effective use of planning time with a focus on Project Based Lessons.

Action Step 2

One day Project Based Learning planning session.

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed