

Broward County Public Schools

Walker Elementary School



2022-23 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: 8/22/2022

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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 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	2021-22: D (34%) 2018-19: D (32%) 2017-18: C (44%)
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	CSI
* 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)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	100%
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	2021-22	2020-21	2019-20	2018-19
Grade	D	D	D	D

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SIP Authority

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<https://www.floridacims.org>.

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Walker Elementary School of Visual and Performing Arts is committed to providing a safe and positive learning environment for all students. Students will be provided with a high-quality educational experience designed to assist them in developing social skills, excel academically, and display their unique talents in the Performing Arts Program

Provide the school's vision statement.

Our vision is to promote academic excellence in all students, by establishing a nurturing and supportive school culture of high expectations.

School Leadership Team

Membership

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Reid, Jocelyn	Principal	<p>To provide the leadership and management necessary to administer and supervise all programs, policies and activities of the school to ensure high quality educational experiences and services for the students in a safe and enriching environment.</p> <p>Responsibilities include (but are not limited to) 1. Exercise proactive leadership in promoting the vision and mission of the District's Strategic Plan. 2. Utilize collaborative leadership style and quality processes to establish and monitor the school mission and goals that are aligned with the District's mission and goals through active participation of stakeholders' involvement in the school improvement process with the School Advisory Council (SAC) and School Advisory Forum (SAF). 3. To achieve expected results on the school's student learning goals. 4. Direct energy, influence and resources toward data analysis for instructional improvement, development, and implementation of quality standards-based curricula. 5. Demonstrate that student learning is a top priority through leadership actions that build and support a learning organization focused on school success. 6. Work collaboratively to develop, implement and monitor an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs and assessments.. 7 Recruit, retain, develop and evaluate an effective and diverse faculty and staff. Maintain high visibility at school and in the community. 8. Cultivate, support, and develop others within the school, including providing recognition and celebration for student, staff, and school accomplishments. 9. Establish open lines of communication and processes to determine stakeholder needs, level of satisfaction, and respond to/resolve valid stakeholder concerns. 10. Demonstrate ethical and professional leadership at all times.</p>
Temple, Jessica	Assistant Principal	<p>To assist the principal in providing vision and leadership to develop, administer and monitor educational programs that optimize the human and material resources, including time and space, available for a successful and safe school program for students, staff and community. The Assistant School Principal will effectively perform the performance responsibilities using the following knowledge, skills and responsibilities:</p> <p>The Assistant School Principal will demonstrate effective communication and interaction skills with all stakeholders, have the ability to use group dynamics within the context of cultural diversity and be knowledgeable of Florida educational reform, accountability and effective school concepts.</p> <p>Jessica Temple, Assistant Principal, assists the school principal in the overall administration of instructional programs and school operations. Ms. Temple coordinates all school-wide schedules for teachers and students. She also</p>

Name	Position Title	Job Duties and Responsibilities
		<p>helps to create school-wide goals including those related to student learning and student behavior. Ms. Temple manages student behavioral issues and positive behavior programs. She also oversees the school safety plan, safety drills, and Behavioral Threat Assessments.</p>
<p>Burton, Cassandra</p>	<p>Math Coach</p>	<p>The Mathematics Coach will provide personalized support that is based on identified needs of individual teachers and differentiated supports that foster the growth and development of teachers. In addition to strategic content focused mentoring, coaches will support teachers to develop skills in critical areas such as establishing a positive classroom culture and climate, implementing instructional strategies, analyzing student work, differentiating instruction and supporting English Language learners and student with special needs. Also, coaches will work collaboratively, build skills, analyze data, examine needs related to professional practice and engage in peer coaching with teachers.</p> <p>The Coach, Mathematics shall:</p> <ol style="list-style-type: none"> 1. assist teachers in reflecting on and analyzing their practice and reviewing student work to inform instruction and enhance student achievement. 2. model innovative teaching methodologies and research-based, effective instructional practices through techniques such as co-teaching and demonstration lessons. 3. serve on the school's professional development team to ensure professional learning is aligned to standards, initiatives, and best practices. 4. participate in monthly content related professional learning. 5. participate successfully in ongoing professional learning to increase the individual's skills and proficiency related to the job responsibilities. 6. assist teachers in making connections between state standards and the currently adopted instructional framework and communicating to both parents and the community.
<p>Ingram, Daphne</p>	<p>Instructional Coach</p>	<p>The goal of the Literacy Coach is to improve and sustain student achievement by promoting a culture for literacy learning to include all stakeholders, by enhancing and refining literacy instruction and intervention, providing targeted instructional coaching and building capacity for literacy across the curriculum.</p> <p>The Coach, Literacy shall:</p> <ol style="list-style-type: none"> 1. assist teachers in reflecting on and analyzing their practice and reviewing student work to inform instruction and enhance student achievement 2. support teachers in implementing explicit, systemic, and rigorous literacy instruction, through collaborative lesson planning, modeling, co-teaching, and conferencing. 3. build teacher capacity for developing and implementing formative assessments including non-evaluative, reflective conversations with teachers using evidence of classroom practice and student learning. 4. serve on the school's professional development team to ensure

Name	Position Title	Job Duties and Responsibilities
		professional learning is aligned to standards, initiatives, and best practices and facilitate promote collegiality through collaborative work and reflective practices with teachers and administrators. 5. support teachers with the effective integration of digital applications, tools, strategies and classroom related technologies to support students in their literacy learning. 6. assist teachers in organizing and selecting supplemental resources for intervention and enrichment instruction.
Buchanan, Delaine	Teacher, ESE	Supports the principal in the vision and mission of the school. Supports the principal in programming for special education, gifted, and 504 students. Makes a positive connection with families, supports the principal in obtaining the experts within the district to help the ESE population as needed. Ensures that the ESE meetings are conducted, and that IEPs are in compliance with District and/or State regulations. Provides comprehensive services for ESE students.

Demographic Information

Principal start date

Monday 8/22/2022, Jocelyn Reid

Number of teachers with a 2022 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.*

0

Number of teachers with a 2022 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.*

5

Total number of teacher positions allocated to the school

27

Total number of students enrolled at the school

481

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

22

Identify the number of instructional staff who joined the school during the 2022-23 school year.

19

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	79	77	105	114	126	148	0	0	0	0	0	0	0	649
Attendance below 90 percent	38	32	52	48	53	70	0	0	0	0	0	0	0	293
One or more suspensions	0	0	1	10	4	10	0	0	0	0	0	0	0	25
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 2022 statewide FSA ELA assessment	0	0	0	71	65	62	0	0	0	0	0	0	0	198
Level 1 on 2022 statewide FSA Math assessment	0	0	0	53	76	79	0	0	0	0	0	0	0	208
Number of students with a substantial reading deficiency	0	2	3	2	3	1	0	0	0	0	0	0	0	11

Using the table above, complete the table below with the number of students by current grade level who have 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	2	3	66	73	68	0	0	0	0	0	0	0	212

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	0	0	1	58	6	2	0	0	0	0	0	0	0	67
Students retained two or more times	0	0	0	0	0	2	0	0	0	0	0	0	0	2

Date this data was collected or last updated

Monday 8/22/2022

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	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

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	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

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	19%	58%	56%				25%	59%	57%
ELA Learning Gains	43%						38%	60%	58%
ELA Lowest 25th Percentile	40%						51%	54%	53%
Math Achievement	22%	54%	50%				25%	65%	63%
Math Learning Gains	51%						39%	66%	62%
Math Lowest 25th Percentile	48%						28%	53%	51%
Science Achievement	17%	59%	59%				18%	46%	53%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	26%	60%	-34%	58%	-32%
Cohort Comparison		0%				
04	2022					
	2019	16%	62%	-46%	58%	-42%
Cohort Comparison		-26%				
05	2022					
	2019	27%	59%	-32%	56%	-29%
Cohort Comparison		-16%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	18%	65%	-47%	62%	-44%
Cohort Comparison		0%				
04	2022					
	2019	27%	67%	-40%	64%	-37%
Cohort Comparison		-18%				
05	2022					
	2019	26%	64%	-38%	60%	-34%
Cohort Comparison		-27%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	17%	49%	-32%	53%	-36%

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

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	8	33	32	8	40	40	9				
ELL				15							
BLK	19	42	43	21	50	47	15				
FRL	19	42	37	21	50	50	17				
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				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CSI
OVERALL Federal Index – All Students	35
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	40
Total Points Earned for the Federal Index	280
Total Components for the Federal Index	8
Percent Tested	98%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	24
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	2
English Language Learners	
Federal Index - English Language Learners	18
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	1
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	34
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	

Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	34
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

Trends indicate that students in Grades 3-5 demonstrated significant deficiencies in ELA and Math. Specifically 10% of Grade 3 were proficient in ELA and 24% of Grade 4 students. In Math 18% of Grade 3 students were proficient and 23% of Grade 4 students.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

The greatest need for improvement are in the areas of ELA and Math. The 2022 FSA Data indicates that 19% of students were proficient ELA, and 22% were proficient in Math. This is significantly below the District and State averages.

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

Contributing factors to this need for improvement include overall FSA scores. Students are not meeting Grade Level standards or District/State expectations for student achievement. Actions to address this need for improvement would include professional development for teachers an extended learning opportunities for students.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Comparative FSA data from 2021 to 2022 indicated that there was a slight increase in points ELA & Math in areas (Proficiency, Learning Gains, Lowest Quartile, and Science) The greatest increase occurred in Math. Learning gains from students the lowest quartile went from from 30% to 51%.

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

Contributing factors for improvement included full time (face-to-face) instruction. During the previous two years, students had great difficulties and academic learning gaps from hybrid-online instruction. The greatest increase occurred in Math. Learning gains from students the lowest quartile went from from 30% to 51%. In this areas are students were able to utilize manipulatives and receive personalized instruction via afterschool tutorials and/or small group instruction.

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

The strategies that will be implemented in order to accelerate learning will include direct instruction and improving teacher instuctional practices. Continuous monitoring of student data in reading and math is necessary, so that teachers are able to intervene and support instruction for their students. Teachers will be able to differentiate instruction based on student scores. Math and reading coaches will provide the resources and curricula that is needed to accelerate learning and enrichment activities for students in all grade levels. We will also provide extended learning opportunities (push in/pull out services, aftrscool tutorials)

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 provided with Professional Development in order to accelerate learning in the following areas including (but not limited to; EnvSION Math Training, Benchmark Advance, Differentiated Instruction, and TLAC (Teach Like A Champion) strategies. PD will take place in all subject areas (ELA, Math, Science, and Writing)

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

The administration and the literacy and math coaches will continue to support the teachers with discussions in academic programming for students that is supported and backed by research to continue to promote learning gains and students working on or above grade level. ESE personnel supporting the ESE population will participat in Professional Development to learn new strategies to assist struggling students.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to ELA

Area of Focus

Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.

Students have significant ELA academic gaps and deficiencies. To address the needs of students, we will work to improve teachers' instructional practices (in ELA) to positively impact student achievement. Instructional practices include using the new Reading Series (Benchmark Advance) with fidelity, small group instruction, and providing differentiated instruction to students. The Instructional Leadership Team and Literacy Coach will assist teachers by modeling, facilitating Professional Development, and providing feedback to teachers. Administrators will monitor literacy data and conduct teacher observations to ensure that these practices result in improved teacher practice and student performance.

Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Based on the 2021-2022 FSA, 43% of students in Grades 3-5 demonstrated learning gains in ELA. By June of 2023, 65% of students in Grades 3-5 will demonstrate learning gains in ELA

Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.

This area of focus will be monitored on a monthly basis by Administrators and the Literacy Coach utilizing data from iReady, Monthly Assessments, and data from FAST (Florida Assessment of Student Thinking)

Person responsible for monitoring outcome:

Daphne Ingram (daphneingram@browardschools.com)

Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.

Teachers will be provided with Professional Development to assist them in small group instruction, developing Literacy Centers, and utilizing ELA resources

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy.
Describe the resources/ criteria used for selecting this strategy.

Teachers need additional assistance to effectively implement strategies to assist struggling students.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Professional Development Calendar will be created. Instructional Coaches will collaborate with Administrators to determine teacher areas of need.

Person Responsible Kassandra Burton (kassandra.burton@browardschools.com)

Teachers will be provided with monthly Professional Development to enhance their Instructional Practices in Reading. Training will be provided by our Literacy Coach and/or representatives from the District's Literacy Department.

Person Responsible Daphne Ingram (daphneingram@browardschools.com)

Weekly walkthroughs will occur to monitor instruction during the Literacy Block. Data obtained from observations will be utilized to determine if quality instructional practices are in place, or if additional assistance is needed.

Person Responsible Jocelyn Reid (jocelyn.reid@browardschools.com)

Data from monthly checkpoints, assessments, the iReady Program and FAST (Florida Assessment of Student Thinking) will be analyzed to determine student progress.

Person Responsible Jocelyn Reid (jocelyn.reid@browardschools.com)

#2. Instructional Practice specifically relating to Math

Area of Focus

Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.

Students have significant Math academic gaps and deficiencies. To address the needs of students, we will work to improve teachers' instructional practices (in Math) to positively impact student achievement. Instructional practices include using the new Math Series (Envision) with fidelity, small group instruction, and providing differentiated instruction to students. The Instructional Leadership Team and Math Coach will assist teachers by modeling, facilitating Professional Development, and providing feedback to teachers. Administrators will monitor math data and conduct teacher observations to ensure that these practices result in improved teacher practice and student performance.

Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Based on the 2021-2022 FSA, 51% of students in Grades 3-5 demonstrated learning gains in Math. By June of 2023, 65% of students in Grades 3-5 will demonstrate learning gains in Math.

Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.

Student Progress in this area of focus will be monitored by Administrators and the Math Coach utilizing data from iReady, Monthly Assessments, and data from FAST (Florida Assessment of Student Thinking)

Person responsible for monitoring outcome:

Kassandra Burton (kassandra.burton@browardschools.com)

Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.

The evidence-based strategy that will be implemented includes the use of explicit-instruction, small group instruction, and the use of math manipulatives.

Rationale for Evidence-based Strategy:

Explicit, systematic instruction provides clear modeling, think-alouds, multiple examples, and immediate corrective feedback to students. The use of manipulatives assists students in understanding math concepts and is especially effective for helping struggling students meet standards and reach their potential.

Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Teachers will be provided with monthly Professional Development to enhance their Instructional Practices in Math. Training will be provided by our Math Coach and/or representatives from the District's Math Department.

Person Responsible **Kassandra Burton (kassandra.burton@browardschools.com)**

Weekly walkthroughs will occur to monitor instruction during the Math Block. Data obtained from observations will be utilized to determine if quality instructional practices are in place, or if additional assistance is needed. Small group instruction and the use of manipulatives should be evident.

Person Responsible **Jocelyn Reid (jocelyn.reid@browardschools.com)**

Data from monthly checkpoints, assessments, the iReady Program and FAST (Florida Assessment of Student Thinking) will be analyzed to determine student progress.

Person Responsible **Kassandra Burton (kassandra.burton@browardschools.com)**

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

Students have significant ELA academic gaps and deficiencies. To address the needs of students, we will work to improve teachers' instructional practices (in ELA) to positively impact student achievement. There will be an emphasis on helping teachers with phonics instruction, and intervention tools to meet the needs of struggling students.

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

Students have significant ELA academic gaps and deficiencies. To address the needs of students, we will work to improve teachers' instructional practices (in ELA) specifically focusing on Small Group Instruction. Teachers will learn how to use intervention tools in the Benchmark Advance Reading series, to meet the needs of struggling students.

Measurable Outcomes:

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

Based upon data from iReady Diagnostic 3, 34% of students in Grades K-2 met or exceeded grade level standards. By June of 2023 65% of students will meet or exceed Grade Level Standards.

Grades 3-5: Measureable Outcome(s)

Based on the 2021-2022 FSA, 43% of students in Grades 3-5 demonstrated learning gains in ELA. By June of 2023, 65% of students in Grades 3-5 will demonstrate learning gains in ELA

Monitoring:

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

The area of focus will be monitored on a monthly basis by Administrators and the Literacy Coach utilizing data from iReady, Monthly Assessments, and data from FAST (Florida Assessment of Student Thinking)

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Reid, Jocelyn, jocelyn.reid@browardschools.com

Evidence-based Practices/Programs:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

In Grades K-5 we will utilize the Benchmark Advance Reading Series. The series is aligned with the B.E.S.T. standards and fits the needs of our students as it relates to vocabulary instruction, as well as building knowledge within and across grade levels.

Rationale for Evidence-based Practices/Programs:

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

The Benchmark Advance is the District supported reading program used throughout Broward County for Literacy Instruction. This program will fit the needs of our student that are on grade level, and well as struggling.

Action Steps to Implement:

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
Conduct a Literacy Needs Assessment survey of teachers to determine Literacy Professional Development needs	Ingram, Daphne, daphneingram@browardschools.com
Literacy Coach will attend monthly Literacy Coach meetings. She will receive Literacy updates, refine coaching strategies, and learn additional strategies to assist teachers and students.	Reid, Jocelyn, jocelyn.reid@browardschools.com
Literacy Coach and Administrators will visit classrooms to ensure that classrooms are Print-Rich and promote literacy. Classroom libraries, anchor charts, and posters will be observed.	Ingram, Daphne, daphneingram@browardschools.com
Teachers will be observed during their Literacy Block to determine is effective Literacy Instruction is taking place. Feedback will be provided from Administrators and/or Literacy Coach and assistance will be provided as needed.	

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

Describe how the school addresses building a positive school culture and environment.

Throughout the school there are signs and posters to promote a positive environment. School wide rules and procedures are enforced on a daily basis. Students can earn "Walker Bucks" for demonstrating positive behavior. There are toys, prizes, games, and more in the store. The guidance counselor promotes Character traits each month and conducts a Student of the Month Assembly. Selected students are recognized with a certificate and a special treat.

The guidance counselor and teachers utilize SEL (social Emotional Learning) strategies in the curriculum to create a positive learning environment. Honor Roll Assemblies are held to promote positive academic growth and social emotional learning. Students are rewarded with certificates or prizes.

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

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, Old Dillard Museum, and Broward Performing Arts Center. Local churches and other organizations have graciously offered monetary assistance, school supplies, and other resources for our students and teachers. 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.