

Okaloosa County School District

Walker Elementary School



2022-23 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	13
Planning for Improvement	17
Positive Culture & Environment	0
Budget to Support Goals	0

Walker Elementary School

2988 STILLWELL BLVD, Crestview, FL 32539

[no web address on file]

Demographics

Principal: Mandy Lopez

Start Date for this Principal: 7/1/2015

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	61%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: B (55%) 2018-19: B (54%) 2017-18: B (59%)
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	Rachel Heide
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* 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 Okaloosa 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.

Table of Contents

Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	13
Planning for Improvement	17
Title I Requirements	0
Budget to Support Goals	0

Walker Elementary School

2988 STILLWELL BLVD, Crestview, FL 32539

[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	61%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	35%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	B		B	B

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

Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Placing students on a pathway to success by providing high quality instruction, a wide array of marketable experiences, and unparalleled extracurricular opportunities while developing relationships that meet both their academic and emotional needs.

Provide the school's vision statement.

Preparing today's students for success within and beyond the classroom.

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
Carnley, Lorna	Principal	<p>Leader of the school- The principal shall develop a leadership team to help the school run efficiently and with many voices from all groups heard. Make sure all stake holders of the school are involved. Constantly follow and review the data of the school. Look for both strengths and weaknesses in the date to help improve needed areas and or subgroups. Set plans yearly, quarterly, monthly, daily for the academic need as well as the social emotional needs of the school.</p>
Lopez, Mandy	Assistant Principal	<p>Leader of the school- The Assistant Principal shall develop a leadership team to help the school run efficiently and with many voices heard. Make sure all stake holders of the school are involved. Constantly follow and review the Data of the school. Look for both strengths and weaknesses in the data to help improve needed areas and or subgroups. Set plans yearly, quarterly, monthly, daily for the academic need as well as social emotional needs of the school. The Assistant Principal shall due all duties assigned by the Principal.</p>
McMillan, Lauren	Teacher, K-12	<p>Lauren McMillan is one of our Title I Teachers- The teacher is the back bone of the school. She is responsible for the academics and wellbeing of the students in the school and especially the classroom. She differentiates activities in the classroom lessons based on state standards as well as data driven. As a leadership team member she is the voice of her grade level and helps develop school wide initiatives to help develop early learners that are eager to come to school and learn. She listens to all voices of the school community and communicates the needs and ideas to the team. She and her partner teacher work with students on Tier 3 and Tier 2. They plan and help</p>
Sheldon, Jamie	Teacher, K-12	<p>Jamie Sheldon Third Grade- The teacher is the back bone of the school. She is responsible for the academics and wellbeing of the students in the school and especially the classroom. She differentiates activities in the classroom lessons based on state standards as well as data driven. As a leadership team member she is the voice of her grade level and helps develop school wide initiatives to help develop early learners that are eager to come to school and learn. She listens to all voices of the school community and communicates the needs and ideas to the team. She is one of our teachers that has clinical education</p>

Name	Position Title	Job Duties and Responsibilities
		certification. This gives her the opportunity to help train college students needing practicum or student teaching.
Turner, Steven	Teacher, K-12	Steven Turner Fourth Grade- The teacher is the back bone of the school. He is responsible for the academics and wellbeing of the students in the school and especially the classroom. He differentiates activities in the classroom lessons based on state standards as well as data driven. As a leadership team member he is the voice of her grade level and helps develop school wide initiatives to help develop early learners that are eager to come to school and learn. He listens to all voices of the school community and communicates the needs and ideas to the team. He was also responsible for our complete schedule. Mr. Turner has teachers from several other schools come to observe him in action,
Medlock, Kim	Teacher, K-12	Kim Medlock Fourth Grade Math and Science. The teacher is the back bone of the school. She is responsible for the academics and wellbeing of the students in the school and especially the classroom. She differentiates activities in the classroom lessons based on state standards as well as data driven. As a leadership team member she is the voice of her grade level and helps develop school wide initiatives to help develop early learners that are eager to come to school and learn. She listens to all voices of the school community and communicates the needs and ideas to the team. She is an observation classroom and shows her routines and skills to other teachers.
Ward, Julie	Teacher, K-12	Julie Ward Fifth Grade Math and Science. The teacher is the back bone of the school. She is responsible for the academics and wellbeing of the students in the school and especially the classroom. She differentiates activities in the classroom lessons based on state standards as well as data driven. As a leadership team member she is the voice of her grade level and helps develop school wide initiatives to help develop early learners that are eager to come to school and learn. She listens to all voices of the school community and communicates the needs and ideas to the team. Julie has taken over our STEM club to help push our students.
Drake, Elizabeth	Teacher, K-12	Elizabeth Drake First Grade Math and Science- The teacher is the back bone of the school. She is responsible for the academics and wellbeing of the

Name	Position Title	Job Duties and Responsibilities
		<p>students in the school and especially the classroom. She differentiates activities in the classroom lessons based on state standards as well as data driven. As a leadership team member she is the voice of her grade level and helps develop school wide initiatives to help develop early learners that are eager to come to school and learn. She listens to all voices of the school community and communicates the needs and ideas to the team. . Mrs. Drake also sponsors the kdg-2nd grade STEM Club, in charge of the school web site, and is on the PBIS team.</p>
Springle, Nita	Teacher, K-12	<p>Nita Springle First Grade ELA and Social Studies- The teacher is the back bone of the school. She is responsible for the academics and wellbeing of the students in the school and especially the classroom. She differentiates activities in the classroom lessons based on state standards as well as data driven. As a leadership team member she is the voice of her grade level and helps develop school wide initiatives to help develop early learners that are eager to come to school and learn. She listens to all voices of the school community and communicates the needs and ideas to the team. Nita is a veteran teacher that still is motivated and supports change for the the students to meet their needs. She was our text book adoption chair for k-2nd grade . Nita has also taken on the challenge of getting getting more community support in our mentor program.</p>
Spears, Susan	Math Coach	<p>Dr. Susan Spears- Is our math coach. She helps look over Data and then reaches out to teachers to provide assistance in needed areas. She works closely with the Literacy Coach and administrators. She plans a creates activities for our Math week. She provides professional development to the Math teachers. This year she is helping Math teachers learn all about our new Math Series.. This is her first year at Walker and she has jumped in with both feet.</p>
Sharon, Candis	Instructional Coach	<p>Candis Sharon- Is our instructional coach. She helps look over Data and then reaches out to teachers to provide assistance in needed areas. She works closely with the Math Coach and administrators. During our literacy week she plans and develops activities for all grade levels as well as inviting community members to visit and read to our students. She provides professional development to our ELA teachers.</p>

Demographic Information

Principal start date

Wednesday 7/1/2015, Mandy Lopez

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.*

2

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.*

17

Total number of teacher positions allocated to the school

50

Total number of students enrolled at the school

855

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

3

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

5

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	120	156	142	184	115	142	0	0	0	0	0	0	0	859
Attendance below 90 percent	0	33	28	26	14	30	0	0	0	0	0	0	0	131
One or more suspensions	0	3	2	6	3	1	0	0	0	0	0	0	0	15
Course failure in ELA	0	7	12	22	5	8	0	0	0	0	0	0	0	54
Course failure in Math	0	4	9	17	8	6	0	0	0	0	0	0	0	44
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	32	13	32	0	0	0	0	0	0	0	77
Level 1 on 2022 statewide FSA Math assessment	0	0	0	23	16	32	0	0	0	0	0	0	0	71
Number of students with a substantial reading deficiency	0	0	0	32	13	32	0	0	0	0	0	0	0	77

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	5	9	38	18	37	0	0	0	0	0	0	0	107

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	1	1	24	0	0	0	0	0	0	0	0	0	26
Students retained two or more times	0	0	0	2	1	0	0	0	0	0	0	0	0	3

Date this data was collected or last updated

Friday 9/2/2022

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	148	130	144	137	148	141	0	0	0	0	0	0	0	848
Attendance below 90 percent	3	17	17	11	18	21	0	0	0	0	0	0	0	87
One or more suspensions	0	5	1	3	2	0	0	0	0	0	0	0	0	11
Course failure in ELA	3	14	5	14	14	12	0	0	0	0	0	0	0	62
Course failure in Math	1	9	5	6	12	11	0	0	0	0	0	0	0	44
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	4	26	27	0	0	0	0	0	0	0	57
Level 1 on 2019 statewide FSA Math assessment	0	0	0	3	27	37	0	0	0	0	0	0	0	67
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	2	9	4	9	14	17	0	0	0	0	0	0	0	55

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	5	5	1	6	2	2	0	0	0	0	0	0	0	21
Students retained two or more times	0	0	0	1	0	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	148	130	144	137	148	141	0	0	0	0	0	0	0	848
Attendance below 90 percent	3	17	17	11	18	21	0	0	0	0	0	0	0	87
One or more suspensions	0	5	1	3	2	0	0	0	0	0	0	0	0	11
Course failure in ELA	3	14	5	14	14	12	0	0	0	0	0	0	0	62
Course failure in Math	1	9	5	6	12	11	0	0	0	0	0	0	0	44
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	4	26	27	0	0	0	0	0	0	0	57
Level 1 on 2019 statewide FSA Math assessment	0	0	0	3	27	37	0	0	0	0	0	0	0	67
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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	2	9	4	9	14	17	0	0	0	0	0	0	0	55

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	5	5	1	6	2	2	0	0	0	0	0	0	0	21
Students retained two or more times	0	0	0	1	0	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	54%	61%	56%				63%	67%	57%
ELA Learning Gains	56%						59%	64%	58%
ELA Lowest 25th Percentile	52%						48%	57%	53%
Math Achievement	57%	47%	50%				64%	73%	63%
Math Learning Gains	60%						53%	70%	62%
Math Lowest 25th Percentile	50%						37%	60%	51%
Science Achievement	54%	63%	59%				53%	62%	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	58%	66%	-8%	58%	0%
Cohort Comparison		0%				
04	2022					
	2019	67%	67%	0%	58%	9%
Cohort Comparison		-58%				
05	2022					
	2019	60%	67%	-7%	56%	4%
Cohort Comparison		-67%				

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	74%	73%	1%	62%	12%
Cohort Comparison		0%				
04	2022					
	2019	63%	74%	-11%	64%	-1%
Cohort Comparison		-74%				
05	2022					
	2019	52%	71%	-19%	60%	-8%
Cohort Comparison		-63%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	51%	63%	-12%	53%	-2%

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	33	42	45	46	34	22	28				
BLK	36	50	50	37	56	57	32				
HSP	52	64		43	43						
MUL	63	59		69	71						
WHT	59	57	55	62	62	49	59				
FRL	45	51	55	46	56	52	40				
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	35	48	40	44	35	21	24				
BLK	39	22		37	28		11				
HSP	38			46							
MUL	69	40		54	40		27				
WHT	61	55	50	58	38	35	48				
FRL	47	45	32	46	40	35	34				
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	38	35	31	37	39	22	37				
BLK	44	44	35	47	43	38	31				
MUL	77	67		74	61		50				
WHT	67	62	50	68	54	34	60				
FRL	56	57	49	57	48	36	47				

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)	ATSI
OVERALL Federal Index – All Students	55
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	

ESSA Federal Index	
Total Points Earned for the Federal Index	383
Total Components for the Federal Index	7
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	36
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	45
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	51
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	66

Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	58
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	49
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
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?

When looking over our data we notice that ELA achievement has gone down. ELA learning gains dropped and have now shown an increase as have all other areas. Our black students have shown an increase as this is the first year we are not in ESSA with them. We were at 45% proficient. Our ESE student population continues to increase in size and are still performing below grade level and are at a 36% proficiency on FSA.

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

Our greatest need is to close the learning gaps in ELA, especially amongst our ESE students. We need to provide extra assistance to the third students that performed at a level one last 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?

These were the students that were in first grade as COVID hit and have a lack of foundational skills. We will be providing them with tutoring opportunities both in school and after school. These students have all been placed on Tier 3 and will receive intensive interventions. We have included this in our School Performance Plan.

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

Math learning gains grew from 37% to 60%. Science achievement went from 38% to 54%. We also improved in 5th ELA as we were at 39% proficient in 2021 and in 2022 we were at 58% proficient.

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

We continued to offer support for students that performed below grade level in several ways- Tutoring, Title I, and small group Tiered support. We had monthly data chats with each grade level, honing in on student performance and action steps to fill in the learning gaps.

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

We first had our leadership team look over the data and then create a new School Performance Plan that we began implementing on the first day of school. Through this we have created new tutoring opportunities, changed our Title I support groups to a more continuous model and again striving to close gaps in our tiered interventions.

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.

For tutoring teachers are provided Benchmark Advanced Intervention materials. Professional Development has already begun and will continue as we look at data to support our student's needs. Our professional development for the first session is showing how Benchmark Advanced aligns with the BEST standards.

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

We have increased the times and way tutoring is being offered. We have purchase Benchmark Kits for Title I to assist in remediation. Our School Performance Plan was written with our school needs and is a fluid document. We will continue our data analysis and checks on a continues basis. As we see needs arise we will offer professional development that fits.

Areas of Focus

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

:

#1. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and

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

Our Students with disabilities proficiency was at 36% on the ELA FSA. This was an increase of 2% from the previous score.

Measurable Outcome:

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

Our student with disabilities will increase to 42% proficient on the 2023 FAST end of the year.

Monitoring:

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

Continuous data analysis of student proficiency on the FAST PM 1 and 2 as well as iReady monitoring.

Person responsible for monitoring outcome:

Lorna Carnley (carnleyl@okaloosaschools.com)

Evidence-based Strategy:

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

Benchmark Advanced and iReady program.

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

This program when used correctly assists in closing educational gaps. The students will have technology to participate in the programs, iReady small group instruction, and iReady books. The students will work on their needed area based on their individual data. Benchmark Advanced curriculum is aligned with the BEST standards and our district pacing guide.

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.

1. School wide ESE PD
2. Benchmark PD
3. MTSS meetings
4. Data Chats
5. Student Data Tracking Charts
6. iReady Training

Person Responsible

Mandy Lopez (mandy.lopez@okaloosaschools.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

NA

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

Reviewing our 2021-22 less than 50% of our third grade students scored a level 3 or above on the ELA FSA assessment

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)

NA

Grades 3-5: Measureable Outcome(s)

Walker's measurable outcome for this school year is to have at least 60% of our students that take the FSA ELA assessment to be proficient.

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.

We will monitor our iReady diagnostics and FAST three times per year and weekly usage of iReady minutes of instruction, along with monitoring student grades in ELA throughout the year.

Administration will continue to have data chats and the MTSS committee will meet weekly.

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Carnley, Lorna, carnleyl@okaloosaschools.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?

The Balanced Literacy Model will be implemented in all ELA classrooms along with the Benchmark curriculum. Students will continue to receive tiered small group differentiated instruction, collaborative learning groups and tutoring opportunities.

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?

Our rationale for using the Balanced Literacy Model it is proven effective to meet the needs of all learners. It is important to know the needs and differences each learner requires.

The resources that will be used are iReady (evidence-based), Benchmark, Phonics for Reading, Moby Max, and other teacher developed resources.

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
Review the Balanced Literacy Model with teachers- Administration and Instructional Coach	
Benchmark professional development- Instructional Coach	Lopez, Mandy,
Weekly monitoring of iReady program- administration	mandy.lopez@okaloosaschools.com
Grade progress monitoring- teacher, administration, and MTSS team.	
Balanced Literacy Model implementation- Classroom teachers	

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.

What is your school’s vision?

At Walker Elementary, we build upon relationships to create a safe family environment that encourages growth and belonging by teaching the whole child. The Walker family supports students both academically, socially, and emotionally.

“Walker Not Just a School but a Family”

What action steps are you taking to achieve your school’s vision?

Within the first month of school, teachers will reach out to parents with positive feedback regarding their child.

Walker will continue to adhere to the OCSD safety protocols to keep our school and students safe.

As needs arise or by parent request, students can meet with the Mental Health Counselor.

Walker Student Ambassadors will help students transition into our school by providing a positive initial experience.

Teachers maintain high expectations for all students both academically and behaviorally.

Walker students who are military dependents have access to resources provided by the Military and Family Life Counselor.

Walker recognizes military families through various events centered around Veteran's Day and Purple Up Day.

Walker implements a school-wide Positive Behavior Intervention System (PBIS) where students strive to maintain four expectations including: Be respectful, be self-aware, be eager to learn, and be safe.

Walker teachers also receive PBIS incentives from other faculty and staff and Walker's PBIS team.

Walker has a social committee that recognizes special events and milestones in staff members' lives.

Quarterly honor assemblies are planned to recognize academic achievements and citizenship accomplishments.

The MTSS team meets weekly to ensure we are meeting the needs of all students.

Walker produces a student-led podcast which shares important information and events happening at the school.

A monthly Facebook live show occurs, which highlights student work, school happenings, and teacher interviews.

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

Our stakeholders are not only our faculty and staff but also, our parents, community members, and emergency resource groups. We had one of our local businesses adopt us and had a large community back to school to Support Walker. We have also had several other community groups adopt and assist our classrooms. We are reaching out to our community for mentors.