

Broward County Public Schools

Walker Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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Walker Elementary School

1001 NW 4TH ST, Fort Lauderdale, FL 33311

[no web address on file]

School Board Approval

This plan was approved by the Broward County School Board on 10/17/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team

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 as it relates to SIP implementation for each member of the school leadership team.:

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);</p> <ol style="list-style-type: none"> 1. Exercise proactive leadership in promoting the vision and mission of the District’s Strategic Plan. 2. Utilize collaborative leadership style to establish and monitor the school mission and goals that are aligned with the District’s mission 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 goal, and utilize resources toward data analysis for instructional improvement, development, and implementation of quality standards-based curricula. 4. Demonstrate that student learning is a top priority through leadership actions that build and support a learning organization focused on school success
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. The Assistant School Principal will effectively perform the performance responsibilities using the following knowledge, skills and responsibilities:</p> <ul style="list-style-type: none"> *effective communication and interaction skills with all stakeholders * the ability to use group dynamics within the context of cultural diversity *knowledgeable of Florida educational reform, accountability and effective school concepts. <p>Jessica Temple (AP) coordinates all school-wide schedules for teachers, students, and staff. She ensures student safety and works collaboratively with all stake holders to impact student achievement.</p>
Burton, Kassandra	Math Coach	<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</p> <ul style="list-style-type: none"> *establishing a positive classroom culture and climate, * implementing instructional strategies, analyzing student work, * differentiating instruction * supporting English Language learners and student with special needs. <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

Name	Position Title	Job Duties and Responsibilities
		<p>instructional practices through techniques such as co-teaching and demonstration lessons.</p> <ol style="list-style-type: none"> 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.
Ingram, Daphne	Instructional Coach	<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 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.

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The School leadership team and teachers meet to analyze student data. The data is utilized to identify trends of success and areas of improvement. Goals for improvement are established. Parents and stakeholder provide valuable input during School Advisory Council Meetings.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State’s academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The SIP plan is monitored throughout the year by Administrators and Instructional Coaches, Data from monthly checkpoints, as well as FAST PM1 and PM2 is analyzed (on a monthly basis) to determine student progress towards the established goals. Student data is tracked in our school database, and in our dataroom. Teachers participate in the progress during data chats with Administration. The leadership teams meets to revise the plan as needed during monthly leadership meetings.

Demographic Data
Only ESSA identification and school grade history updated 3/11/2024

2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	97%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	CSI
Eligible for Unified School Improvement Grant (UniSIG)	Yes
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL)* Black/African American Students (BLK)* Economically Disadvantaged Students (FRL)*
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: D 2019-20: D 2018-19: D 2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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	
Absent 10% or more days	27	23	36	47	37	46	0	0	0	216
One or more suspensions	0	0	1	2	4	2	0	0	0	9
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	7	20	28	58	39	54	0	0	0	206
Level 1 on statewide Math assessment	0	12	24	42	35	57	0	0	0	170
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	1	1	31	9	1	0	0	0	43

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	4	12	27	58	38	48	0	0	0	187

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	1	9	6	5	9	0	0	0	30
Students retained two or more times	0	1	7	0	4	4	0	0	0	16

Prior Year (2022-23) As Initially Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	38	32	52	48	53	70	0	0	0	293
One or more suspensions	0	0	1	10	4	10	0	0	0	25
Course failure in ELA	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	71	65	62	0	0	0	198
Level 1 on statewide Math assessment	0	0	0	53	76	79	0	0	0	208
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	2	3	2	3	1	0	0	0	11

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	2	3	66	73	68	0	0	0	212

The number of students identified retained:

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

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

The number of students by grade level that exhibited each early warning indicator:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	38	32	52	48	53	70	0	0	0	293
One or more suspensions	0	0	1	10	4	10	0	0	0	25
Course failure in ELA	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	71	65	62	0	0	0	198
Level 1 on statewide Math assessment	0	0	0	53	76	79	0	0	0	208
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	2	3	2	3	1	0	0	0	11

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	2	3	66	73	68	0	0	0	212

The number of students identified retained:

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

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	19	56	53	19	58	56	17		
ELA Learning Gains				43			23		
ELA Lowest 25th Percentile				40			30		
Math Achievement*	28	62	59	22	54	50	17		
Math Learning Gains				51			30		
Math Lowest 25th Percentile				48			32		
Science Achievement*	14	48	54	17	59	59	11		
Social Studies Achievement*					71	64			
Middle School Acceleration					60	52			
Graduation Rate					45	50			
College and Career Acceleration						80			
ELP Progress		59	59	40			27		

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	20
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	79
Total Components for the Federal Index	4
Percent Tested	97
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	35

2021-22 ESSA Federal Index	
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	4
Total Points Earned for the Federal Index	280
Total Components for the Federal Index	8
Percent Tested	98
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	12	Yes	3	3
ELL				
AMI				
ASN				
BLK	20	Yes	3	1
HSP				
MUL				
PAC				
WHT				
FRL	20	Yes	3	1

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	24	Yes	2	2
ELL	18	Yes	2	1
AMI				
ASN				
BLK	34	Yes	2	
HSP				

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
MUL				
PAC				
WHT				
FRL	34	Yes	2	

Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	19			28			14					
SWD	10			11			28				4	
ELL												
AMI												
ASN												
BLK	19			29			14				4	
HSP												
MUL												
PAC												
WHT												
FRL	20			28			14				4	

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	19	43	40	22	51	48	17					40
SWD	8	33	32	8	40	40	9					
ELL	0			15								40
AMI												
ASN												

2021-22 ACCOUNTABILITY 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	ELP Progress
BLK	19	42	43	21	50	47	15					
HSP												
MUL												
PAC												
WHT												
FRL	19	42	37	21	50	50	17					

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	17	23	30	17	30	32	11					27
SWD	12	19		15	35	36	15					
ELL	15			15								27
AMI												
ASN												
BLK	16	24	30	17	30	33	10					30
HSP												
MUL												
PAC												
WHT												
FRL	16	22	26	17	30	32	10					27

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	27%	56%	-29%	54%	-27%
04	2023 - Spring	20%	61%	-41%	58%	-38%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	19%	53%	-34%	50%	-31%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	34%	62%	-28%	59%	-25%
04	2023 - Spring	38%	65%	-27%	61%	-23%
05	2023 - Spring	17%	58%	-41%	55%	-38%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	15%	46%	-31%	51%	-36%

III. Planning for Improvement

Data Analysis/Reflection
 Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Students scored below District and State proficiency percentiles in ELA and Math. FAST PM3 Data indicated that 22% were proficient in ELA and 29% in Math.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Data indicates the there was slight progress in ELA and Math PM3, when comparing the data to the FSA scores from 2021-2022.

FSA (2021-2022) ELA: 19% vs FAST (2022-2023) ELA: 22 %.

FSA (2021-2022) Math: 22% vs FAST (2022-2023) Math: 29 %.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

ELA had the greatest gap when compared to the state average. Data for FAST PM3 (ELA) indicated that 22% of students were proficient at Walker Elementary, as compared to the State Average of 54%.

Students have significant deficits in comprehension and need additional interventions to support their progress.

Which data component showed the most improvement? What new actions did your school take in this area?

Comparing student progress from FAST PM1 to FAST PM3, students made the most progress in Mathematics. PM1 0% Proficient vs PM3 29% Proficient. Actions that contributed to student improvement and success included student and staff support from the Math Coach. The Coach facilitated PD for teachers, modeled class lessons, and analyzed math data. Schoolwide Incentives were put in place to motivate and recognize student progress. Teachers analyzed student data and revised instruction based on student results.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Student attendance continue to be an area of concern. We will be working closely with our school's Social Worker to monitor student attendance, address issues, and develop a comprehensive attendance plan.

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

1. Increasing student achievement
2. Providing Professional Development for Teachers
3. Providing interventions for struggling students

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority 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 crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Data reviewed from FAST PM 3 (ELA) was reviewed. Data indicated that 22% of students demonstrated proficiency. 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 Professional Development in the Science of Reading.

Additional Professional Development will assist teachers in implementation of the Reading Series (Benchmark Advance), small group instruction, and providing reading intervention to students.

Measurable Outcome:

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

Based on the 2022-2023 FAST PM3, 22% of students in Grades 3-5 demonstrated proficiency in ELA. By June of 2023, 40% of students in Grades 3-5 will demonstrate proficiency in ELA on FAST PM 3. Additional progress monitoring checkpoints will be established by reviewing FAST DATA from Checkpoint PM1.

Monitoring:

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

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.

Person responsible for monitoring outcome:

Jocelyn Reid (jocelyn.reid@browardschools.com)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Teachers will utilize the Reading Horizon program to provide interventions for struggling students. Additional resources from the District's Struggling Reader's Chart will also be utilized.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Students have significant learning gaps in ELA. Less than 70% of students are meeting standards for proficiency. Teachers will utilize resources from the District approved Struggling Reader's Chart. Reading Horizons provides evidence based practices and strategies to teach foundational skills.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Targeted ELA Support for designated teachers. The Literacy Coach will provide daily support and interventions to improve teacher pedagogical practices. This will include small group intervention support to tier 1 and tier 2 learners in the general ELA classroom. The Literacy Coach will support lesson planning process for the designated teachers. This tiered teacher intervention will occur during the tiered teachers' and coach's planning periods and after school. Literacy Coach will service specified teachers in Grades 3-5, and will keep a log of interactions and assistance provided.

Person Responsible: Jessica Temple (jessica.temple@browardschools.com)

By When: By Sept. 25, 2023

Data indicates that over 70% of students in Grades 3-5 demonstrated deficiencies in Vocabulary Development. Teachers will utilize Wordly Wise and targeted lessons from the iReady tool box to address student needs.

Wordly Wise provides direct academic vocabulary instruction that develops the critical link between vocabulary and reading comprehension.

Person Responsible: Jessica Temple (jessica.temple@browardschools.com)

By When: Teachers will begin using the resources by October 1, 2023

Admin and the instructional coaches will conduct daily focus walkthroughs. The data from the walkthroughs will be calibrated and discussed during leadership meetings. Based on the trends, we will make tweaks to instruction, planning and professional development.

Person Responsible: Jessica Temple (jessica.temple@browardschools.com)

By When: October 2023 - May 2024

#2. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Data reviewed from FAST PM 3 (Math) was reviewed. Data indicated that 29% of students were identified as proficient. 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.

Professional Development will assist teachers in implementation of the Math (Envision) Series, small group instruction, and providing math intervention services to struggling students.

Measurable Outcome:

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

Based on the 2022-2023 FAST PM3, 29% of students in Grades 3-5 demonstrated proficiency in Math. By June of 2023, 45% of students in Grades 3-5 will demonstrate proficiency on FAST PM 3 in Mathematics. Additional progress monitoring checkpoints will be established by reviewing FAST DATA from Checkpoint PM1.

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 Math Coach utilizing data from iReady, Unit Envision Math Assessments, and data from FAST PM 1 & PM 2 (Florida Assessment of Student Thinking)

The Instructional Leadership Team, Math Coach and Resource Teacher will assist teachers by modeling, facilitating Professional Development, and providing feedback to teachers. Math Coach will work specifically with targeted teachers to assist in planning, analyzing data, and improving instructional practices. Administrators will monitor data and conduct teacher observations to ensure that these practices result in improved teacher practice and student performance.

Person responsible for monitoring outcome:

Kassandra Burton (kassandra.burton@browardschools.com)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Teachers will utilize the Envision Math program, and resources from the iReady Tool box to provide interventions for struggling students. Additional resources from the District's Struggling Math Chart will also be utilized.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Students have significant learning gaps in Math Less than 70% of students are meeting standards for proficiency. A Math Resource teacher will provide students with interventions through push/in and or pull out services.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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 identified to attend Professional Development to enhance their Instructional Practices in Math. Teachers will be tiered to determine the level of support needed.

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

By When: By Sept. 1, 2023

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. Modeling will be provided by the Math Coach, Resource Teacher, and/or District Representatives from the Math Department.

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

By When: August 23, 2023 and ongoing

Data from monthly checkpoints, Acaletics, Sucessmaker, iReady Program and FAST (Florida Assessment of Student Thinking) will be analyzed to determine student progress. Instruction will be modified (as needed) based upon the results.

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

By When: Sept 1, 2023 and ongoing

Targeted Math Support for designated teachers. The Math Coach provide daily support and interventions to improve teacher pedagogical practices. This will include small group intervention support to tier 1 and tier 2 learners in the general math classroom. This tiered teacher intervention will occur during the tiered teachers' and coach's planning periods and after school. Math Coach will service specified teachers in Grades 3-5, and will keep a log of interactions and assistance provided.

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

By When: August 23, 2023 and ongoing

#3. Positive Culture and Environment specifically relating to Teacher Retention and Recruitment

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Recruitment and retention of qualified teachers is an essential component of any successful school. Successful schools have teachers that are rated effective or highly effective. There is a low rate of "turn over" as they are able to retain the majority of these teachers each year. Teachers and staff are appreciated and recognized in a variety of ways, which contributes to a positive school culture and climate.

Measurable Outcome:

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

By May 2024, Walker will retain 95% of qualified teachers with an rating of effective or higher.

Monitoring:

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

Classroom walkthroughs will occur, and data will be monitored from iObservation.

Person responsible for monitoring outcome:

Jocelyn Reid (jocelyn.reid@browardschools.com)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Teachers will be provided with support, opportunities to attend Professional Development, resources, and mentoring from colleagues and the BCPS District.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Teacher recruitment and retention consistently emerge as problematic in research and practice. It is crucial that we develop and retain our teachers on a yearly basis.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Staff will be recognized on a monthly basis for outstanding contributions to students, colleagues and/or stakeholders.

Person Responsible: Jessica Temple (jessica.temple@browardschools.com)

By When: Starting September 2023 and ongoing

Coaching and mentoring will be provided to teachers to enhance their instructional knowledge, provide support, and foster effective relationships.

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

By When: September 2023

#4. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Data from the 2022-2023 Florida Statewide Science Assessment indicated a proficiency level of 16% for Grade 5 students. It crucial for us to build the science foundational skills of students in Grades K-5. Students in Grades K-5 must engage in science experiments and participate in hands-on experiences in order to increase their knowledge in Science.

Measurable Outcome:

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

By May of 2024, 40% of students in Grade 5 will demonstrate proficiency on the 2023-2024 Florida Statewide Science Assessment.

Monitoring:

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

The Science Coach and Administrators will track Grade 5 student progress from the Beginning of the year Science Assessments, Chapter Tests, and Monthly Micro Assessments provided from the District.

Person responsible for monitoring outcome:

Jessica Temple (jessica.temple@browardschools.com)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Teachers will utilize the Stemsopes Science series and supplemental resources from J& H Science Bootcamp and FL Gold Science Coach to provide interventions to struggling students.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Students need to utilize supplemental materials to contribute to their comprehension of science benchmarks and increase their knowledge.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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 Professional Development to enhance their Instructional Practices in Science. PD will be provided by our Science Coach and teachers will be identified to attend additional PD offered in the District. (Science Coach: Dr. Stanley Lee)

Person Responsible: Jessica Temple (jessica.temple@browardschools.com)

By When: October 1, 2023

Students will attend field trips to increase their scientific knowledge and allow them to participate in hands-on science experiments (activities). (Frost Museum, GABIE BUS and Miami Seaquarium)

Person Responsible: Jessica Temple (jessica.temple@browardschools.com)

By When: November 2023

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

Funds are allocated to improve students' outcomes. We are dedicated to meeting the needs of our students and teachers by utilizing these allocations to help supplement the curriculum, provide Extended Learning Opportunities, and provide professional development for our teachers. Instructional materials are purchased to aid in the teaching of State Benchmarks and providing interventions to struggling students. Funds also allow resources.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

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

2022-2023 STAR ELA Data indicated the students in Grades K-2 ELA have significant ELA academic gaps and deficiencies in literacy. 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 related to Reading/ELA

2022-2023 FAST ELA Data indicated the students in Grades K-2 ELA have significant ELA academic gaps and deficiencies in literacy. 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 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 Measurable Outcomes

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 Measurable Outcomes

Based on the 2021-2022 FSA, 43% of students in Grades 3-5 demonstrated learning gains in ELA. By June of 2023, 41% of students in Grades 3-5 will be proficient on FAST PM3

Monitoring

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 impact student achievement outcomes.

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) Instructional Coaches and Administrators will conduct data chats with students and teachers in order to assist them in determining student progress. Data will be utilized to determine strategies that are working and/or strategies that need to be revised.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Reid, Jocelyn, jocelyn.reid@browardschools.com

Evidence-based Practices/Programs

Description:

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. §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. We will also utilize the Reading Horizons Intervention component of the Benchmark Advance Series. This program is aligned with the District's K-12 Comprehensive Evidence-Based Reading Plan.

Rationale:

Explain the rationale for selecting 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 evidence-based practices/programs show proven record of effectiveness for the target population?

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

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
Administrators and the Instructional Coach will review teacher PD records in LAB,. We will also analyze data and conduct a Literacy Needs Assessment survey of teachers to determine Literacy Professional Development needs. All teachers will attend the Science of Reading Training.	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.	Ingram, Daphne, daphneingram@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 should be evident and present to promote literacy in the classroom.	Reid, Jocelyn, jocelyn.reid@browardschools.com
The iObservation tool will be used to observe teachers during their Literacy Block. Feedback will be provided from Administrators and/or Literacy Coach and assistance will be provided as needed.	Temple, Jessica , jessica.temple@browardschools.com

Title I Requirements

Schoolwide Program Plan (SWP) Requirements
 This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
 List the school’s webpage* where the SIP is made publicly available.

The SIP, UniSig Budget, and SWP is discussed with stakeholders during SAC (School Advisory Council) Meetings and CAT Meetings. Administrators and/or the School Advisory Chair shares important information regarding resources, academic goals, student progress, and budget allocations. The School Improvement Plan (SIP) is located on our school's website.

<https://www.browardschools.com/walker>

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school’s mission, support the needs of students and keep parents informed of their child’s progress.
 List the school’s webpage* where the school’s Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

Positive relationships are built with parents through ongoing collaboration with teachers and Administration, Data and student progress is shared during parent-teacher conferences. Interim reports

and report cards are distributed to keep parents informed of their child's progress.

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.

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.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

In order to strengthen the academic program of the school, an emphasis will be placed rigorous instruction, authentic engagement, and professional development. Teachers will receive professional development in order to increase their knowledge of State Benchmark Standards. They will also receive training on Engagement Strategies to create an exciting learning environment for their students.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

NA

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Instructional Practice: ELA				\$115,861.25
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	369	0321 - Walker Elementary School	UniSIG		\$6,936.00
			<i>Notes: Curriculum Associates - Teacher Toolbox iReady Learning Teacher Toolbox Florida BEST ELA will be purchased for Grades K-5, to assist in providing resources for differentiated instruction. Resources are also available to provide targeted instruction to students in phonics, comprehension and phonemic awareness. The Teacher Toolbox will aid in providing teachers and relevant instructional support members with tiered lessons and activities to appropriately meet student academic needs and close the achievement gap. Site License term date will not extend past July 31, 2024.</i>			
	5100	510	0321 - Walker Elementary School	UniSIG		\$4,250.00

			<p><i>Notes: School Specialty Purchase Wordly Wise Supplemental Resource for students in grades 2-5. Wordly Wise will be utilized to provide whole-group and small-group targeted vocabulary instruction to students on a daily basis, during their ELA block. This resource will aid in increasing vocabulary skills, resulting in increasing comprehension skills. - (3) WW3000 Grade 2 Classroom Refill Set - (3) WW3000 Grade 3 Classroom Refill Set - (3) WW3000 Grade 4 Classroom Refill Set - (3) WW3000 Grade 5 Classroom Refill Set - Shipping \$554.20</i></p>		
	6400	130	0321 - Walker Elementary School	UniSIG	\$6,000.00
			<p><i>Notes: Co-Teaching & Teacher/Student Tier Support - ELA Walker Elementary is requesting a stipend for the site-based Literacy Coach to engage in collaborative planning, data analysis and daily peer teaching with new and struggling ELA teachers. The site-based coach will work with a total of five teachers. Two of these teachers are new to the Grade Level, while the other three are in their second year of teaching. The site-based Literacy Coach will model strategies on how to support the lowest quartile and ESSA students. The goal is to use this content expert level of daily support and intervention to improve teacher pedagogical practices and increase small group intervention support to tier 1 and tier 2 learners in the classroom. This tiered teacher intervention will occur during the tiered teachers' and coach's planning periods and/or after school. The coach will be paid \$6,000 for the completion of the year of support. The coach will receive \$6,000 for the completion of the year of support. \$6,000/teacher is the District's standard rate for teachers who have a daily schedule working with students during their planning hour. - Request stipend for 1 site-based Coach: 1 coach x \$6,000 = \$6,000</i></p>		
	5100	120	0321 - Walker Elementary School	UniSIG	\$62,100.00
			<p><i>Notes: Extended Learning Opportunities (ELO) Stipends Stipends for fifteen teachers to provide ELA/Math/Science tutoring to targeted students. Select students will be identified utilizing data from STAR/FAST (Diagnostic 1) or school based assessments. Tutoring will be 4.5 hours a week and will take place afterschool and/or on Saturdays between October 2023 and April 2024. ELO Approximately 150 students will be identified to attend camp. This is based on a 10:1 ratio. Teachers will receive an hourly rate of \$40. ELO Camp Hours: 23 weeks x 4.5 hours/week = 103.5 hours ELO Stipends: 103.5 hours x 15 teachers x \$40/hour = \$62,100</i></p>		
	6400	120	0321 - Walker Elementary School	UniSIG	\$16,000.00
			<p><i>Notes: Professional Development/Training Stipends. Provide stipends to twenty instructional teachers and academic support resource teachers to engage in twenty hours of professional development (PD). PD Sessions will focus on effective instructional strategies, data analysis, lesson planning, understanding BEST Standards, utilizing instructional resources, and supporting teachers as they close the learning achievement gaps in ELA (including but not limited to Science of Reading, TLAC strategies, iReady, etc). Training will take place between Sept. 2023- and May 2024 (schedule to be determined). District trainers and school-based instructional coaches will facilitate the PD sessions. Stipends will be paid at \$40/hour. - PD Stipends: 20 teachers x 20 hours x \$40/hour = \$16,000</i></p>		
	6400	220	0321 - Walker Elementary School	UniSIG	\$480.00
			<p><i>Notes: FICA (Social Security): Co-Teacher-ELA</i></p>		
	6400	240	0321 - Walker Elementary School	UniSIG	\$60.00
			<p><i>Notes: Workers Compensation: Co-Teacher-ELA</i></p>		
	6400	250	0321 - Walker Elementary School	UniSIG	\$6.00
			<p><i>Notes: Unemployment: Co-Teacher-ELA</i></p>		
	5100	220	0321 - Walker Elementary School	UniSIG	\$4,968.00
			<p><i>Notes: FICA (Social Security): ELO Stipends</i></p>		

	5100	240	0321 - Walker Elementary School	UniSIG		\$621.00
			<i>Notes: Workers Compensation: ELO Stipends</i>			
	5100	250	0321 - Walker Elementary School	UniSIG		\$63.00
			<i>Notes: Unemployment: ELO Stipends</i>			
	6400	220	0321 - Walker Elementary School	UniSIG		\$1,280.00
			<i>Notes: FICA (Social Security): PD Stipends-ELA</i>			
	6400	240	0321 - Walker Elementary School	UniSIG		\$160.00
			<i>Notes: Workers Compensation: PD Stipends-ELA</i>			
	6400	250	0321 - Walker Elementary School	UniSIG		\$16.00
			<i>Notes: Unemployment: PD Stipends-ELA</i>			
	6300	160	0321 - Walker Elementary School	UniSIG		\$1,100.00
			<i>Notes: School Support - Provide supplemental oversight and direct support to designated UniSIG school to ensure proper FLDOE, UniSIG and/or District policies and procedures are being adhered to and implemented.</i>			
	5100	644	0321 - Walker Elementary School	UniSIG		\$5,800.00
			<i>Notes: Purchase ten Lexmark printers to be used by classroom teachers to print out standards-based activities, and students will use these printers to print out assignments and typed essays. The printers will be distributed as needed in grades 3-5. - (10) Lexmark MS531dw Monochrome Laser Printer @ \$579.53</i>			
	5100	643	0321 - Walker Elementary School	UniSIG		\$3,400.00
			<i>Notes: Purchase two Lexmark color printers to be used by teachers in ELA and math to print out standards-based activities, and students will use these printers to print out assignments and typed essays. The printers will be located in the Literacy and Math labs for use by the Coach and teachers. - (2) Lexmark CX635adwe Color Laser Printers @ \$1,700</i>			
	5100	510	0321 - Walker Elementary School	UniSIG		\$2,621.25
			<i>Notes: Classroom/Student Supplies Classroom supplies to support reading, mathematics, science, and social studies instruction: 2-pocket folders, color copy paper, Sharpie markers, Highlighters, staplers, pencils, 3 ring binders, cardstock paper, plastic divider tabs & composition books</i>			
2	III.B.	Area of Focus: Instructional Practice: Math				\$108,780.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	6400	120	0321 - Walker Elementary School	UniSIG		\$13,600.00
			<i>Notes: Professional Development/Training Stipends. Provide stipends to seventeen instructional teachers, and academic support resource teachers to engage in twenty hours of professional development (PD). PD Sessions will focus on effective instructional strategies, data analysis, lesson planning, understanding BEST Standards, utilizing instructional resources, and supporting teachers as they close the learning achievement gaps in Math and Science. Training will take place between Sept. 2023- and May 2024. (schedule to be determined). District trainers and school-based instructional coaches will</i>			

			<i>facilitate the PD sessions. Stipends will be paid at \$40/hour. - PD Stipends: 17 teachers x 20 hours x \$40/hour = \$13,600</i>			
	6400	130	0321 - Walker Elementary School	UniSIG		\$6,000.00
			<i>Notes: Co-Teaching & Teacher/Student Tier Support - Math Walker Elementary is requesting a stipend for the site-based Math Coach to engage in collaborative planning, data analysis and daily peer teaching with new and struggling Math teachers. The site-based coach will work with a total of seven teachers. Three of these teachers are new to the Grade Level, two are new to the school, and two are in their second year at Walker. The site-based Math Coach will model strategies on how to support the lowest quartile and ESSA students. The goal is to use this content expert level of daily support and intervention to improve teacher pedagogical practices and increase small group intervention support to tier 1 and tier 2 learners in the classroom. This tiered teacher support will occur during the tiered teachers' and coach's planning periods and/or after school. The coach will be paid \$6,000 for the completion of the year of support. The coach will receive \$6,000 for the completion of the year of support. \$6,000/teacher is the District's standard rate for teachers who have a daily schedule working with students during their planning hour. - Request stipend for 1 site-based Coach: 1 coach x \$6,000 = \$6,000</i>			
	5100	120	0321 - Walker Elementary School	UniSIG	1.0	\$62,805.00
			<i>Notes: Resource Teacher/Interventionist Hire one Primary Resource Teacher/ Interventionist to assist in closing the achievement gap in both ELA and Math by working with small groups daily throughout the school day, of preidentified students in grades K-2. The Resource Teacher/Interventionist will assist teachers with professional development, analyzing student data and providing support for students by creating and maintaining an atmosphere that generates high expectations and enthusiasm for learning by infusing critical thinking skills, application skills, interpersonal skills, and technology into an aligned curriculum and assessment process, resulting in measurable student achievement gains for all students in order to meet district and state standards.</i>			
	5100	210	0321 - Walker Elementary School	UniSIG		\$8,523.00
			<i>Notes: Retirement: Resource Teacher</i>			
	5100	220	0321 - Walker Elementary School	UniSIG		\$4,805.00
			<i>Notes: FICA (Social Security): Resource Teacher</i>			
	5100	230	0321 - Walker Elementary School	UniSIG		\$10,633.00
			<i>Notes: Health Insurance: Resource Teacher</i>			
	5100	240	0321 - Walker Elementary School	UniSIG		\$629.00
			<i>Notes: Workers Compensation: Resource Teacher</i>			
	5100	250	0321 - Walker Elementary School	UniSIG		\$51.00
			<i>Notes: Unemployment: Resource Teacher</i>			
	6400	220	0321 - Walker Elementary School	UniSIG		\$1,041.00
			<i>Notes: FICA (Social Security): PD Stipends-Math</i>			
	6400	240	0321 - Walker Elementary School	UniSIG		\$136.00
			<i>Notes: Workers Compensation: PD Stipends-Math</i>			
	6400	250	0321 - Walker Elementary School	UniSIG		\$11.00

			<i>Notes: Unemployment: PD Stipends-Math</i>			
	6400	220	0321 - Walker Elementary School	UniSIG		\$480.00
			<i>Notes: FICA (Social Security): Co-Teacher-Math</i>			
	6400	240	0321 - Walker Elementary School	UniSIG		\$60.00
			<i>Notes: Workers Compensation: Co-Teacher-Math</i>			
	6400	250	0321 - Walker Elementary School	UniSIG		\$6.00
			<i>Notes: Unemployment: Co-Teacher-Math</i>			
3	III.B.	Area of Focus: Positive Culture and Environment: Teacher Retention and Recruitment				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
			0321 - Walker Elementary School			\$0.00
			<i>Notes: Positive promotions. Items will be purchased to encourage and motivate staff members, as well a recognize them for outstanding contributions to our students, colleagues, and/or stakeholders</i>			
4	III.B.	Area of Focus: Instructional Practice: Science				\$21,290.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	510	0321 - Walker Elementary School	UniSIG		\$3,930.00
			<i>Notes: School Specialty Purchase FL Gold Coach Science for 3rd-5th grade students. Resources will be utilized with students during Extended Learning Opportunities (ELO). Instructional materials will reinforce skills learned and helped to remediate for struggling students. - (100) FL Gold Ed Coach, Science GR3 - (100) FL Gold Ed Coach, Science GR4 - (100) FL Gold - Shipping \$512.55Ed Coach, Science GR5</i>			
	5100	330	0321 - Walker Elementary School	UniSIG		\$4,760.00
			<i>Notes: Field Trip - Frost Museum Grades 3-5 students will travel to the Frost Museum in Miami, FL. They will participate in hands-on activities as an extension of ELA/Science instructional lessons. To help with closing the achievement gap in ELA, a focus on key vocabulary words and Science practices will be emphasized. This exposure and experience will assist students in building background knowledge necessary to increase academic skills in ELA and Science. Museum Tickets; - Grade 3 students: \$16.99 x 80 = \$1,359.20 - Grade 4 students: \$16.99 x 110 = \$1,868.90 - Grade 5 students: \$16.99 x 90 = \$1,529.10 - Total = \$4,757.20</i>			
	5100	330	0321 - Walker Elementary School	UniSIG		\$4,500.00
			<i>Notes: Field Trip - Miami Seaquarium Grade K-5 students will travel to the Miami Seaquarium in Miami, FL. They will participate in hands-on activities as an extension of ELA/Science instructional lessons. To help with closing the achievement gap in ELA, a focus on key vocabulary words and Science practices will be emphasized. This exposure and experience will assist students in building background knowledge necessary to increase academic skills in ELA and Science. Admissions: - Grade K students: \$10 x 50 = \$500 - Grade 1 students: \$10 x 50 = \$500 - Grade 2 students: \$10 x 70 = \$700 - Grade 3 students: \$10 x 80 = \$800 - Grade 4 students: \$10 x 110 = \$1,100 - Grade 5 students: \$10 x 90 = \$900</i>			
	7800	360	0321 - Walker Elementary School	UniSIG		\$4,860.00
			<i>Notes: Field Trip - Miami Seaquarium-Transportation Grade K-5 students will travel to the Miami Seaquarium in Miami, FL. They will participate in hands-on activities as an</i>			

		<i>extension of ELA/Science instructional lessons. To help with closing the achievement gap in ELA, a focus on key vocabulary words and Science practices will be emphasized. This exposure and experience will assist students in building background knowledge necessary to increase academic skills in ELA and Science. - Transportation 9 Buses @ \$540 each = \$4,860</i>			
	7800	360	0321 - Walker Elementary School	UniSIG	\$3,240.00
		<i>Notes: Field Trip - Frost Museum-Transportation Grades 3-5 students will travel to the Frost Museum in Miami, FL. They will participate in hands-on activities as an extension of ELA/Science instructional lessons. To help with closing the achievement gap in ELA, a focus on key vocabulary words and Science practices will be emphasized. This exposure and experience will assist students in building background knowledge necessary to increase academic skills in ELA and Science. - Transportation 6 Buses @ \$540 each = \$3,240</i>			
Total:					\$245,931.25

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No