

Seminole County Public Schools

The Mission of the Seminole County Public Schools is to ensure that all students acquire the knowledge, skills, and attitudes to be productive citizens.



www.scps.k12.fl.us

Joan Walker Elementary School

School Improvement Plan 2021-2022

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the Strategic Plan, designed to help district leadership make the necessary connections between school and district system initiatives. 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.

School Information

Provide the school's mission statement

Joan Walker Elementary School will provide a positive learning environment that ensures cooperation, mutual respect, and the optimum development of the whole child. We will teach our students to think critically, to act responsibly, and to perform successfully in order to become lifelong learners and responsible citizens in a technological and diverse global society.

Provide the school's vision statement

Walker Elementary School will be a top five school in SCPS. Walker will be recognized at the district and the state level for high standards, academic performance, and offering students customized educational pathways 24/7/365. Walker will support the SCPS vision that every student will graduate from high school prepared for the future as a lifelong learner and a responsible citizen in a democratic society. All students will perform at the highest levels. There will be equitable facilities and opportunities for all students. The school personnel will be highly qualified, diverse, innovative, enthusiastic, energetic, and dedicated to the mission. All students will accelerate beyond proficiency to mastery.

Describe how the school involved parents and the community in developing this plan and how it will be shared with all stakeholders and in a language parents can understand.

Walker Elementary works closely with all stakeholders to ensure every voice is heard and opinions are considered when making decisions. The school will meet with the School Advisory Council (SAC), Parent Teacher Association (PTA) and the school faculty at the beginning of the school year. These groups are made up of teachers, faculty, parents and community members. The SIP will be presented to all stakeholders.

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.

Teachers and administrators use multiple strategies to contact families, including but not limited to, (1) contacting families prior to the start of school to welcome the students to the new school year, (2) inviting families to curriculum nights and open house meetings to meet teachers and school staff and to learn about the curriculum, (3) providing access to school grades, progress monitoring data and other relevant achievement information through the SCPS Skyward Family Access Portal, (4) ensuring students show evidence of "owning their data" and scheduling student-led conferences as applicable and student tracking data, (5) inviting families to participate in SAC, PTA Boards and Principal chats , (6) inviting families to attend PTA meetings and participate in school related family events, (7) using multiple genres of social networking, as well as School Messenger emails/text messages/voice mails, and sending electronic/paper-based newsletters to families on a regular basis, (8) advertising events on the school marquee, (9) and numerous other out-reach strategies developed by school staff

Supportive Environment

Describe how the school addresses building a positive school culture and environment. Include how the school culture and environment will impact positive student experiences. (e.g. PBS supports)

Walker Elementary builds a positive school culture and environment through our PBS. School-wide READY procedures are shared with all students and teachers review and reinforce these procedures. The school procedures are posted throughout the school and in each classroom. Students are recognized and rewarded weekly for demonstrating positive character traits.

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

At Walker Elementary several stakeholders assist in promoting a positive culture and environment at our school. The PTA supports our students by planning various family events. The PTA also hosts fundraisers each year. They work with the school to determine the greatest need and set targets to achieve the goal. The SAC meets monthly. Together with the team, they assist in making decisions that will positively impact our school. The Walker Hurricane Helpers are a group of parents that are ready and available when a need arises. Teachers are able to call on this group for assist with various classroom projects to be completed at home. Dividends make a difference at Walker. Dividends assist in all areas of our school. They volunteers in classrooms, our media center, book fair and family events.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

Walker Elementary has established various counseling services for the needs of our students including anger management, peer resolution, social skills, divorce group, and one on one counseling when needed. We have student mentor programs with our older student council students working with primary classes. We have established a food pantry for those families in need. We also have procedures in place to deal with tragic incidents including the death of a family member or fellow student. Walker Elementary continues to partner with the Community Involvement office to bring RSVP mentor volunteers into the school to work with students that have a need for such services. At Walker, we have a social worker that works with groups of students each week as well as a mental health counselor. We will continue our implementation of SEL lessons. These lessons promote the development of today's students into respectful, compassionate, and caring adults for the future.

List the members of the leadership team.

Name	Title	Email	Responsibilities
Debbie M. José	Principal	Debbie_Jose@scps.k12.fl.us	The Principal provides the school-based leadership required to sustain a focus of improving instruction for the purpose of increasing the achievement of all students in a safe learning environment while ensuring the orderly and efficient operation of the school.
Christina Bohnstadt	Assistant Principal	Christy_Bohnstadt@scps.k12.fl.us	The Assistant Principal supports the Principal in providing the school-based leadership required to sustain a focus of improving instruction for the purpose of increasing the achievement of all students in a safe learning environment while ensuring the orderly and efficient operation of the school.
Jeanette Marino	Guidance Counselor	marinojm@scps.k12.fl.us	Develop and provide an effective comprehensive guidance and counseling program, work with students and parents to help guide students' academic, behavioral and social growth and assist with facilitating student study.
Jacqueline Allbritton	Instructional Coach	Jacqueline_Allbritton@scps.k12.fl.us	Collaborate with teachers to develop and support a strategic plan for improving classroom instruction in areas determined by key school goals.
Jennifer Hanley	Instructional Coach	Jennifer_Hanley@scps.k12.fl.us	Collaborate with teachers to develop and support a strategic plan for improving classroom instruction in areas determined by key school goals.

List the members of the literacy leadership team.

Name	Title	Email	Responsibilities
Debbie Jose	Principal	Debbie_Jose@scps.k12.fl.us	The Principal provides the school-based leadership required to sustain a focus of improving instruction for the purpose of increasing the achievement of all students in a safe learning environment while ensuring the orderly and efficient operation of the school.
Christy Bohnstadt	Assistant Principal	christy_bohnstadt@scps.k12.fl.us	The Assistant Principal supports the Principal in providing the school-based leadership required to sustain a focus of improving instruction for the purpose of increasing the achievement of all students in a safe learning environment while ensuring the orderly and efficient operation of the school.
Jacqueline Allbritton	Instructional Coach	Jacqueline_Allbritton@scps.k12.fl.us	Collaborate with teachers to develop and support a strategic plan for improving classroom instruction in areas determined by key school goals.
Jennifer Hanley	Instructional Coach	Jennifer_Hanley@scps.k12.fl.us	Collaborate with teachers to develop and support a strategic plan for improving classroom instruction in areas determined by key school goals.

Student Transition and Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

Walker Elementary has established strong community relationships through various community events, school events and business partnerships. Teachers and administrators are continually involved in local events and often invited to participate in their community's celebrations. Administrators and teachers reach out to local businesses for participation in the school's business partners programs. Our Business Partner Liaison is our assistant principal. She will be working to increase the number of business partners who are participating in supporting our students through volunteering and supplying materials and resources. Our Assistant Principal will speak at our Dividend/Business Partner Breakfast to thank them and to inform the other participants of the opportunities we have at Walker. Additionally, she will reach out to the business partners for Teach-In and after-school events. The programs our students are involved in to exemplify College and Career Readiness are: PBL, Creativity Lab, Lego-Robotics, Math Competition, Live-Video Production Class, Art Club, Chorus, Orchestra, Garden Club, Cross-Country, CS-2020, Inquiry-Based Learning in STEM and Photography Club.

Identify the career and technical education programs available to students and industry or community organizations.

Walker Elementary provides student multiple opportunities during and outside of the school day to participate in experiences to assist them in becoming College and Career ready. Every student (Gr. 3-5) participates in Digital Technology classes and and primary students (KG-Gr. 2) participate in Project Based Learning. Students also have opportunities to participate in SECME, Robotics and Coding.

Elementary Essential Instructional Priorities

Essential Instructional Priority #1: Quality Instruction

All Seminole County Public Schools will strive for excellence in English/Language Arts, Mathematics and Science based on the current Florida Department of Education A+ Accountability Program.

- A. Lessons aligned to Florida/B.E.S.T./Next Generation Sunshine State Standards at the appropriate level of complexity
- B. Ongoing feedback loop between leadership and teacher, students and teachers and student with students
- C. PLC focused on data, instructional planning and student evidence of learning

All SCPS schools serving K-8 students have an Early Warning system in place that is in compliance with s. 1001.42(18)(b), F.S.; SCPS academic intervention/support programs and/or dropout prevention programs reflected per s. 1003.53(2)(b), F.S.

ELA			Math			Science														
Indicators (Actual)	Strategic Plan	Target	Indicators (Actual)	Strategic Plan	Target	Indicators	Strategic Plan	Target												
Achievement	B.1.1	95	Achievement	B.1.1	95	Achievement	B.1.1	95												
Learning Gains	B.1.1	95	Learning Gains	B.1.1	95	Achievement for sub group: Black	B.1.1	95												
Learning Gains of the Low 25%	B.1.1	95	Learning Gains of the Low 25%	B.1.1	95	Achievement for sub group: Hispanic	B.1.1	95												
Learning Gains for High 1 levels	B.1.1	95	Learning Gains for High 1 levels	B.1.1	95	Achievement for sub group: White	B.1.1	95												
Learning Gains for High 2 levels	B.1.1	95	Learning Gains for High 2 levels	B.1.1	95	Achievement for sub group: Mul	B.1.1	95												
Learning Gains for Low 3 levels	B.1.1	95	Learning Gains for Low 3 levels	B.1.1	95	Achievement for sub group: SWD	B.1.1	95												
Learning Gains for sub group: Black	B.1.1	95	Learning Gains for sub group: Black	B.1.1	95	Achievement for sub group: FRL	B.1.1	95												
Learning Gains for sub group: Hispanic	B.1.1	95	Learning Gains for sub group: Hispanic	B.1.1	95	Achievement for sub group: ELL	B.1.1	95												
Learning Gains for sub group: White	B.1.1	95	Learning Gains for sub group: White	B.1.1	95	<div>5 Essentials</div> <table><tr><th>Indicators</th><th>Strategic Plan</th><th>Target</th></tr><tr><td>5E_SM_Classroom Rigor</td><td>B.1.1</td><td>70</td></tr><tr><td>5E Ambitious Instruction</td><td>B.1.1</td><td>70</td></tr><tr><td>5E Collaborative Teachers</td><td>B.1.1</td><td>70</td></tr></table>			Indicators	Strategic Plan	Target	5E_SM_Classroom Rigor	B.1.1	70	5E Ambitious Instruction	B.1.1	70	5E Collaborative Teachers	B.1.1	70
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Achievement for sub group: White	B.1.1	95	Achievement for sub group: White	B.1.1	95															
Achievement for sub group: Mul	B.1.1	95	Achievement for sub group: Mul	B.1.1	95															
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Achievement for sub group: ELL	B.1.1	95	Achievement for sub group: ELL	B.1.1	95															
ELA iReady achieving growth target (K-5)	B.2.3	95	Math iReady achieving growth target (K-5)	B.2.3	95															
ELA iReady at or above grade level (K-5)	B.2.3	95	Math iReady at or above grade level (K-5)	B.2.3	95															

Essential Instructional Priority 1 – Quality Instruction

Student Owned Progress Monitoring Action Plan

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
Students are expected to know, understand and track their scores in a Data Tracking Folder (ELA, Math, Science, iReady scores, etc.) as well as reflect in a Math Journal.	Teachers, Administration, Instructional Coaches, Students	Ongoing, May 2022	N	Throughout the school year	Progress towards learning targets. Student Tracking Folders (updated and verified), Student- teacher conferences verified, Grade-level assessments
Students will be able to understand and dialog in regards to the Depth of Knowledge of a lesson/assignment.	Teachers, Administration, Instructional Coaches, Students	Ongoing, May 2022	N	Throughout the school year	Tracking folders (updated and verified) Student- teacher conferences verified, Walk-through data
Students will be able to reflect on their areas of strength and the areas at which they struggle. The students will be able to explain the progress they have made.	Teachers, Administration, Instructional Coaches, Students	Ongoing, May 2022	N	Throughout the school year	Progress towards learning targets Student Tracking Folders (updated and verified) Student- teacher conferences verified Walk-through data
Teachers will plan rigorous standards-based lessons aligned to the DOK.	Teachers, Administration, Instructional Coaches, Students	Ongoing, May 2022	Y	Throughout the school year	Progress towards learning targets Student Tracking Folders (updated and verified) Student- teacher conferences verified Walk-through data

Low 30% Monitoring Action Plan

Strategy/ Action	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
MTSS Sessions: All Low 30% students will be identified and monitored monthly during MTSS meetings. Teacher discussion will include analyzing data from iReady, grade-level assessments, in-school support results, intervention and determine next steps	Administration, Teachers, MTSS Leadership Team	Ongoing, May 2022	N	Weekly	Google Spreadsheets recorded and updated, MTSS notes in EdInsight, EdInsight monitoring of this specific group, Assessment Data (including iReady and FSA) reviewed and updated, Intervention data collection reviewed and verified
PLC Meetings: The teachers will discuss the low 30% when discussing data and planning in their PLCs. They will plan lessons and workstations accordingly. Teachers will focus on differentiation and meaningful stations, rotations, and acceleration.	Administration, Teachers, Leadership Team	Ongoing, May 2022	Y	Weekly	PLC notes, Walk-through data, Lesson plans checked
Data Collection and Analysis: Students will be identified for progress monitoring during PLC sessions, MTSS sessions and data chats of individual student progress.	Administration, Teachers, Leadership Team	Ongoing, May 2022	N	Weekly	Attendance sheets, PLC notes, Data binder updated and reviewed
Leadership Team Meeting: The Leadership Team will monitor these students weekly in the leadership meeting and make decisions based on their progress. Dependent on the data, students may be assigned targeted in-school support or additional instruction.	Administration, Leadership Team	Ongoing, May 2021	N	weekly	Leadership team notes, Attendance sheet

High Level 1 and 2 Monitoring Action Plan

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
MTSS Sessions: All High Level 1/High Level 2 students will be identified and monitored monthly during MTSS meetings. Teacher discussion will include analyzing data from iReady, grade-level assessments, In-school support results, intervention and determining next steps	Administration, Leadership Team, Teachers	Ongoing, May 2021	N	weekly	Notes will be written in EdInsight to reflect the MTSS process, Data will be recorded and verified on the google doc. sheet
PLC Meetings: The teachers will discuss the High level 1 and high level 2 students when discussing data and planning in their PLCs. They will plan lessons and workstations accordingly. Teachers will focus on differentiation and meaningful stations, rotations, and acceleration.	Administration, Leadership Team, Teachers	Ongoing, May 2022	Y	weekly	PLC notes, Lesson plans with differentiation verified
Leadership Team Meeting: The leadership team will monitor these students weekly in the leadership meeting and make decisions based on their progress. Dependent on the data, students may be assigned targeted in-school support or additional instruction.	Administration, Leadership Team	Ongoing, 2022	N	weekly	Leadership team notes, Attendance sheet
Data Collection and Analysis: Students will be identified in a data binder for progress monitoring during PLC sessions, MTSS sessions and data chats of individual student progress.	Administration, Leadership Team, Teachers	Ongoing, May 2022	N	weekly	EdInsight notes, updates to the data binder verified, updates to the google doc. verified

Low Level 3 Monitoring Action Plan

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
MTSS Sessions: All Low Level 3 students will be identified and monitored monthly during MTSS meetings. Teacher discussion will include analyzing data from iReady, grade-level assessments, In-school support results, intervention and determining next steps	Administration, Leadership Team, Teacher	Ongoing, May 2022	N	weekly	MTSS notes verified in EdInsight, Google Doc. updated and verified
PLC Meetings: The teachers will discuss the low Level 3 students when discussing data and planning in their PLCs. They will plan lessons and workstations accordingly. Teachers will focus on differentiation and meaningful stations, rotations, and acceleration.	Administration, Leadership Team, Teachers	Ongoing, May 2022	Y	weekly	PLC notes, google doc. updated and verified, lesson plans with differentiation verified
Data Collection and Analysis: Students will be identified in a data binder for progress monitoring during PLC sessions, MTSS sessions and data chats of individual student progress.	Administration, Leadership Team, Teachers	Ongoing, May 2022	N	weekly	Updated data binder, Google doc. updated and verified
Leadership Team Meeting: The leadership team will monitor these students weekly in the leadership meeting and make decisions based on their progress. Dependent on the data, students may be assigned targeted in-school support or additional instruction.	Administration, Leadership team	Ongoing, May 2022	N	weekly throughout the school year	Leadership team notes, Attendance sheets

Tutorial Action Plan

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
In-school support will take place and service fourth and fifth grade students in ELA and Math. Students identified as ESE, Lowest 30, High 1, High 2 and Low 3 will be our priority.	Administration, Leadership Team, Teachers	01/2022- 04/2022	N	weekly	Data collection verified, In-school support attendance, Walk-through data
Tutorial funds will be used to provide support for students after school. The tutorial program will target LQ students and H1, H2 and L3 student. The program will place an emphasis on ELA and Math. After-school tutorial will take place Tuesdays and Thursdays from 3:15-4:15 P.M for grades 2-5 with a focus on ELA and Math.	Leadership team, tutorial teachers	10/2021- 04/2022	N	Tuesdays and Thursdays from 3:15-4:15 beginning inn October	iReady results

Elementary Essential Instructional Priority 2 – Conditions for Learning

Essential Instructional Priority #2: Conditions for Learning

The district has identified the conditions for learning as physical safety, student wellness, attendance, teacher-student relationships, social-emotional learning and student conduct. System focus on continuous improvement of these conditions will benefit student learning.

- A. Cultivation of positive, appropriate relationships resulting in increasing engagement of all students
- B. Development of a student-centered culture
- C. Continued focus on campus safety and building a culture of respect
- D. Sharing collective responsibility for the success of all students in the school

Indicators	Strategic Plan	Target
5E Supportive Environment	D.1	70
SCPS Safety	D.1	10
5E_SE_Academic Personalism	D.3	70

Indicators	Strategic Plan	Target
5E_SE_Student-Teacher Trust	D.3	70
5E_CT_Collective Responsibility	B.1.1	70
Students with 10+ Absences	D.2	25

Essential Instructional Priority 2 – Conditions for Learning

Attendance Monitoring Action Plan

Strategy/ Action	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
The truancy flowchart which includes steps to take will be shared with teachers.	Administration, Teachers	90 days	N	quarterly	Faculty meeting attendance sheets, Team leader notes
The Guidance Counselor will: 1. Make contact with parents and document attempts within EdInsight. (5+ and 10+ days) 2. Make a social worker referral when necessary	Administration, Guidance Counselor, Secretary	90 days	N	90 day cycle	Attendance data collection, Notes in EdInsight verified
MTSS Session Meetings: Teacher will discuss any students with attendance issues. Any meetings with parents will be documented in EdInsight.	Administration, Guidance Counselor, Instructional Coaches, Secretary	90 days	N	90 day cycle	Attendance data collection, Notes in EdInsight verified, Parent conference notes
The Leadership team will review the Early Warning Report monthly.	Administration, Leadership Team	Ongoing, May 2022	N	monthly	Leadership Team notes

Safety Survey Action Plan

Topic Item	Strategy/ Action	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
Safety in the school	Common school-wide procedures will be introduced and reviewed with students. Students will understand the rules and procedures that must be followed while walking in hallways, using restrooms and playing on the playground.	Administration, Teachers, Paraprofessionals	Ongoing- May 2022	N	Throughout the school year	Safety survey will be administered to students quarterly to determine effectiveness of action.
Safety Meetings	Quarterly meetings will be scheduled with the staff to review safety procedures and introduce any new initiatives.	Administration /Deputy	ongoing throughout the school year	Y	Quarterly	Attendance sheets
Safety/Threat Meetings	The safety and threat teams will meet monthly to share concerns and review any new items.	Administration	ongoing throughout the school year	N	monthly	Attendance sheet

Building Relationships and Connecting with Stakeholders Action Plan

Strategy/ Action	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
School weekly newsletter(Walker Weekly) will be sent to all families through skyward. This newsletter will be send every Friday afternoon. The newsletter highlights upcoming events. Also included is any informational items needed.	Administration	ongoing throughout the school year	N	Throughout the school year, May 2022	School messenger report
Each grade level sends a weekly newsletter to parents via email. This newsletter includes the standards that will be taught the following week and any upcoming events.	Teachers	ongoing	N	ongoing throughout the school year, May 2022	record of all emails
Family Nights are scheduled throughout the school year. These informational nights focus on ELA, Writing, Math and Science. We also have a FSA informational session.	Administration, Instructional coaches	October 2021	N	throughout the school year, May 2022	attendance sheets

Elementary Essential Instructional Priority 3 – Skills for Future Ready Graduates

Essential Instructional Priority #3: Skills for Future Ready Graduates

Seminole County Public Schools will prepare each student for academic and job related success in the 21st century by offering rigorous learning environments.

- A. Demonstrate a growth mindset with high expectations for all learners.
- B. Provide opportunities for students to collaborate and develop personal and social responsibility.
- C. Develop expectations for success in college and careers for all students.

	Strategic Plan	Target
AO students enrolled in an advanced academic experience: Black	B.2.7	100
AO students enrolled in an advanced academic experience: Hispanic	B.2.7	100
AO students enrolled in an advanced academic experience: ELL	B.2.7	100
Digital Tools Earned	C.3	95

Essential Instructional Priority 3 – Skills for Future Ready Graduates

Advanced Opportunities and Monitoring Action Plan

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
Administration and the Leadership Team will review the AO list on a regular basis to ensure students are provided with advanced opportunities. Updates to the AO list will be completed.	Administration, FTE	Ongoing- May 2022	N	quarterly	Skyward reports reviewed and updated
Conference with parents and students regarding opportunities for acceleration	Administration, Teachers	Ongoing- May 2022	N	Throughout the school year	Parent conference notes
Explicit invitation for club participation	Administration, Teachers	Ongoing- May 2022	N	Throughout the school year	Team Leader Notes
Provide Talent Development for all AO students	Administration, Teacher of Gifted	Ongoing- May 2022	N	Throughout the school year	Attendance Sheets, Talent Development lesson plans checked
PRIMES- monitoring of student grades	Administration, Teachers of PRIME	Ongoing- May 2022	N	Throughout the school year	Lesson plans checked, Grade books checked , Google doc. updated

Increasing the Number of Digital Tools Earned Action Plan

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
Engage students in lessons. Prioritize time for CS2020. Ensuring teachers are content experts in teaching the students.	Administration, teachers, district staff	Weekly	N	ongoing	The increased of digital tolls earned.
Students in 5th grade will have the opportunity to earn digital tools certifications due to their use of coding opportunities.	Administration, teachers, students	May 2022	N	Weekly	We will increase the number of students earning digital certifications by 5%.

Every Student Succeeds Act Instructional Priorities

The Every Student Succeeds Act (ESSA) was enacted by the US Department of Education in 2015 requiring each state to have a plan for ensuring the achievement of all students. ESSA requires the calculation of Federal Percent of Points Index (FPPI) that measures academic achievement of student subgroups. Florida's FPPI includes student achievement data associated with the Florida Accountability school grade components and English Language Proficiency progress as measured by the ACCESS for English Language Learners 2.0 assessment.

Schools with subgroups scoring below 42% of the points possible on the FPPI, must develop targeted support plans to accelerate learning for students in these subgroups.

See data points in [Quality Instruction for the subgroups listed below](#).

School has a subgroup scoring below 42% on the FPPI

Yes

Finding(s):

Students with disabilities

How will your school's culture and environment be monitored through the lens of behavior or discipline data?

Walker Elementary School reported 0.4 incidents per 100 students. When compared to all elementary school statewide, Walker falls into the moderate category. This rate is less than the Statewide elementary school rate of 1.0 incidents per 100. Walker will continue to strengthen our PBS. We will ensure students are aware of the READY rules at the beginning of the school year and reinforce those rules throughout the school year. We will communicate these rules and expectations with all stakeholders. We will identify students that may need additional support. We will include our guidance counselor, social worker and mental health counselor in developing individual behavior plans when needed.

Action Plan

1st Finding

Students with disabilities

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
Teachers will identify students with disabilities and monitor their iReady weekly during Wednesday sessions.	Leadership team, teachers (general education and ESE)	May 2022	N	Each Wednesday during the school year	A google form will be completed
ESE teachers will monitor their students' progress on the ELA and Math standards. They will identify areas of need and address.	ESE teachers, General Education Teachers	May 2022	N	Weekly within PLC sessions	PLC notes
Tutorial	Leadership Team, Tutorial teachers	May 2022	N	After-school tutorial will take place Tuesdays and Thursdays beginning in October	attendance, iReady results

Essential Instructional Priorities

Best Practices for Inclusive Education (BPIE)

- A. Supports implementation of improved inclusive practices for students with disabilities
- B. Designed to identify priority needs and organize resources
- C. Supports development of short and long term improvement strategies
- D. Aligns with the district level BPIE

Once every 3 years, each school shall complete a Best Practices in Inclusive Education (BPIE) assessment and include improvement efforts in the school district's exceptional student education policies and procedures. The due date of the new BPIE is 3 years of less from the written date. § 1003.57, Florida Statutes

School administrators communicate expectations for all school personnel to share responsibility for all of the students in their building and consider all SWDs as general education students first.	Partially Almost
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All paraprofessionals have received PD that includes clear descriptions of their work responsibilities and strategies for providing support to SWDs in general education classrooms and natural contexts.	Partially Almost
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General and special education teachers use regularly scheduled collaborative planning time to clarify their roles and responsibilities while planning effective instruction and assessment for all students.	Fully
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Action Plan

Indicator 1

School administrators communicate expectations for all school personnel to share responsibility for all of the students in their building and consider all SWDs as general education students first.

Strategy/ Action Item 1	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
Administrators will clearly and consistently articulate expectations for all school personnel during faculty meetings, School Advisory Committee meetings, PLCs, staff newsletters. Expectation- all school personnel to share responsibility for all of the students in their building and consider all SWDs as general education students first.	Administration	Ongoing- May 2022	N	Monthly Grade Level Chats, Faculty Meetings, Weekly Team Leader Meetings	Team Leader notes, Faculty Meeting attendance sheets

Indicator 2

All paraprofessionals have received PD that includes clear descriptions of their work responsibilities and strategies for providing support to SWDs in general education classrooms and natural contexts.

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
Paraprofessionals receive ongoing training on topics relative to their work responsibilities (e.g., the nature of specific disabilities and impact on learning; providing communication, physical, social and academic supports; health, safety and hygiene needs; and confidentiality).	Administration	Ongoing- May 2022	Y	MTSS Cycle (6-8 weeks)	Attendance sheets, coaches' logs

Indicator 3

General and special education teachers use regularly scheduled collaborative planning time to clarify their roles and responsibilities while planning effective instruction and assessment for all students.

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
Schedule planning time with ESE and General Education teachers	Administration, Guidance Counselor	Ongoing- May 2022	N	Monthly	PLC notes, Attendance

Professional Development Plan

PD Activity	SIP Priority	Date or Schedule	Impact on improved instruction and use of assessment data	PD Participants	# Anticipated Participants	Position(s) Responsible
Differentiation of Curriculum- ELA and Math	1	Aug-2021	Planning and Instruction/MTSS	Teachers by subject area and grade level	61	Administration, Leadership Team
Standards-Based Planning with Complexity and Rigor	1	August 2021	Planning and Instruction	Teachers by subject area and grade level	61	Administration, Leadership Team
Using Assessment Data for Instructional Decisions within a PLC	1	Ongoing- May 2022	Planning and Instruction	Teachers by subject area and grade level	61	Administration, Leadership Team
Meeting the Needs of ESE students	1	Aug-2021	Planning and Instruction	All Instructional Staff	61	Administration, Leadership Team, School Psychologist
Guided Reading/Guided Math	1	September 2021	Planning and Instruction	All instructional staff	61	Administration, Literacy Team
Safety Meetings	2	every quarter	Providing support and information on safety in the school	All faculty and staff	75	Administration, SRD
Paraprofessional Training Sessions	BPIE	every 6-8 weeks	Providing support to SWDs	Instructional paraprofessionals	2	Administration, Leadership Team