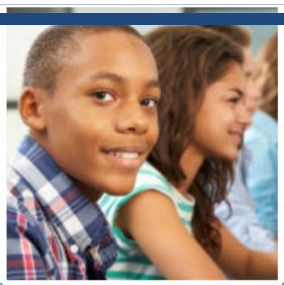

TOP-2

District-Managed Turnaround Plan—Step 2 (TOP-2)

Broward County Public Schools
Walker Elementary School

Due-October 1

Form Number DMT, TOP-2, incorporated in Rule 6A-1.099811, F.A.C., effective December 19, 2019

District-Managed Turnaround Plan—Step 2 (TOP-2)

Purpose

The purpose of this document is to guide districts to develop a plan for implementation of a district-managed turnaround plan. The district shall provide the Department with the plan for approval by the State Board of Education (SBE).

Directions

Districts shall complete this Step 2 form for each school that is required to implement a district-managed turnaround plan. This completed form must be signed by the superintendent or authorized representative and emailed to BSI@fldoe.org no later than October 1. The subject line of the email must include district name, school name and TOP-2.

School

In the box below identify the name and MSID number of the school that will be supported through the district-managed turnaround plan.

School Name/ MSID Number
Walker Elementary School - 0321

Needs Assessment

The district is responsible for documenting a needs assessment that uses quantitative and qualitative data to identify the needs of the school system, including needs identified by families and the community.

The summary of the needs assessment results must address points of strength and opportunities for growth in the school system (at both the district and school level) in each of these three domains:

1. Transformational Leadership
2. Standards-based Instruction and Learning (for student and adult learners)
3. Positive Culture and Environment

In the box below, describe the methodology used for the needs assessment, including 3-year data trends from the state, district, and school levels. Include a review of all strategies to determine which are improving the school and should be reinforced or supplemented, as well as which strategies are not resulting in improvement.

Describe the methodology used for needs assessment, including 3-year data trends from the state, district, and school levels.

At Walker Elementary, there are 754 students. The breakdown per grade level is as follows: Pre-K 58 students; K-75 students; 1st-96 students; 2nd-126 students; 3rd-113 students; 4th-157 students; 5th-129 students. 48.1% of the students are male, and 51.9% of the students are female. 2.4% are White, 95% are Black, 1.6% are Hispanic, 1% of Subgroups less than 10 students. 3.7% are ELL, 13.5% are ESE, and 90.7% of the student population receives free/reduced lunch. Walker Elementary is located within the 33311 zip code, where the community's population consists of 46.4% males, and 53.5% females. 72.9% of the Community's population has earned a high school diploma. 11.4% hold a bachelor's degree, and 3.8% hold a graduate or professional degree. 22% of the population is unemployed. The average household income is $27,793. Population density

is 6311 per square mile. Within the last three years, there has been an increase in luxury apartment homes as well as retail shopping areas. The school is challenged by low parental involvement/participation and the students exhibit severe behavior issues.

Walker Elementary is a magnet school for performing arts and effective the 2015-2016 school year, became a National Turnaround Arts School, indicating that the school uses arts education as a tool to increase student proficiency. The school has been a struggling institute of learning and is in the process of improving student mastery in all academic areas, as well as improving behavior and attendance. Specific areas of improvement include learning gains in reading (specifically phonics in primary grades and comprehension in intermediate grades), and attendance with the goal to decrease the number of absences and student tardies. In previous years, the school has been below the district averages in attendance and tardies. As a result of the school's transition into a National Turnaround Arts School, there has been an increase in parent communication as well as a decrease in defiant behaviors, referrals, and suspensions. Teachers receive rigorous professional development in standards-based curriculum. Walker Elementary has received recognition for the best Elementary Marching Band, a nomination for the district's School of Character Excellence Award, and recognition as a district school for use of StemScopes Science curriculum.

School Grade Data

SCHOOL GRADE INDICATORS	School Grade Values 2017	2018	2019	2021	2022	Difference 21 to 22	2022 COUNT
FDOE Grade	D	C	D	NR	D		
Total Points %	37	44	32	23	34		
Total % Tested	99	99	99	96	98		
Component							
ELA Achievement %	19	28	25	17	19	2	341
ELA Learning Gains %	42	45	38	23	43	20	218
ELA Gains Low 25 %	56	67	51	30	40	10	57
Math Achievement %	25	32	25	17	22	5	333
Math Learning Gains %	52	48	39	30	51	21	216
Math Low 25 Gains %	56	62	28	32	48	16	54
Science Achievement %	7	23	18	11	17	6	123

FDOE Grade is the state released grade. Calculated grade is based on the filter(s) selected.

Walker Elementary FSA ELA:

Grade 3 2021

Filter Data Here | Updated September 19 2022 Powered by REA

FSA ENGLISH

FSA QUICK FACTS					
PERCENT WITHIN EACH ACHIEVEMENT LEVEL					
LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 3-5
57	27	13	3	1	16

AVERAGE MASTERY	AVERAGE SCALE SCORE
2.2	283

SUBSKILL INDICATORS	COUNT	PERCENT	POINTS POSSIBLE	POINTS EARNED
C1 KID Key Ideas and Details	104	35	14	5
C2 CS Craft and Structure	104	35	20	7
C3 IKI Integration of Knowledge and Ideas	104	27	8	2
C4 LE Language and Editing Task	104	60	8	5

Note: Using the ELA Reporting Categories: Compare scores in reporting categories for subgroups of students and as a way to see if instruction is meeting the rigor of the standards.
Caution: The number of questions in each category changes each year, so year by year and grade by grade comparisons are not valid.

Grade 3 2022

Filter Data Here | Updated September 19 2022 Powered by REA

FSA ENGLISH

FSA QUICK FACTS					
PERCENT WITHIN EACH ACHIEVEMENT LEVEL					
LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 3-5
67	22	10	1	0	11

AVERAGE MASTERY	AVERAGE SCALE SCORE
1.9	274

SUBSKILL INDICATORS	COUNT	PERCENT	POINTS POSSIBLE	POINTS EARNED
C1 KID Key Ideas and Details	108	26	13	3
C2 CS Craft and Structure	108	30	17	5
C3 IKI Integration of Knowledge and Ideas	108	30	12	4
C4 LE Language and Editing Task	108	37	8	3

Note: Using the ELA Reporting Categories: Compare scores in reporting categories for subgroups of students and as a way to see if instruction is meeting the rigor of the standards.
Caution: The number of questions in each category changes each year, so year by year and grade by grade comparisons are not valid.

Grade 4 2021

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FSA ENGLISH

FSA QUICK FACTS					
PERCENT WITHIN EACH ACHIEVEMENT LEVEL					
LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 3-5
54	26	13	3	3	19

AVERAGE MASTERY	AVERAGE SCALE SCORE
2.2	293

SUBSKILL INDICATORS	COUNT	PERCENT	POINTS POSSIBLE	POINTS EARNED
C1 KID Key Ideas and Details	144	31	16	5
C2 CS Craft and Structure	144	46	16	7
C3 IKI Integration of Knowledge and Ideas	144	34	10	3
C4 LE Language and Editing Task	144	59	8	5

Note: Using the ELA Reporting Categories: Compare scores in reporting categories for subgroups of students and as a way to see if instruction is meeting the rigor of the standards.
Caution: The number of questions in each category changes each year, so year by year and grade by grade comparisons are not valid.

C5 W Text Based Writing (Total Points Earned)

Select ELA Achievement Level for Corresponding Writing Results	ZERO	ONE	TWO	THREE	FOUR	FIVE	SIX	SEVEN	EIGHT	NINE	TEN
Count	17	0	5	43	16	30	30	1	2	0	0
%	11.8	0.0	3.5	29.9	11.1	20.8	20.8	0.7	1.4	0.0	0.0

ELA Achievement Level (All)	WD 1: Statement of purpose, focus, and organization					WD 2: Evidence and elaboration					WD 3: Conventions of standard English		
	Zero	One	Two	Three	Four	Zero	One	Two	Three	Four	Zero	One	Two
Count	17	63	60	4	0	17	58	67	2	0	22	81	41
%	11.8	43.8	41.7	2.8	0.0	11.8	40.3	46.5	1.4	0.0	15.3	56.3	28.5

Florida Department of Education fldoe.org

Grade 4 2022

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FSA ENGLISH

SUBSKILL INDICATORS	COUNT	PERCENT	POINTS POSSIBLE	POINTS EARNED
C1 KID Key Ideas and Details	116	32	14	4
C2 CS Craft and Structure	116	48	15	7
C3 IKI Integration of Knowledge and Ideas	116	39	13	5
C4 LE Language and Editing Task	116	53	8	4

FSA QUICK FACTS

PERCENT WITHIN EACH ACHIEVEMENT LEVEL

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 3-5
55	21	19	3	2	24

AVERAGE MASTERY	AVERAGE SCALE SCORE
2.2	292

Note: Using the ELA Reporting Categories: Compare scores in reporting categories for subgroups of students and as a way to see if instruction is meeting the rigor of the standards.
Caution: The number of questions in each category changes each year, so year by year and grade by grade comparisons are not valid.

C5 W Text Based Writing (Total Points Earned)

Select ELA Achievement Level for Corresponding Writing Results	ZERO	ONE	TWO	THREE	FOUR	FIVE	SIX	SEVEN	EIGHT	NINE	TEN
Count	7	0	8	33	7	23	34	1	3	0	0
%	6.0	0.0	6.9	28.4	6.0	19.8	29.3	0.9	2.6	0.0	0.0

ELA Achievement Level: All

	WD 1: Statement of purpose, focus, and organization					WD 2: Evidence and elaboration					WD 3: Conventions of standard English		
	Zero	One	Two	Three	Four	Zero	One	Two	Three	Four	Zero	One	Two
Count	7	47	58	4	0	7	49	57	3	0	15	56	45
%	6.0	40.5	50.0	3.4	0.0	6.0	42.2	49.1	2.6	0.0	12.9	48.3	38.8

Grade 5 2021

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FSA ENGLISH

SUBSKILL INDICATORS	COUNT	PERCENT	POINTS POSSIBLE	POINTS EARNED
C1 KID Key Ideas and Details	116	36	15	5
C2 CS Craft and Structure	116	44	15	7
C3 IKI Integration of Knowledge and Ideas	116	42	12	5
C4 LE Language and Editing Task	116	59	7	4

FSA QUICK FACTS

PERCENT WITHIN EACH ACHIEVEMENT LEVEL

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 3-5
54	28	11	5	1	17

AVERAGE MASTERY	AVERAGE SCALE SCORE
2.2	301

Note: Using the ELA Reporting Categories: Compare scores in reporting categories for subgroups of students and as a way to see if instruction is meeting the rigor of the standards.
Caution: The number of questions in each category changes each year, so year by year and grade by grade comparisons are not valid.

C5 W Text Based Writing (Total Points Earned)

Select ELA Achievement Level for Corresponding Writing Results	ZERO	ONE	TWO	THREE	FOUR	FIVE	SIX	SEVEN	EIGHT	NINE	TEN
Count	9	0	1	19	5	25	50	1	6	0	0
%	7.8	0.0	0.9	16.4	4.3	21.6	43.1	0.9	5.2	0.0	0.0

ELA Achievement Level: All

	WD 1: Statement of purpose, focus, and organization					WD 2: Evidence and elaboration					WD 3: Conventions of standard English		
	Zero	One	Two	Three	Four	Zero	One	Two	Three	Four	Zero	One	Two
Count	9	24	76	7	0	9	24	77	6	0	11	44	61
%	7.8	20.7	65.5	6.0	0.0	7.8	20.7	66.4	5.2	0.0	9.5	37.9	52.6

Grade 5 2022

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FSA ENGLISH

SUBSKILL INDICATORS	COUNT	PERCENT	POINTS POSSIBLE	POINTS EARNED
C1 KID Key Ideas and Details	132	42	18	7
C2 CS Craft and Structure	132	53	14	7
C3 IKI Integration of Knowledge and Ideas	132	48	11	5
C4 LE Language and Editing Task	132	50	7	4

FSA QUICK FACTS

PERCENT WITHIN EACH ACHIEVEMENT LEVEL

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 3-5
47	31	14	5	2	22

AVERAGE MASTERY	AVERAGE SCALE SCORE
2.3	303

Note: Using the ELA Reporting Categories: Compare scores in reporting categories for subgroups of students and as a way to see if instruction is meeting the rigor of the standards.
Caution: The number of questions in each category changes each year, so year by year and grade by grade comparisons are not valid.

C5 W Text Based Writing (Total Points Earned)

Select ELA Achievement Level for Corresponding Writing Results	ZERO	ONE	TWO	THREE	FOUR	FIVE	SIX	SEVEN	EIGHT	NINE	TEN
Count	10	0	9	20	6	29	50	2	6	0	0
%	7.6	0.0	6.8	15.2	4.5	22.0	37.9	1.5	4.5	0.0	0.0

ELA Achievement Level: All

	WD 1: Statement of purpose, focus, and organization					WD 2: Evidence and elaboration					WD 3: Conventions of standard English		
	Zero	One	Two	Three	Four	Zero	One	Two	Three	Four	Zero	One	Two
Count	10	33	80	9	0	10	35	81	6	0	20	50	62
%	7.6	25.0	60.6	6.8	0.0	7.6	26.5	61.4	4.5	0.0	15.2	37.9	47.0

Walker FSA Math:

Grade 3 2021

Filter Data Here

FSA MATH

SUBSKILL INDICATORS	COUNT	PERCENT	POINTS POSSIBLE	POINTS EARNED
M1 MATH SUBSKILL ONE	106	39	26	10
M2 MATH SUBSKILL TWO	106	38	9	3
M3 MATH SUBSKILL THREE	106	38	19	7
M4 MATH SUBSKILL FOUR	106	(Bla...	(Blank)	(Blank)
M5 MATH SUBSKILL FIVE	106	(Bla...	(Blank)	(Blank)

FSA QUICK FACTS

PERCENT WITHIN EACH ACHIEVEMENT LEVEL

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 3-5
67	18	14	1	0	15

AVERAGE MASTERY	AVERAGE SCALE SCORE
2.0	276

Note: Using the MATH Reporting Categories: Compare scores in reporting categories for subgroups of students and as a way to see if instruction is meeting the rigor of the standards.

Subskill 1: Grade 3: Operations, Algebraic Thinking, and Numbers in Base Ten **Grade 4:** Operations and Algebraic Thinking **Grade 5:** Operations, Algebraic Thinking, and Fractions **Grades 6-7:** Ratio and Proportional Relationships **Grade 8:** Expressions and Equations.

Subskill 2: Grade 3: Numbers and Operations – Fractions **Grades 4-5:** Numbers and Operations in Base Ten **Grades 6-7:** Expressions and Equations **Grade 8:** Functions.

Subskill 3: Grades 3,5: Measurement, Data, and Geometry **Grade 4:** Numbers and Operations – Fractions **Grades 6-8:** Geometry.

Subskill 4: Grade 4: Measurement, Data, and Geometry **Grades 6-7:** Statistics and Probability **Grade 8:** Statistics & Probability and The Number System.

Subskill 5: Grades 6-7: The Number System.
Caution: The number of questions in each category changes each year, so year by year and grade by grade comparisons are not valid.

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Grade 3 2022

Filter Data Here

FSA QUICK FACTS

PERCENT WITHIN EACH ACHIEVEMENT LEVEL

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 3-5
49	31	11	8	0	20

AVERAGE MASTERY	AVERAGE SCALE SCORE
2.3	284

FSA MATH

SUBSKILL INDICATORS	COUNT	PERCENT	POINTS POSSIBLE	POINTS EARNED
M1 MATH SUBSKILL ONE	106	54	26	14
M2 MATH SUBSKILL TWO	106	37	10	4
M3 MATH SUBSKILL THREE	106	40	18	7
M4 MATH SUBSKILL FOUR	106	(Bla...	(Blank)	(Blank)
M5 MATH SUBSKILL FIVE	106	(Bla...	(Blank)	(Blank)

Note: Using the MATH Reporting Categories: Compare scores in reporting categories for subgroups of students and as a way to see if instruction is meeting the rigor of the standards.

Subskill 1: Grade 3: Operations, Algebraic Thinking, and Numbers in Base Ten **Grade 4:** Operations and Algebraic Thinking **Grade 5:** Operations, Algebraic Thinking, and Fractions **Grades 6-7:** Ratio and Proportional Relationships **Grade 8:** Expressions and Equations.

Subskill 2: Grade 3: Numbers and Operations – Fractions **Grades 4-5:** Numbers and Operations in Base Ten **Grades 6-7:** Expressions and Equations **Grade 8:** Functions.

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Subskill 4: Grade 4: Measurement, Data, and Geometry **Grades 6-7:** Statistics and Probability **Grade 8:** Statistics & Probability and The Number System.

Subskill 5: Grades 6-7: The Number System.
Caution: The number of questions in each category changes each year, so year by year and grade by grade comparisons are not valid.

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Grade 4 2021

Filter Data Here

FSA QUICK FACTS

PERCENT WITHIN EACH ACHIEVEMENT LEVEL

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 3-5
63	21	11	2	3	16

AVERAGE MASTERY	AVERAGE SCALE SCORE
2.0	288

FSA MATH

SUBSKILL INDICATORS	COUNT	PERCENT	POINTS POSSIBLE	POINTS EARNED
M1 MATH SUBSKILL ONE	149	38	11	4
M2 MATH SUBSKILL TWO	149	36	11	4
M3 MATH SUBSKILL THREE	149	29	14	4
M4 MATH SUBSKILL FOUR	149	35	18	6
M5 MATH SUBSKILL FIVE	149	(Bla...	(Blank)	(Blank)

Note: Using the MATH Reporting Categories: Compare scores in reporting categories for subgroups of students and as a way to see if instruction is meeting the rigor of the standards.

Subskill 1: Grade 3: Operations, Algebraic Thinking, and Numbers in Base Ten **Grade 4:** Operations and Algebraic Thinking **Grade 5:** Operations, Algebraic Thinking, and Fractions **Grades 6-7:** Ratio and Proportional Relationships **Grade 8:** Expressions and Equations.

Subskill 2: Grade 3: Numbers and Operations – Fractions **Grades 4-5:** Numbers and Operations in Base Ten **Grades 6-7:** Expressions and Equations **Grade 8:** Functions.

Subskill 3: Grades 3,5: Measurement, Data, and Geometry **Grade 4:** Numbers and Operations – Fractions **Grades 6-8:** Geometry.

Subskill 4: Grade 4: Measurement, Data, and Geometry **Grades 6-7:** Statistics and Probability **Grade 8:** Statistics & Probability and The Number System.

Subskill 5: Grades 6-7: The Number System.
Caution: The number of questions in each category changes each year, so year by year and grade by grade comparisons are not valid.

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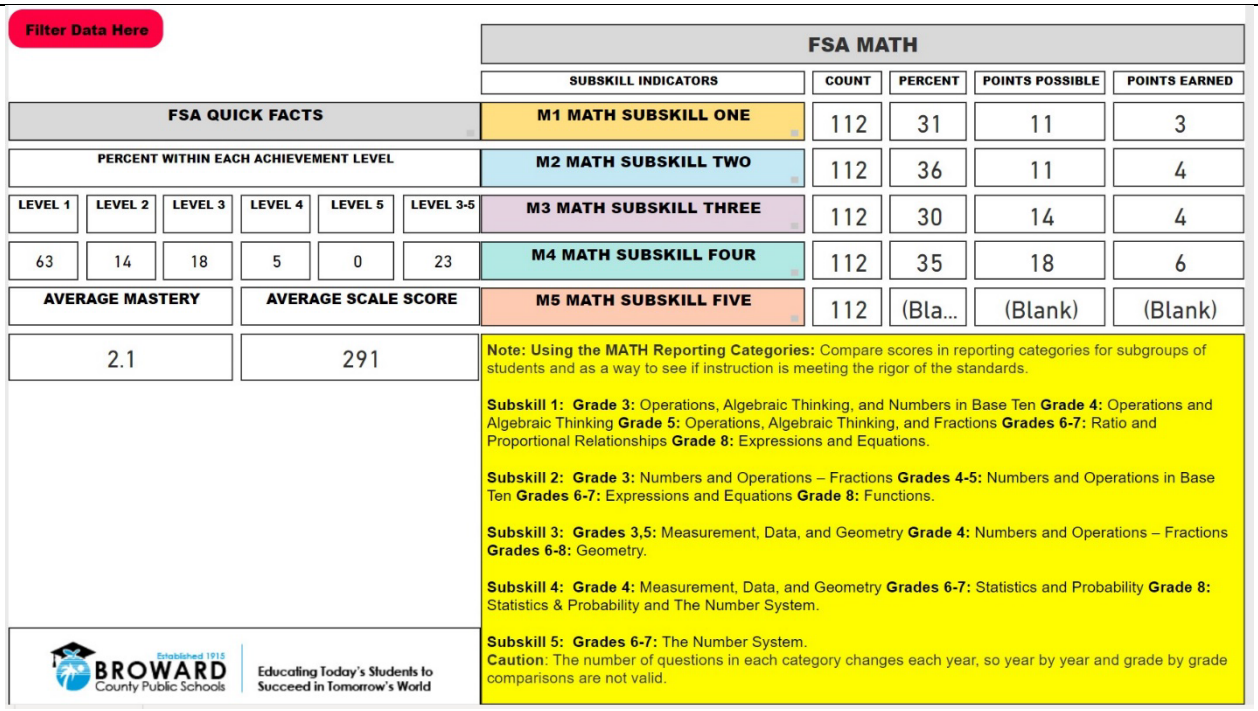
Grade 4 2022



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FSA QUICK FACTS

PERCENT WITHIN EACH ACHIEVEMENT LEVEL

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 3-5
63	14	18	5	0	23

AVERAGE MASTERY	AVERAGE SCALE SCORE
2.1	291

FSA MATH

SUBSKILL INDICATORS	COUNT	PERCENT	POINTS POSSIBLE	POINTS EARNED
M1 MATH SUBSKILL ONE	112	31	11	3
M2 MATH SUBSKILL TWO	112	36	11	4
M3 MATH SUBSKILL THREE	112	30	14	4
M4 MATH SUBSKILL FOUR	112	35	18	6
M5 MATH SUBSKILL FIVE	112	(Bla...	(Blank)	(Blank)

Note: Using the MATH Reporting Categories: Compare scores in reporting categories for subgroups of students and as a way to see if instruction is meeting the rigor of the standards.

Subskill 1: Grade 3: Operations, Algebraic Thinking, and Numbers in Base Ten **Grade 4:** Operations and Algebraic Thinking **Grade 5:** Operations, Algebraic Thinking, and Fractions **Grades 6-7:** Ratio and Proportional Relationships **Grade 8:** Expressions and Equations.

Subskill 2: Grade 3: Numbers and Operations – Fractions **Grades 4-5:** Numbers and Operations in Base Ten **Grades 6-7:** Expressions and Equations **Grade 8:** Functions.

Subskill 3: Grades 3,5: Measurement, Data, and Geometry **Grade 4:** Numbers and Operations – Fractions **Grades 6-8:** Geometry.

Subskill 4: Grade 4: Measurement, Data, and Geometry **Grades 6-7:** Statistics and Probability **Grade 8:** Statistics & Probability and The Number System.

Subskill 5: Grades 6-7: The Number System.
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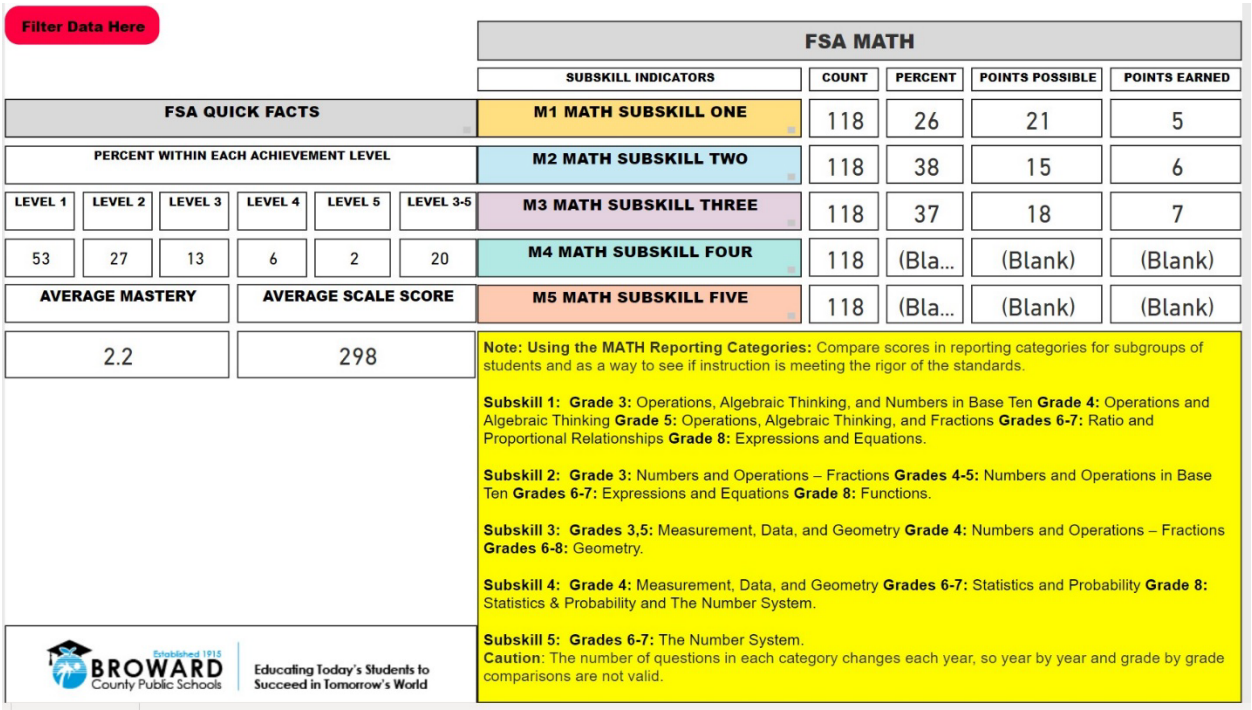
Grade 5 2021



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FSA QUICK FACTS

PERCENT WITHIN EACH ACHIEVEMENT LEVEL

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 3-5
53	27	13	6	2	20

AVERAGE MASTERY	AVERAGE SCALE SCORE
2.2	298

FSA MATH

SUBSKILL INDICATORS	COUNT	PERCENT	POINTS POSSIBLE	POINTS EARNED
M1 MATH SUBSKILL ONE	118	26	21	5
M2 MATH SUBSKILL TWO	118	38	15	6
M3 MATH SUBSKILL THREE	118	37	18	7
M4 MATH SUBSKILL FOUR	118	(Bla...	(Blank)	(Blank)
M5 MATH SUBSKILL FIVE	118	(Bla...	(Blank)	(Blank)

Note: Using the MATH Reporting Categories: Compare scores in reporting categories for subgroups of students and as a way to see if instruction is meeting the rigor of the standards.

Subskill 1: Grade 3: Operations, Algebraic Thinking, and Numbers in Base Ten **Grade 4:** Operations and Algebraic Thinking **Grade 5:** Operations, Algebraic Thinking, and Fractions **Grades 6-7:** Ratio and Proportional Relationships **Grade 8:** Expressions and Equations.

Subskill 2: Grade 3: Numbers and Operations – Fractions **Grades 4-5:** Numbers and Operations in Base Ten **Grades 6-7:** Expressions and Equations **Grade 8:** Functions.

Subskill 3: Grades 3,5: Measurement, Data, and Geometry **Grade 4:** Numbers and Operations – Fractions **Grades 6-8:** Geometry.

Subskill 4: Grade 4: Measurement, Data, and Geometry **Grades 6-7:** Statistics and Probability **Grade 8:** Statistics & Probability and The Number System.

Subskill 5: Grades 6-7: The Number System.
Caution: The number of questions in each category changes each year, so year by year and grade by grade comparisons are not valid.

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Grade 5 2022

Filter Data Here

FSA QUICK FACTS					
PERCENT WITHIN EACH ACHIEVEMENT LEVEL					
LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 3-5
58	18	13	9	2	24
AVERAGE MASTERY		AVERAGE SCALE SCORE			
2.3		300			

BROWARD County Public Schools — Established 1915 — Educating Today's Students to Succeed in Tomorrow's World

FSA MATH				
SUBSKILL INDICATORS	COUNT	PERCENT	POINTS POSSIBLE	POINTS EARNED
M1 MATH SUBSKILL ONE	129	34	21	7
M2 MATH SUBSKILL TWO	129	38	15	6
M3 MATH SUBSKILL THREE	129	37	18	7
M4 MATH SUBSKILL FOUR	129	(Bla...	(Blank)	(Blank)
M5 MATH SUBSKILL FIVE	129	(Bla...	(Blank)	(Blank)

Note: Using the MATH Reporting Categories: Compare scores in reporting categories for subgroups of students and as a way to see if instruction is meeting the rigor of the standards.

Subskill 1: Grade 3: Operations, Algebraic Thinking, and Numbers in Base Ten **Grade 4:** Operations and Algebraic Thinking **Grade 5:** Operations, Algebraic Thinking, and Fractions **Grades 6-7:** Ratio and Proportional Relationships **Grade 8:** Expressions and Equations.

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Subskill 4: Grade 4: Measurement, Data, and Geometry **Grades 6-7:** Statistics and Probability **Grade 8:** Statistics & Probability and The Number System.

Subskill 5: Grades 6-7: The Number System.
Caution: The number of questions in each category changes each year, so year by year and grade by grade comparisons are not valid.

Walker NGSSS Science:

Grade 5 2021

Filter Data Here

SCIENCE & BIOLOGY				
SUBSKILL INDICATORS	COUNT	PERCENT	POINTS POSSIBLE	POINTS EARNED
SCIENCE				
Nature of Science	117	41	10	4
Earth and Space Sciences	117	43	16	7
Physical Science	117	51	16	8
Life Science	117	49	14	7

PERCENT WITHIN EACH ACHIEVEMENT LEVEL						AVERAGE MASTERY	AVERAGE SCALE SCORE
LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 3-5		
62	26	9	3	0	11	2.0	178

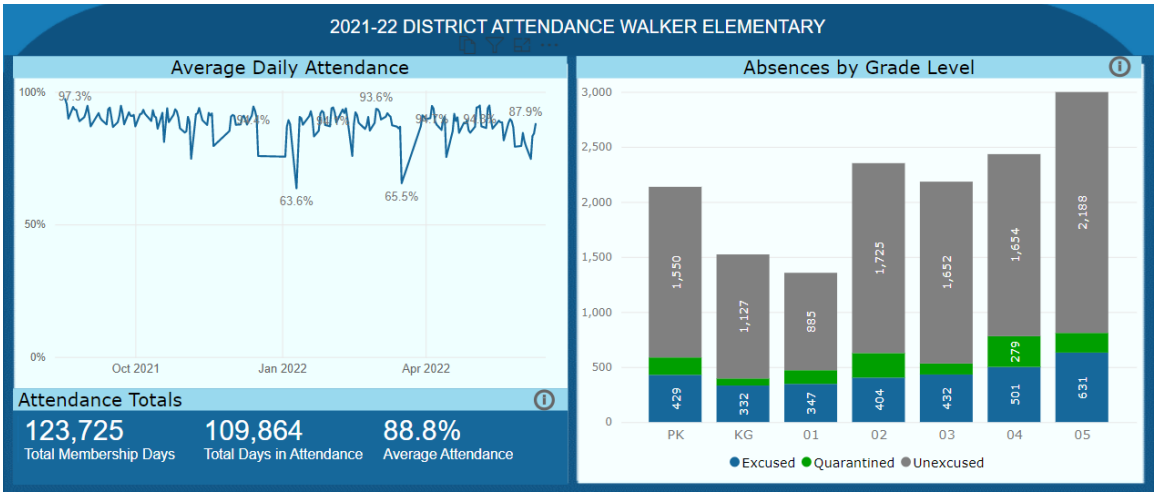
Grade 5 2022

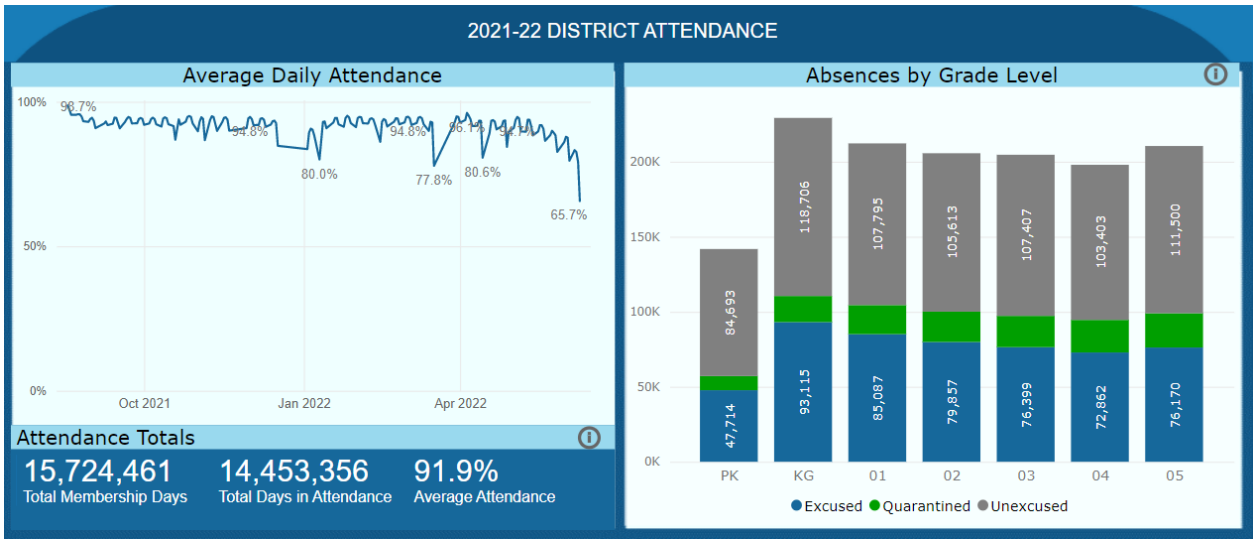
Filter Data Here

SCIENCE & BIOLOGY				
SUBSKILL INDICATORS	COUNT	PERCENT	POINTS POSSIBLE	POINTS EARNED
SCIENCE				
Nature of Science	130	46	10	5
Earth and Space Sciences	130	44	16	7
Physical Science	130	56	16	9
Life Science	130	43	14	6

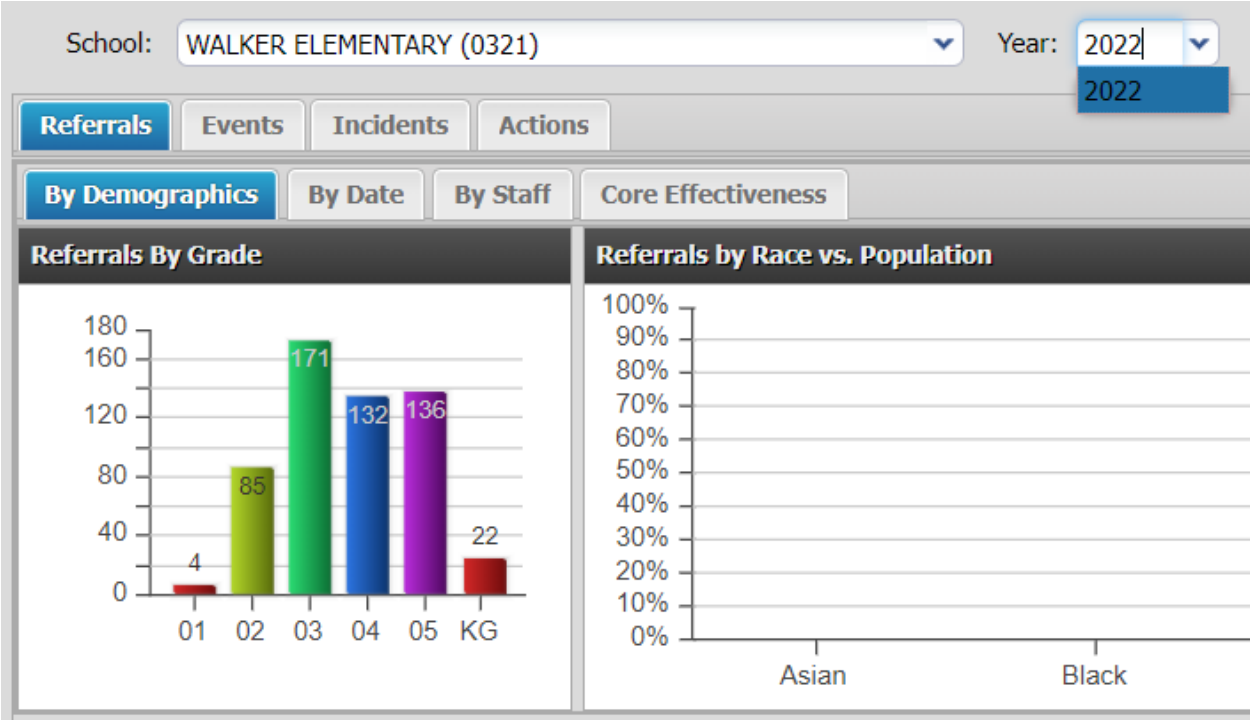
PERCENT WITHIN EACH ACHIEVEMENT LEVEL						AVERAGE MASTERY	AVERAGE SCALE SCORE
LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 3-5		
65	18	12	1	3	16	2.1	177

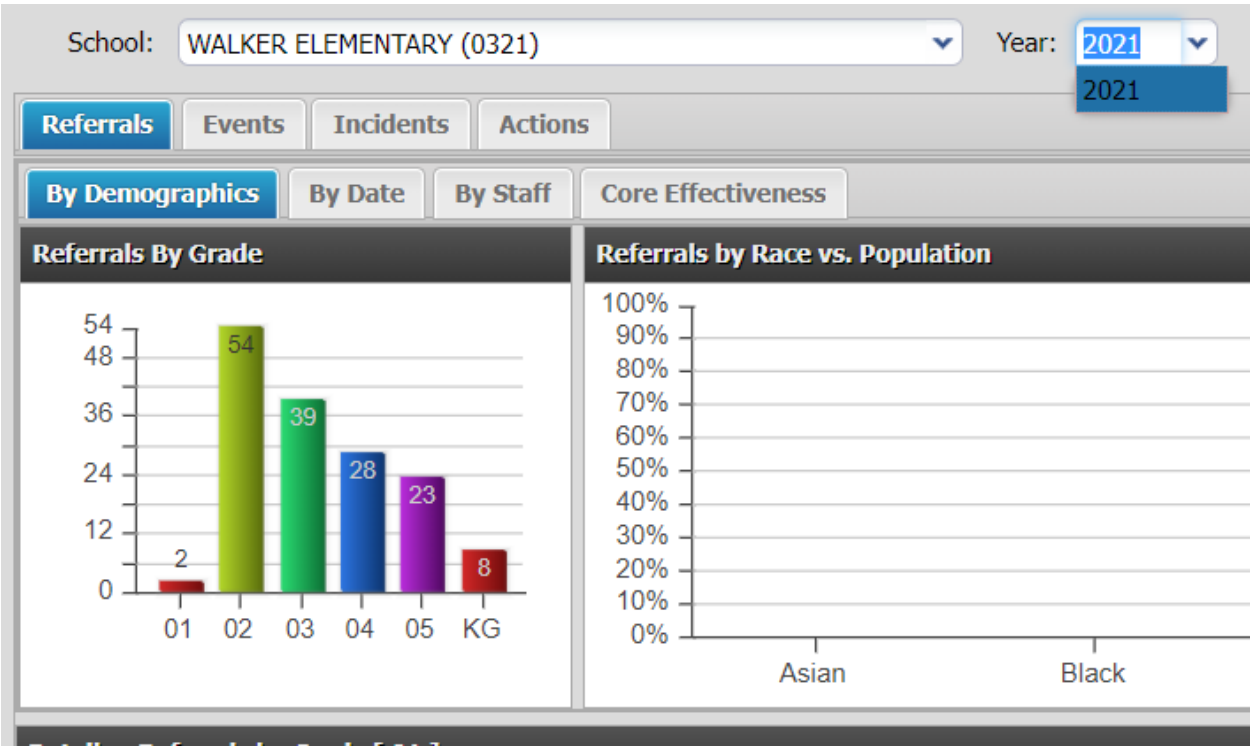
Attendance





Discipline Data





FAST Progress Monitoring Results as of 09/27/2022*

*The District has made a concerted effort to ensure Walker Elementary tested 95% of students for PM 1. This goal was exceeded by the District and the school although the testing window is currently open. In addition to the FAST Progress Monitoring Data, Walker Elementary will utilize iReady, Benchmark Advance Unit Assessments, Mathematics enVision Assessments, and Science Beginning, Middle, and End of Year assessments to monitor student progress.

Walker ELA:

Grade 3

Average Score, Achievement Distribution and Average Points Earned on **FAST Grade 3 ELA Reading** (PM1 2022-23), by Roster and Repo
SCHOOL 2022-2023
Filtered By **School:** WALKER ELEMENTARY SCHOOL | **Rosters:** All Roster | **Test Reasons:** PM1 2022-23 |

Roster	Teacher	Total	Student Count	Test Completion Rate	Average Scale Score	Achievement Distribution
State			214232		283	Percent 53% 24% 15% 6% 1% Count 113K 52K 32.7K 13.4K 2.6K
District			18780	96%	284	Percent 51% 24% 16% 7% 1% Count 9.6K 4.6K 3K 1.3K 251
School			101	99%	267	Percent 84% 11% 4% 1% Count 85 11 4 1

e

Grade 4

Average Score, Achievement Distribution and Average Points Earned on **FAST Grade 4 ELA Reading** (PM1 2022-23), by Roster and Repo
SCHOOL 2022-2023
Filtered By **School:** WALKER ELEMENTARY SCHOOL | **Rosters:** All Roster | **Test Reasons:** PM1 2022-23 |

Roster	Teacher	Total	Student Count	Test Completion Rate	Average Scale Score	Achievement Distribution
State			190167		299	Percent 44% 23% 20% 10% 3% Count 83.4K 44.4K 37.6K 19.8K 4.9K
District			16500	97%	300	Percent 43% 23% 21% 11% 3% Count 7K 3.8K 3.4K 1.8K 455
School			72	100%	282	Percent 72% 18% 10% Count 52 13 7

Grade 5

Average Score, Achievement Distribution and Average Points Earned on **FAST Grade 5 ELA Reading** (PM1 2022-23), by Roster and Rep
SCHOOL 2022-2023
Filtered By **School:** WALKER ELEMENTARY SCHOOL | **Rosters:** All Roster | **Test Reasons:** PM1 2022-23 |

Roster	Teacher	Total	Total			
			Student Count	Test Completion Rate	Average Scale Score	Achievement Distribution
State			198805		308	Percent 40% 26% 20% 11% 3% Count 79.5K 50.8K 40.7K 21.6K 6.1K
District			17833	97%	309	Percent 40% 25% 21% 11% 3% Count 7K 4.5K 3.7K 2K 569
School			98	100%	288	Percent 77% 15% 6% 1% 1% Count 75 15 6 1 1

Walker Math:

Grade 3

Average Score, Achievement Distribution and Average Points Earned on **FAST Grade 3 Mathematics** (PM1 2022-23), by Roster and Repor
SCHOOL 2022-2023
Filtered By **School:** WALKER ELEMENTARY SCHOOL | **Rosters:** All Roster | **Test Reasons:** PM1 2022-23 |

Roster	Teacher	Total	Total			
			Student Count	Test Completion Rate	Average Scale Score	Achievement Distribution
State			215061		272	Percent 71% 19% 8% 1% Count 153K 41.7K 16.8K 2.5K
District			18880	96%	273	Percent 69% 20% 9% 1% Count 13K 3.8K 1.7K 275
School			101	98%	263	Percent 92% 8% Count 93 8

Grade 4

Average Score, Achievement Distribution and Average Points Earned on **FAST Grade 4 Mathematics** (PM1 2022-23), by Roster and Repo
SCHOOL 2022-2023
Filtered By **School:** WALKER ELEMENTARY SCHOOL | **Rosters:** All Roster | **Test Reasons:** PM1 2022-23 |

Roster	Teacher	Total	Total			
			Student Count	Test Completion Rate	Average Scale Score	Achievement Distribution
State			188540		285	Percent 73% 16% 8% 2% Count 138K 30.9K 14.4K 4K
District			16572	96%	286	Percent 71% 18% 9% 2% 1% Count 11.7K 2.9K 1.5K 381 104
School			71	99%	276	Percent 90% 10% Count 64 7

Grade 5

Average Score, Achievement Distribution and Average Points Earned on **FAST Grade 5 Mathematics** (PM1 2022-23), by Roster and Rep
SCHOOL 2022-2023
Filtered By **School:** WALKER ELEMENTARY SCHOOL | **Rosters:** All Roster | **Test Reasons:** PM1 2022-23 |

Roster	Teacher	Total	Total			
			Student Count	Test Completion Rate	Average Scale Score	Achievement Distribution
State			197831		296	Percent 65% 20% 10% 4% 1% Count 128K 39.8K 20.2K 7.6K 1.7K
District			17811	97%	298	Percent 62% 21% 11% 5% 1% Count 11.1K 3.7K 2K 828 224
School			101	100%	281	Percent 90% 10% Count 91 10

Identify strategies that have evidence of improvement at the school and how they will be reinforced or supplemented.

- Teachers are provided with common planning that enables collaboration on goals and objectives, the ability to analyze student work, create rigorous lesson plans, and make data driven instructional decisions.
- Lesson planning sessions in collaboration with The Elementary Learning Department (ELD) and Teacher Professional Learning and Growth (TPLG) division will focus on providing rigorous, purposeful standards-based instruction to increase ELA, Math, and Science student outcomes.
- The Instructional Leadership Team (ILT) that is comprised of administration, instructional coaches, and teacher leaders will participate in weekly data analysis meetings to progress monitor student performance, review attendance and discipline data, and review multi-tiered student support systems (MTSS).

- Teachers will participate in weekly collaborative planning that includes a focus on standards, questions, resources, and rigorous assessments aligned to the standards.
- Instructional Leadership Teams (ILTs) will participate in learning walks and reflection on a weekly basis.
- Teachers will participate in specific professional development opportunities to ensure lessons and assessments are rigorous and aligned to the standards.

Identify strategies that have not resulted in improvement. What will be done differently?

- During the 2021-22 school year, Walker implemented self-contained classroom instruction in both the primary and intermediate grades. Teachers were responsible for teaching all curriculum content areas including reading, mathematics, science, social studies, etc. It proved difficult for teachers to be content experts in ALL subject areas and standards. The shift to a departmentalization model in grades 3-5 allows administration to match teachers with their strengths based on data. Teachers will be able to focus on one or two subject areas and lesson plan for fewer subjects.

Implementation Plan

Part A. Summarize the district-managed turnaround plan and describe how the needs assessment results will be addressed in each of these three domains:

1. Accountable and Shared Leadership
2. Standards-based Instruction and Learning (for student and adult learners)
3. Positive Culture and Environment.

Part B. In this plan, verify that each assurance outlined in the TOP-1 form for district-managed turnaround has been addressed.

Part A.

Accountable and Shared Leadership

The overall results for Broward County Public Schools (BCPS) show continued progress on the state's school grades ratings. BCPS earned a District grade of "B," narrowly missing an "A" by one percentage point. When comparing school grades between 2019 and 2022:

- 45% of BCPS traditional schools remained or improved to an "A"
- 55% of BCPS traditional schools remained or improved to an "A" or "B"
- 79% of BCPS traditional schools remained or improved to an "A," "B" or "C"
- BCPS has a higher percentage of schools earning a grade of "A" or "B" than the state average

A recent partnership with Broward County Public Schools and CT3 was formed with the goal of improving instruction, leadership and culture at **Walker Elementary School**. CT3 provides high-value professional development and coaching services that elevate cultural relevancy and build school capacity through improved pedagogy and their No-Nonsense Nurture philosophy. They offer three pillars of learning: **Real Time Teacher Coaching**, **Real Time Leadership Coaching,** and **No-Nonsense Nurturer** training. CT3 has been successful improving student outcomes in many urban school districts including, but not limited to Charlotte-Mecklenburg Schools, Tulsa School District,

Cleveland Metropolitan, and Dallas Independent School District. CT3 achieved dramatic results in student engagement, student performance, and graduation rates. Broward's partnership with CT3 will yield the following outcomes:

- **Establish** consistent, clearly communicated **systems of accountability** bolstered by strong **data systems**
- **Establish** consistent language communicating **high expectations** for **all** students
- **Build instructional leadership** and change management skills of **school leaders**
- **Support** a **culture of coaching** and **mindset shifts** for school leaders & teachers to increase their impact
- **Provide** consistent, **job-embedded feedback** for school leaders to continuously improve outcomes
- **Provide** consistent, **job-embedded feedback** & **non-evaluative coaching** for teachers
- **Increase productive school climate** & reduce discipline referrals
- **Improve relationship-building** and **cultural competence** skills of educators to engage students & families
- **Increase educational equity** for all students, especially traditionally underserved or marginalized students
- **Accelerate** academic achievement through **higher levels of student engagement**
- **Leverage** high-impact pedagogical strategies to **increase academic rigor**

In the fall, CT3 will host Broward Schools for a best practice visit to Ferguson-Florissant School District in Ferguson, Missouri. Ferguson-Florissant is successfully implementing the three pillars: Real Time Coaching, Real Time Leadership, and No-Nonsense Nurturing. The school principal, Regional Superintendent, Principal Supervisor, Director of Coaching and Induction, and school based instructional coach will have the opportunity to meet with district and school-based leaders and visit various schools to observe the practices in action.

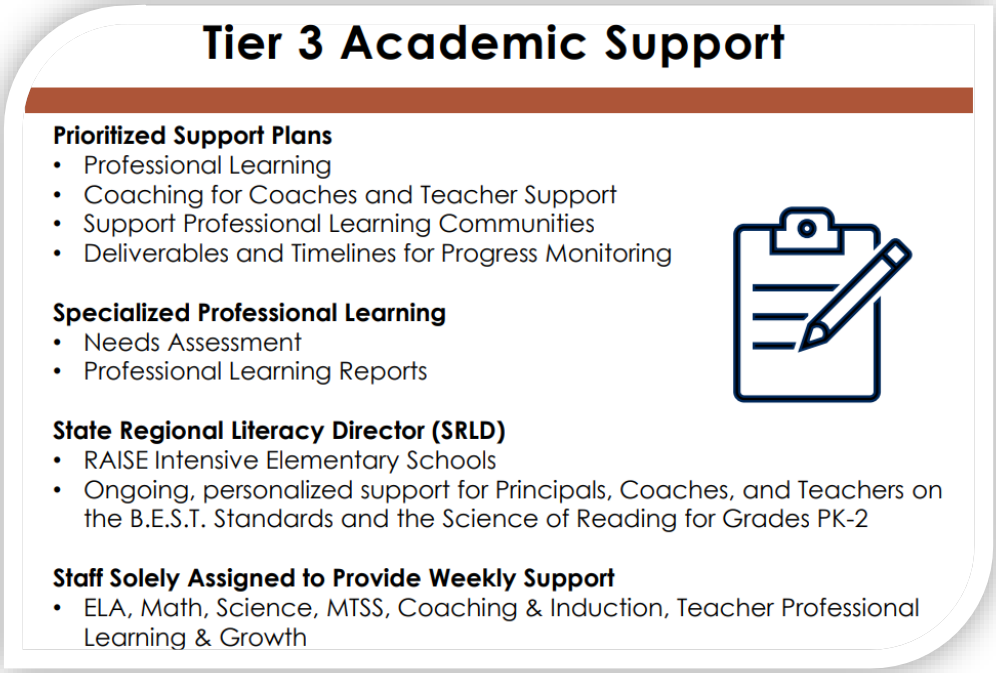
Teacher Professional Learning and Growth Division will provide teacher training in the utilization of Teach Like a Champion (TLAC) strategies that will help build positive classroom culture. Teach Like a Champion provides educators with a set of techniques, a shared vocabulary, and a framework for practice that equip teachers to achieve dramatic results with their students. An action plan that includes training and support will be developed and monitored.

The Principal and Assistant Principal complete weekly observations to determine the effectiveness of planning and instruction and the effect on student performance based on strategies gained through professional development opportunities. The Regional Directors and assigned district instructional support staff have a rotational schedule to ensure that Walker Elementary has a weekly visit for walk-throughs with immediate feedback regarding instructional practices and school climate. These regular meetings and site visits involve discussions about progress monitoring and implementation of standards-based instruction.

District support personnel composed of school psychologist, social workers, teachers and ESE specialist participate in monthly problem-solving meetings facilitated by building-level leadership to ensure alignment and efficient and effective identification of barriers to the school success. Agendas and minutes are generated with outlines action steps and timelines, to assist with communication completion of tasks. These meetings serve as a conduit to determine the level of support and action plan to remove barriers. Ongoing conversations between building administration and district staff

will help determine if action plans and progress points need to be altered. As a result of ongoing observations and visits, differentiated support will be provided by various district departments to address the socioeconomic, academic, and behavior needs of the school.

Standards Based Instruction and Learning



<u>Elementary Learning Department</u>

Professional Learning Opportunities for Teachers

- ELA Instructional Materials Part 1 is a self-paced Canvas course
- ELA Instructional Materials Part 2 is delivered via TEAMS or in-person
- Reading Horizons Intervention is delivered via TEAMS or in-person
- Critical Content: Phonological Awareness is a self-paced Canvas course
- Critical Content: Phonics is a self-paced Canvas course
- Critical Content: Early Literacy Concepts is a self-paced Canvas course
- Critical Content: Reading Fluency is a self-paced Canvas course
- Critical Content: Vocab & Oral Language is a self-paced Canvas course
- Critical Content: Reading Comprehension is a self-paced Canvas course
- New Math Materials Overview is a self-paced Canvas Course
- New Math Materials Implementation is delivered in person
- New Math Materials Adaptive Pathways is delivered via TEAMS
- Critical Content: Number Sense and Operations is a self-paced Canvas Course
- Critical Content: Algebraic Reasoning is a self-paced Canvas Course
- Intervene to Accelerate Growth in Math is a self-paced Canvas Course
- Assessing Elementary Science K-5 (self-paced)
- Understanding Elementary Science – Animal & Human Life K-5 (self-paced)
- Understanding Elementary Science – Earth, Sun and Space (self-paced)

- Understanding Elementary Science – Force and Motion K-5 (self-paced)
- Understanding Elementary Science – Heat, Light and Electrical Energy K-5 (self-paced)
- Understanding Elementary Science – Plant Life (self-paced)
- Understanding Elementary Science – Weather and Climate (self-paced)
- Teaching Science to Support Literacy (In-Person)
- Elementary Science Stations (In-Person)
- Standards-Based Elementary Science (In-Person)
- Social Studies Essential Topics is a self-paced
- Document Based Questioning is delivered in person
- Document Based Writing is delivered in person

New Math Instructional Materials

New math series professional learning (PL) began the first week of summer and will continue as throughout the school year. Choices of PL delivery includes self-paced, in-person, and virtual. Specific PLs were written to meet the needs of different audiences (classroom teachers gr. K-2, classroom teachers gr. 3-5, coaches, administrators, and interventionists).

- New Math Materials Overview (self-paced Canvas Course)
- New Math Materials Implementation (in person)
- New Math Materials Adaptive Pathways (virtual)
- New Math Materials for Administrators (in person)

Two different new series-based intervention PLs were created and delivered. One to address the needs of interventionalists and the other to address the needs of the classroom teacher with just in time instruction.

- Effective Use of enVision Interventions
- Intervene to Accelerate Growth in Math

Professional learning is monitored for effectiveness through the analysis of the feedback surveys completed at the conclusion of the course as well as the implementation submissions from participants. Information from the analysis of feedback surveys and participant attendance is used to enhance existing PLs and in the creation of new PLs.

Teacher Professional Learning and Growth (TPLG)

Professional Development and Support

TPLG defines effective professional learning as structured professional learning that results in changes in teacher practices and improvements in student learning outcomes. The proposed Turnaround Schools Professional Development Support Plan was created based on the research findings of The Seven Attributes of Effective Professional Learning research methodology (Darling-Hammond, L., et al., 2017) along with the essential techniques of effective teaching from Teach Like a Champion (TLAC) Lemov, D. (2021) and aligned to the BrIDGES Master Plan.

As a result, TPLG will utilize and implement the plan below for Walker Elementary to assist teachers and strengthen their pedagogy while building authentic relationships with students. TPLG

will conduct a monthly needs assessment (post-training survey) to determine site-specific professional development needs, using non-evaluative walk-throughs and collaboration with the Elementary Education department and school leaders. Based on the professional development needs of the staff and which strategies will yield the highest return, there will be site specific strategies identified and implemented school wide. Based on implementation and results, additional strategies will be strategically scaled up in the future.

Training & Support (See Chart Below)

Standards- Based and Conditioning Learning

- TLAC 1.0 and 2.0 Task Force Training
- A TLAC Task Force will be established at each school site to build capacity. Task members will be selected based on a rigorous application process, non-evaluative TPLG classroom observations, and input from the leadership team. We will also collaborate with the Elementary Education Department to assist us with determining Task Force members.
- TLAC 1.0 Systems and Routines - schoolwide
- Co-facilitated by school- based TLAC Task Force
- TLAC 2.0 High Behavioral Expectations - schoolwide
- Co-facilitated by school- based TLAC Task Force
- FTEM Overview
- TLAC Professional Learning Bites Reinforcing previously taught 1.0 and 2.0 strategies
- TLAC Professional Learning Bites - Site Specific, to be determined based on monthly professional needs assessment.
- TLAC Professional Learning: Training of Engagement Strategies (90 min) (determined by needs of TPLG schools)

Professional Responsibility- Year Long

- Promoting Teacher Leadership and Collaboration (PTLC Teacher Roundtable)
- Utilize EMPOWER Broward Teacher Leader Mentors -Working with the Coach and Induction to prevent overlap, struggling teachers will be assigned a mentor through the TPLG EMPOWER Broward Teacher Leader program. The mentors will support teachers with scholars and utilize the PM1 and PM2 data to promote achievement.

Modality of delivery

1. Virtual delivery
2. Face to Face
3. PLC Task Force led training
4. Open lab delivery – based on previously introduced bite/ training
5. One- one virtual sessions via booking with staff developers
6. Saturday/ Afterschool virtual/ in-person sessions
7. Scheduling Weekly Lab times for the Staff Developers/ Peer Reviewers to follow up and support teachers trained

Peer Reviewer Support for Teachers - Offered Teachers identified with a "U" or "NI"

- Schoolwide FTEM overview (December)
- Weekly support offered to each school site to assist with FTEM planning conference questions (October – May)
- Individualized cycle of assistance with a VAM Rating of a U or NI

Implementation of Support Timeline

TPLG Professional Development / Support	FTEM Alignment	TLAC Strategies	Delivery of Timeline	Target Audience	When and How Offered	Monitored for Effectiveness
TLAC Task Force Member Training (October TLAC 1.0, November 2.0)	*Establishing and Acknowledging Adherence to Rules and Procedures* *Reviewing Content and Previewing New Content* *Identifying Critical Content from the Standard* *Establishing and Maintaining Effective Relationships in a Student–Centered Classroom*	Engineer Efficiency, Habits of Attention, Threshold & Strong Start Radar and Be Seen, Make Expectations Visible, Make Expectations Visible, Strong Voice Do Now, Exit Ticket, Least Invasive Intervention and Firm, Calm, Finesse	October/ November	Selected teachers based on application process	On- line	Open lab delivery One- one virtual sessions via booking with staff developers, peer reviewers, and task force members Canvas Course
TLAC1.0	*Establishing and Acknowledging Adherence to Rules and Procedures* *Reviewing Content and Previewing New Content* *Identifying Critical Content from the Standard*	Engineer Efficiency Habits of Attention Threshold & Strong Start Do Now Exit Ticket	October/ November	Schoolwide	Face to face: Principal decision; Can be offered planning day, after school, Saturdays	Open lab delivery One- one virtual sessions via booking with staff developers, peer reviewers, and task force members Canvas Course
TLAC 2.0 *Establishing and Acknowledging Adherence to Rules and Procedures*		Radar and Be Seen Make Expectations Visible Strong Voice Art of Con-sequences	December/January	Schoolwide	Face to face: Principal decision; Can be offered planning day, after school, Saturdays	Open lab delivery One- one virtual sessions via booking with staff developers, peer reviewers, and task force members

	Establishing and Maintaining Effective Relationships in a Student–Centered Classroom	Least Invasive Intervention Firm, Calm, Finesse				Canvas Course
FTEM Overview			December	Schoolwide	Face- to - Face	
Learning Bite- Threshold & Strong Start (session 1) **Site Specific Learning Bite** (session2)	*Establishing and Acknowledging Adherence to Rules and Procedures* *To be determined based on monthly needs assessment*	Threshold & Strong Start	February (bi-weekly)	Schoolwide Schoolwide/ selected staff based on needs assessment	Virtual or Face to Face	Open lab delivery One- one virtual sessions via booking with staff developers, and task force member Canvas Course
Learning Bite- Exit Ticket and Plan for Error **Site Specific Learning Bite** (session2)	*Reviewing Content and Previewing New Content* *To be determined based on monthly needs assessment*	-Exit Ticket and Plan for Error	March (bi-weekly)	Schoolwide	Virtual or Face to Face	Open lab delivery One- one virtual sessions via booking with staff developers, and task force member Canvas Course
Learning Bite- Radar and Be Seen **Site Specific Learning Bite** (session2)	*Establishing and Acknowledging Adherence to Rules and Procedures* *To be determined based on monthly needs assessment*	-Radar and Be Seen	April (bi- weekly)	Schoolwide	Virtual or Face to Face	Open lab delivery One- one virtual sessions via booking with staff developers, and task force member Canvas Course
Review of TLAC Strategies	*Establishing and Acknowledging Adherence to Rules and Procedures* *Reviewing Content and Previewing New Content*	Review TLAC strategies and needs assessment for following year	May/ June	Schoolwide	Virtual or Face to Face	Open lab delivery One- one virtual sessions via booking with staff developers, and task force member Canvas Course

New Teacher Support

New Teacher Academy (NTA):

All new teachers to the district and assigned to Walker Elementary will attend a four-day New Teacher Academy Program. New Teacher Academy participants will receive an introduction to:

- Instructional Practices
- Assessments
- B.E.S.T. Standards
- Lesson Planning
- Classroom Management
- Professionalism

FLORIDA DEPARTMENT OF EDUCATION fldoe.org

Alternative Certification Educator Program (ACE) and Broward Educator Certificate Program Support

ACE	BEC
➢ Must be a Full-time Teacher with official passing scores on all subtests of the General Knowledge Test ➢ Online coursework ➢ Self-paced ➢ National Board Certified Teachers and/or Highly Effective Teachers assess tasks and assignments in the FDOE database ➢ Tasks and assignments are aligned to the Florida Educator Accomplished Practices (FEAPs) ➢ Mastery of the FEAPs must be at the Demonstrated level ➢ District Coach is assigned ➢ Cost: None ➢ Program is all inclusive; not transferrable to other programs ➢ Mandatory Orientation	➢ Must be a Full-time Teacher ➢ Online classes ➢ Schedule of courses ➢ BC/FAU professors deliver and assess assignments ➢ Course materials and assignments are aligned to the Florida Educator Accomplished Practices (FEAPs) ➢ Grade of "C" or better is required for each class ➢ District Coach is assigned ➢ Site-based coach may be assigned ➢ Cost: Application fee, other fees and course materials ➢ Non-degree seeking one-year program ➢ Mandatory Orientation

*Walker Elementary – TPLG is supporting one teacher at Walker going through the ACE Program
*TPLG is supporting a total of two teachers in our Broward Educator Program at Walker.

Coaching and Induction Department

Instructional Coach Credentialing

The Department of Coaching and Induction requires Instructional Coaches at Walker Elementary to participate in the Broward Coach Credentialing Program. The Broward Coach Credentialing Program is professional development that focuses on preparing Instructional Coaches to fully support teachers by improving their coaching skills. The credentialing program is a transformative and comprehensive coaching program encompassing professional learning modules. The learning modules provide opportunities for Instructional Coaches to improve their coaching and grow their practice through a series of 5 modules (10 3-hour sessions). As an extension of their learning, Instructional Coaches are required to examine their school-wide data, meet with their principal to outline roles and expectations, conduct in-depth analysis of their case study teachers' strengths and weaknesses through teacher observations and identify a focus area to improve which will allow them to utilize their coaching skills, and advance their practice.

The Instructional Coaches receive face-to-face support from District Level Master Coaches and engage in on-site coaching rounds with a Master Coach to further support and continue to develop coaching practices. Master Coaches monitor the progress of Instructional Coaches through in-field visits. In-field visits include the following:

- Review School-wide Data Analysis, Coaching for Student Achievement Action Plans, and determine progress with teachers.
- Master Coaches will identify the processes and strategies implemented by the Coach that guide the teachers in planning effective lessons that advance student learning.

- Review the Coaching Action Plans to determine areas of strength and areas for growth. Identify specific actions the Instructional Coach has taken to achieve goals established with teachers.
- Broward Coach Credentialing includes both Professional Development Modules from the Department of Coaching and Induction as well as content-based instruction from the Office of Academics. Instructional Coaches must complete the content-based professional learning for their content area offered by Elementary Learning prior to completing the credentialing program.

Site Based Mentors (Instructional Staff)

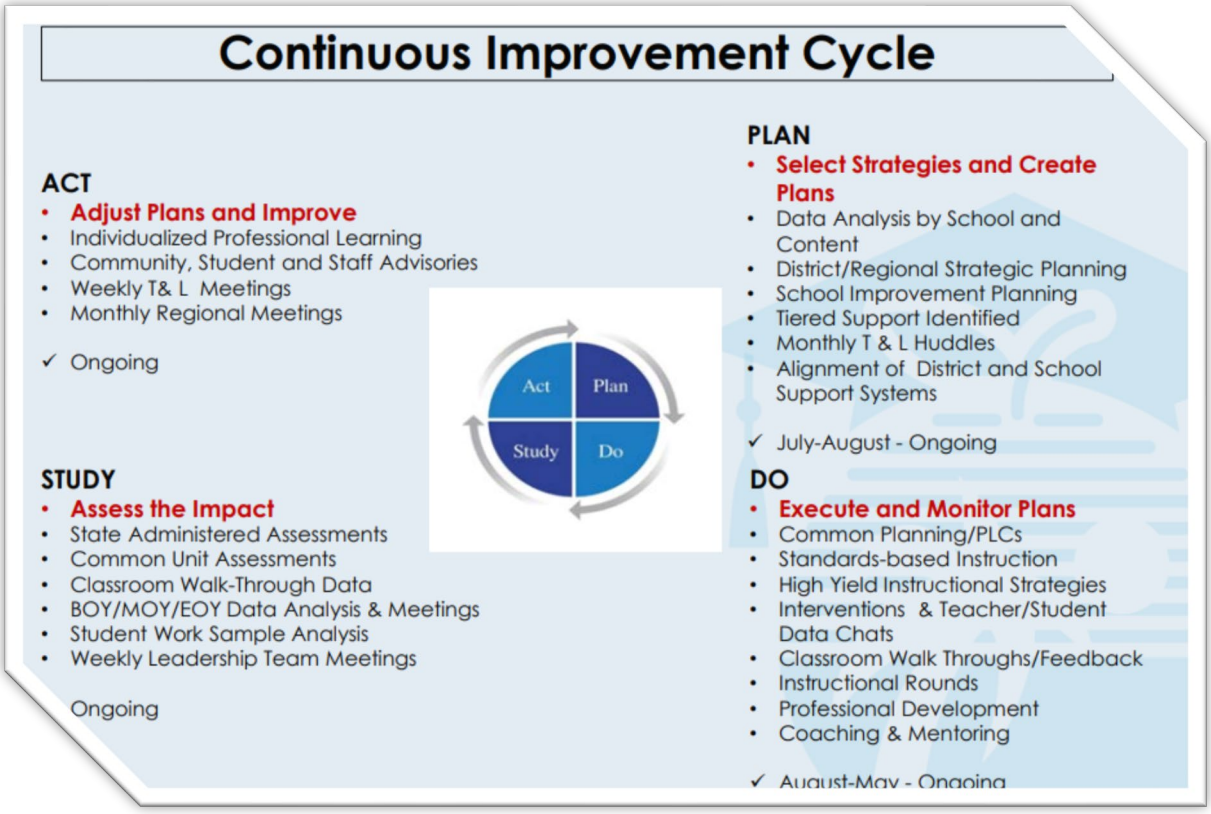
The Department of Coaching and Induction are requiring site-based mentors at Walker Elementary, who will provide support for any struggling teacher with three or more years of teaching experience to participate in the Broward Coach Credentialing Program.

Broward Coach Credentialing Program encompasses face-to-face professional learning modules. Research-based learning modules provide opportunities for site-based mentors to improve their coaching and grow their practice through a series of 5 modules (10 3-hour sessions). As a result of the participation in the Broward Coach Credential Program, site-based mentors will reflect on a variety of coaching practices (e.g., student data, formative data on teacher practice, coaching observation data, and data from coaching interactions). This will allow the site-based mentors to deepen their insights into teachers and students' needs.

Site Based Mentors engage in on-site coaching rounds with District Level Master Coaches to further support and continue to develop coaching practices. In addition, Master Coaches monitor the progress of the site-based mentors through a completion of a Coaching Data Project.

Leadership Development

Administrators at Walker Elementary are provided professional learning during Regional monthly meetings facilitated by various District departments. The content is centered around instructional leadership with a focus on the research-based levers of effective leadership from Bambrick-Santoyo's Leverage Leadership 2.0, such as Data-driven Instruction (DDI), Planning for Standards-based instruction, and Analyzing Student Work to name a few. Content specific learning will be provided by district departments for leaders to identify effective standards-based instruction and to support instructional staff in their work to incorporate new curriculum resources, standards and assessments effectively in order to ensure targeted and differentiated instruction for student groups. The professional learning includes pre-work and follow-up work for school-based leaders. All the monthly learning will be applied as a Plan Do Study Act Model to allow leaders to practice the new skills and knowledge in ways that positively improve teacher and student outcomes. The learning is being monitored through pre- and post-learning survey assessments as well as Regional Directors of Teaching and Learning surveying for appropriate implementation of the learning during school site visits.



BOY – Beginning of the Year
MOY – Middle of the Year
EOY – End of the Year
T&L – Teaching and Learning Division

Additionally, through the Department of Coaching and Induction the Career Continuum Leadership Team (CCLT), schools will build capacity and provide valuable mentorship for school leaders and aspiring school leaders. The Career Continuum Leadership Team guides respective educators towards professional growth and building leadership skills. The establishment of these teams created a clear and defined pathway for educators to follow, set goals, and grow professionally. Each member of the team will be trained through an existing district-level leadership mentoring course, Coaching Leaders to Attain Student Success (CLASS).

The CLASS course helps develop school leaders' ability to draw upon a variety of instructional, collaborative, and facilitative coaching strategies to support continuous improvement efforts. The CLASS course is a face-to-face professional development that consists of 2 full days of learning, two half-day forums, and a scheduled one-on-one coaching feedback session. Participants learn the role and impact of an effective leadership coach and coaching strategies designed to advance their mentoring practice. In addition, participants learn ways to coach with actionable feedback to accelerate a school leader's ability to impact instructional practice, cultivate healthy working conditions, and utilize teacher talent.

An assigned Principal Coach will monitor the school leaders and aspiring school leaders mentoring through in-field coaching sessions. In-field coaching strengthens the mentoring skills of the school

leaders and aspiring school leaders through providing ongoing monitoring, support, and actionable feedback.

Nova Southeastern University (NSU) Trauma Training

The NSU Trauma Training is designed to increase teachers' ability at Walker Elementary to recognize trauma, emotional and other related issues when children in Kindergarten through Grade 5 exhibit them in the classroom or outside the classroom. The professional learning also includes how to recognize if they, as educators, may be suffering from trauma, emotional or stress related issues.

The "Train the Trainer" model will be used with members from Career Continuum Leadership Team (CCLT). The CCLT cross-functional team from Walker Elementary consists of a Principal, Assistant Principal and Teacher. Members of the team will have the opportunity to talk about their current unique scenarios and share their deficits or areas in their school, which could be improved with the proper training and education.

Training will be delivered via quarterly full day in person workshops. Each workshop is built on the previous one with the expectation that participants will share their learning with their peers using the "Train the Trainer" model.

Positive Culture and Environment

Through the cultivation of collaboration and productivity, Walker Elementary strives to build a positive school culture and environment beginning with the visual representation of signs and posters throughout, to promote a positive school environment. School wide rules and procedures are enforced on a daily basis. Incentives are incorporated schoolwide where students can earn "Walker Bucks" for demonstrating positive behavior and purchase toys, prizes, games, and more in the school store. The guidance counselor promotes Character traits each month and conducts a Student of the Month Assembly where selected students are recognized with a certificate and a special treat.

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

Our Performing and Visual Arts program is well known throughout our community and as a result, we have had the opportunity of forming loyal partnerships with organizations such as the Urban League, L. A. Lee YMCA, Old Dillard Museum, and Broward Performing Arts Center. Local churches and other organizations have graciously offered monetary assistance, school supplies, and other resources for our students and teachers. Our parents are also very proud of our performing arts program and consequently, they attend many performances throughout the school year.

In addition, we provide a parent resource center on campus that invites parents to make use of the technology. Title 1 parent nights provide opportunities for our parents to gather information on such topics as Anti-Bullying, Reading, Writing, Science, Math and technology.

Part B.
All assurances from TOP-1 for district-managed turnaround has been addressed in the subsequent pages of this plan.

Explain the correlation between the Schoolwide Improvement Plan (SIP, annual school plan) and this proposed district-managed turnaround plan (TOP-2, 2-year district plan). Describe how the district and school leadership team are working together to implement the plans to improve the school.

Correlation between SIP and TOP-2:
School leadership along with Region Directors and Region Superintendent monitor student assessment data to revise the School Improvement Plan (SIP), as it is a living document. The District Managed Turnaround Plan – 2 is aligned with the Areas of Focus outlined in Walker Elementary's SIP. An integral part of the TOP-2 is to improve student achievement, build capacity of all staff members and develop partnerships with the community. The integral area for improvement is Tier 1 instruction which aligns with the Areas of Focus in the SIP.

We have identified the area of English Language Arts (ELA) as a focus for development, to address our school's highest academic priorities. Based on the 2021-2022 FSA, only 43% of our students in Grades 3-5 demonstrated learning gains in ELA, signifying that there are significant academic gaps and deficiencies in ELA. To address the needs of our students, we will work to improve teachers' instructional practices in ELA to positively impact student achievement. The Instructional Leadership Team will assist teachers in analyzing literacy data, providing interventions to assist struggling students, and to effectively use available resources to meet the diverse needs of all student learners.

Opportunities for professional development through our Professional Development Calendar, will be provided for our instructional staff, to assist with effective small group instruction, developing and implementing Literacy Centers, and utilizing ELA resources. Additional training opportunities will be provided by our Literacy Coach and/or representatives from the District's Literacy Department. Instructional Coaches will collaborate with Administrators to determine teacher areas of need and provide additional assistance with effectively implementing strategies for assisting struggling students.

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

We have also identified the area of Mathematics as a focus for development, to address our school's highest academic priorities. Based on the 2021-2022 FSA, 51% of students in Grades 3-5 demonstrated learning gains in Math signifying that there are significant academic gaps and deficiencies in Math. To address the needs of our students, we will work to improve teachers' instructional practices in Math to positively impact student achievement. The Instructional Leadership Team and Math Coach will assist teachers with ensuring the implementation of explicit-instruction, small group instruction, and the use of math manipulatives.

Opportunities for professional development through our Professional Development Calendar, will be provided for our instructional staff, to assist with teachers enhancing their instructional practices in Math. Additional training opportunities will be provided by our Math Coach and/or representatives from the District's Math Department.

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

Furthermore, ongoing conversations between building administration and district staff will help determine if action plans and progress points related to the Areas of Focus identified in the School Improvement Plan need to be altered. This partnership will provide continual checkpoints regarding implementation of turnaround strategies. The district leadership records the areas of focus and next steps identified during weekly site visits in shared platform and identify personnel responsible. Additionally, this strategy helps facilitate communication and accountability in identifying and following up on action steps. In addition to onsite visits, the principal will meet with Regional Director on a bi-monthly basis to review progress toward meeting the goals outlined in the School Improvement Plan.

As a result of ongoing observations and site visits, differentiated support will be provided by various district departments (ESE, Student Services, Teaching and Learning, Professional Development, Social Work/School Psychology, School Counseling and Assessment, and Curriculum/Instruction) to address the socioeconomic, academic, and behavior needs of the school. Each Regional Director is assigned program specialists from the various departments and will help facilitate the type and frequency of service provided.

Describe how the district and school leadership team are working together to implement the plans to improve the school.
The School Improvement Plan will be the driver of conversation and lever for actions for district and school leadership teams. The Region Director and Elementary Learning Director monitor implementation of support on a weekly basis and make real time adjustments when additional support is needed. The role of district staff is to remove barriers and provide on-site assistance to meet the needs of the school. Walker Elementary will receive targeted professional development aligned to standards-based instruction and differentiation will result in building capacity in both teachers and site-based leadership to improve Tier 1 instruction and increase proficiency for students.

The school wide areas of focus also permit the district staff to target discussions and interactions with teachers that align with the site-based goal. With support and guidance from the Academics Division, support staff will design trainings specific to the needs, trends, and school improvement focus. Coaching conversations include a targeted group and/or individual goal, which typically include the desired impact of the lesson design, techniques, decisions, and methods used to enhance student learning. Logs are maintained, reviewed, accessible for monitoring of action steps, timelines, and progress towards goals.

Increased communication and strategic planning to align support for **Walker Elementary** will be conducted via monthly Teaching and Learning Huddles that includes Deputy Superintendent of Teaching & Learning, Regional Superintendents, Executive Directors, and Directors (Broward District Leadership Team).

District-Managed Turnaround Plan Assurances

The district must agree to ALL of the following assurances by checking the boxes below.

Assurance 1: District Capacity and Support

☒ The district shall ensure the district leadership team, which includes the superintendent and district leadership, has an integral role in school improvement. This team may include those in

charge of curriculum, general and special education, student services, human resources, professional development and other areas relevant to school improvement. The district leadership team shall develop and implement the district-managed turnaround plan. The district shall dedicate a position to lead the turnaround effort at the district level. The selected employee shall report directly to the superintendent and support the principal.

☒ The district shall ensure that instructional programs align to Florida's Standards for English Language Arts (ELA), mathematics, social studies and science. The district shall provide the evidence that shows instructional programs to be effective with high-poverty, at-risk students, how they are different from the previous programs, how the instructional and intervention programs are consistent with s. 1001.215(8), as well as how remedial and supplemental instruction resources are prioritized for K-3 students with a substantial deficiency in reading. The district shall demonstrate alignment of Florida's Standards across grade levels to improve background knowledge in social studies, science and the arts.

☒ The district shall prescribe and require progress monitoring assessments that are aligned to Florida's Standards in ELA, mathematics, social studies and science for all students. The district shall ensure that its progress monitoring assessments are predictive of statewide assessment outcomes and provide valid data to support intervention and acceleration for students.

Assurance 1: Narrative of District Capacity and Support

In the box below, the district should provide information about its systems that support school leadership teams to implement turnaround interventions, including the following: alignment and allocation of support and resources, policies and practices, governance systems for review and monitoring. At a minimum, the narrative shall address the following:

1. Describe the district leadership team and its role in implementing the DMT plan.
2. Explain how the district allows for flexibility in areas such as staffing, scheduling and budgeting, to fully implement a comprehensive approach to substantially improve student achievement outcomes.
3. Identify how the new or revised instructional programs align to Florida's Standards for ELA, mathematics, social studies and science; the research that shows it to be effective with high-poverty, at-risk students; and how they are different from the previous programs.
4. Describe how the instructional and intervention programs for reading are consistent with s. 1001.215(8).
5. Identify progress monitoring and summative assessments aligned to Florida's Standards that will be used in the school.
6. Based on the analysis of progress monitoring and summative assessment data, describe any changes that will be implemented to provide continuous support for the school.
7. Explain the district's allocation of supports and resources and how they align to the specific needs of the school.
8. Describe how remedial and supplemental instruction resources are prioritized for K-3 students with a substantial deficiency in reading in accordance with the district's K-12 Comprehensive Evidence-based Reading Plan.
9. Identify and describe the district policies and practices that will need to be reviewed and changed to support the school.
10. Describe the system that the district will put in place to review and monitor the effectiveness of the support.

Assurance 1: Narrative of District Capacity and Support

Describe the district leadership team and its role in implementing the DMT plan.

Key personnel make up the Broward County Public Schools District Leadership Team. This team includes the Superintendent of Schools, the Superintendent's Cabinet (Deputy Superintendent and Division Chiefs), Senior Leadership Team (Regional/Associate Superintendents and Executive Directors) and Regional and District Directors. To strategically focus and reflect on the work, Teaching and Learning Huddles which includes Broward's District Leadership Team will meet on a monthly basis. These meetings provide central office staff a vehicle to improve communication, to collectively focus and align resources, to gain a greater understanding of the desired outcomes in order to be more efficient and effective in supporting schools.

The district has adopted a new governance structure for the schools, which includes, but is not limited to, requiring the principals to report to a "turnaround lead" at the district level. The Central Region Superintendent is the turnaround lead and reports directly to the Deputy Superintendent of Teaching and Learning. The Central Region Superintendent is the district's contact for School Improvement (SI) Schools and works closely with the Bureau of School Improvement (BSI) and the BCPS Research, Evaluation, and Accountability department. The Central Region Superintendent helps coordinate site visits, instructional reviews, and professional development for schools. Additionally, the Central Region Superintendent works closely with schools in reporting quarterly progress monitoring data as well as overseeing deliverable related to the school improvement grants.

The schools are divided into four regions with a Regional Director as the lead for an assigned portfolio of schools and each Regional Director report to a Region/Associate Superintendent. The Region/Associate Superintendents regularly revisit portfolios of schools to analyze the effectiveness of Regional Directors matched with turnaround schools. These portfolios of schools are fluid to provide the most conducive and effective type of support and guidance to maximize school success.

The Region/Associate Superintendents and Regional Directors meet on a weekly basis to provide updates on upcoming events, the delivery of information from the Superintendent's Cabinet as well as any topics concerning school processes and procedures regarding instructional framework and school operations. Regional Directors meet weekly for the purpose of calibration and planning within and across all levels concerning performance of schools. District departments communicate and present the implementation of District initiatives and rollouts.

Ongoing conversations between building administration and district staff will help determine if action plans and progress points related to the Areas of Focus identified in the School Improvement Plan need to be altered. This partnership will provide continual checkpoints regarding implementation of turnaround strategies. The district leadership records the areas of focus and next steps identified during weekly site visits in shared platform and identify personnel responsible. Additionally, this strategy helps facilitate communication and accountability in identifying and following up on action steps. In addition to onsite visits, the principal will meet with Regional Director on a bi-monthly basis to review progress toward meeting the goals outlined in the School Improvement Plan.

Explain how the district allows for flexibility in areas such as staffing, scheduling and budgeting, to fully implement a comprehensive approach to substantially improve student achievement outcomes.

Strategic staffing and prioritization of hiring was provided for Walker Elementary. A job fair was specifically designed for all of the district's UniSIG schools which includes Walker. As a result of this effort, all instructional positions are currently filled.

A master schedule audit was conducted by the Region Director prior to the publishing and implementation of the school's master schedule. Specific components such as common planning, uninterrupted core blocks, allocation of required instructional minutes, and teacher assignments were reviewed.

During budget conferences, the allocation of fiscal resources and human capital were granted when it was determined its impact would result in positive student outcomes.

Identify how the new or revised instructional programs align to Florida's Standards for ELA, mathematics, social studies and science; the research that shows it to be effective with high-poverty, at-risk students; and how they are different from the previous programs.

Florida Benchmark Advance was developed to meet the expectations and rigor of the new BEST Standards. It meets all ELA standards, strands, and expectations in Foundations, Reading, Vocabulary, and Communication. The BEST Standards stress that "knowledge acquisition should be the primary purpose of any reading approach, starting at the earliest grades." Benchmark Advance builds knowledge within and across grade levels. 10 topic-based units per grade revolve around an essential question with multiple text sets per topic. Three weeks of instruction per unit allow students to build concepts, vocabulary, and content knowledge. Grades K-5 vertical and horizontal alignment builds knowledge for subsequent years. Students make meaning from texts, build vocabulary, and deepen comprehension as addressed in the B.E.S.T. Standards. The assessments within Benchmark Advance are fully aligned to the BEST Standards, mirror the format of the FAST ELA, and provide powerful standards-based reporting to inform small group instruction. Daily instruction in foundational skills is systematic, explicit and aligned to the science of reading research. Every phonics mini-lesson consists of explicit instruction, meaningful practice, and spiral review. Benchmark Advance teaches the three types of writing as outlined in the BEST Standards: Argumentative, Expository, and Narrative. Benchmark Advance is on the State of Florida Instructional Materials Adoption List which means it met standards alignment and scoring criteria. See list here: https://www.fldoe.org/core/fileparse.php/5574/urlt/20-21ELAAdoptedMaterials.pdf

As stated in the Broward K-12 Comprehensive Reading Plan, the approved intervention programs are evidence-based or supported by the IES Practice Guide Recommendations listed:

- Reading Horizons Discovery (K-3) - IES Practice ##2 and #3
- Reading Horizons Elevate (4-5) – Hattie Practice #31, 48, #92
- Systematic Instruction in Phonological Awareness, Phonics, and Sight Words SIPPS (K-5) – Evidence for ESSA-Moderate Evidence
- Specialized Program Individualizing Reading Excellence SPIRE (K-5) – Promising Evidence
- Sound Partners (K-3) – WWC Summary of Evidence Evidence for ESSA - Strong
- Lindamood Phoneme Sequencing LIPS- Strong Evidence
- Leveled Literacy Intervention LLI (K-5) -Strong Evidence

In addition, LLI, LIPS, and Sound Partners are listed in FCRR's Reading Program Repository: https://fcrr.org/repository?keys=&field_rating_source_value=All&field_skill_value=All&page=0

- The School Board of Broward County approved the adoption of *enVision Florida B.E.S.T. Mathematics* on May 17, 2022 after a year-long adoption process. enVision captures the simplicity, practicality, and specificity of the Florida B.E.S.T. Mathematics Standards. It embraces research- and classroom-proven curriculum and instruction principles shown to promote the depth of mathematical understanding needed for student success. The Mathematical Thinking and Reasoning Standards are embedded and translated to observable verbal and written behaviors by students as they do mathematics.
- The 2023 content was built off a curriculum that research has shown to be highly effective: the original enVision Math program (PRES Associates, 2009; What Works Clearinghouse, 2013). Lessons focus on benchmarks within standards. Fourteen Topics at each grade level focus on standards within strands and take areas of emphasis into account. Cross-benchmark connections are infused within and across topics to help students see content connections across the grade.
- Research shows that conceptual understanding is developed when new mathematics is introduced in the context of solving a real problem in which ideas related to the new content are embedded (Lester and Charles, 2003). Problem-based teaching and learning is part of the core instructional approach used in enVision. Visual learning strategies are especially appropriate to the teaching and learning of math. (Boaler et al., 2016). Each lesson in enVision includes a visual learning bridge that supports explicit instruction of key mathematics ideas.
- enVision Mathematics includes a comprehensive intervention kit (Math Diagnosis and Intervention System). The intervention system includes intervention lessons, guided instruction, and diagnostic tests. The diagnostic tests help identify struggling students and their specific needs. Intervention lessons provide targeted intervention throughout the school year.
- The adopted curriculum for K-5 Science is STEMscopes. STEMscopes is a comprehensive suite of results-oriented STEM curriculum and meets all Florida Next Generation Sunshine State Standards for Science. The curriculum follows the 5E instructional model. The 5E model was developed by the Biological Sciences Curriculum Study and is a learning cycle based on a constructivist view of learning. The 5E model follows an intentional sequence of instruction that places students at the center of their learning experiences. The 5E model promotes collaborative, active learning in which students work together to solve problems and investigate new concepts by asking questions, observing, analyzing and drawing conclusions. The 5E instructional model puts much of the responsibility for learning on the student as they construct knowledge through discovery while the teacher guides them and provides direct instruction after the student engages in cooperative exploration activities.
- Historically, students in high-poverty areas have less access to science resources, experiences and classes. The STEMscopes curriculum was delivered with all needed hands-on materials. The 5E instructional model supports the implementation of hands-on investigations during the "explore" section.
- Broward County Public Schools utilizes instructional materials that are aligned to the Next Generation Sunshine State Standards for Social Studies. The Elementary Social Studies curriculum incorporates the required state statutes that focus on knowledge of the Declaration of Independence, the Constitution and Bill of Rights along with Florida's Constitution, our country's early history,

Patriotism and Flag Education, the History of Florida, and age-appropriate lessons on the history of the Holocaust.

- The instructional materials include Document Based Questioning (DBQ Project). This curriculum includes the implementation of a DBQ lesson using the DBQ Project 6-Step method which incorporates reading and writing strategies. Student data is collected and analyzed based on a variety of scoring rubrics designed to measure student achievement in writing and effectiveness of instructional delivery. Students who learn history using The DBQ Project units learn to write clear, evidence-based essays. Moreover, in each step of the instructional method, students practice writing for a variety of different purposes. Writing needs to be an integral part of the learning process because research shows that writing promotes learning.

Describe how the instructional and intervention programs for reading are consistent with s. 1001.215(8).

Benchmark Advance provides daily instruction in foundational skills that is systematic, explicit, and aligned to the science of reading research. Instruction emphasizes the five essential early literacy skills: Phonological Awareness, Phonics, Fluency, Vocabulary, and Comprehension. Explicit instruction follows a systematic, sequential scope and sequence, beginning with phonological awareness and moving to sound-spelling correspondence. Students apply their learning in decodable readers/texts available at all grade levels. Multisensory/multimodal opportunities are also included throughout. The intervention programs listed above include explicit, systematic, and sequential approaches to teaching phonemic awareness, phonics, fluency, vocabulary, and comprehension. Most of them also incorporate decodable or phonetic text instructional strategies.

Identify progress monitoring and summative assessments aligned to Florida's Standards that will be used in the school.

- ELA, Math, Science, and Social Studies scope and sequences/curriculum maps were realigned based on last year's summative data. They ensure that all grade level standards are taught in all subjects in a progression that supports student learning. Follow up support for program implementation will be provided by content specific instructional specialist through professional learning opportunities, classroom modeling/co-teaching, and collaborative planning with grade level teams.

- Ongoing progress throughout the year will be closely monitored by the Elementary Learning Department dedicated instructional specialist in the area of ELA, Math, and Science to ensure teachers are impacting student performance. Adjustments to the action plans and teacher support will be revised as needed. Data-driven instruction will create an evidence-based approach to better serve the students.

- Support in the area of Science will occur through standards-based planning (using the 5E model), instructional delivery and data analysis. Support will also focus on modeling effective science instructional strategies for identified teachers. A Science Instructional Specialist has been assigned to Walker Elementary as part of the UniSIG schools and will be supporting these schools exclusively during the school year so that they receive frequent, deliberate and prioritized support. The science instructional specialist will ensure that teachers are following the district scope and sequence for science with fidelity through frequent planning sessions. The science instructional specialist will be meeting with each of these schools at least one time per week to work with

selected grade levels and teachers on science instruction. The assigned science instructional specialist will also meet with the science coach/contact at each of the schools to ensure that the coach is well-versed and understands how to access and utilize data provided by Mastery Connect where students will be assessed in grades 3-5 science standards. The science supervisor will be meeting with the assigned science instructional specialist to receive updates on the progress of the schools, review current science data for grades 3-5 and review instructional plan moving forward to ensure that the instructional planning taking place is addressing the needs of the students based on current data. All schools have been offered professional learning in the area of science.

- There is an ELA Instructional Specialist (IS) assigned to Walker Elementary. The IS will work with the literacy coach to build capacity around supporting teachers with the implementation of our core curriculum, Benchmark Advance, as well as Tier 2 and 3 interventions. They will conduct walkthroughs, planning sessions with teachers, and professional learning based on individual teacher needs. Teachers that have not completed the district ELA Instructional Materials Part 1 and Part 2 trainings will be provided this training, in-person and at their school site, facilitated by the IS. Based on walkthroughs and data, the IS will model or co-teach whole group minilessons and small group lessons. After the Benchmark Unit Assessments are taken, the IS will analyze the data with teachers and determine next steps. Walker Elementary has been identified as RAISE Intensive schools. This means they also receive support from the State Regional Literacy Directors (SRLDs). SRLDs focus on improving implementation of evidence-based reading instruction and intervention to meet the needs of all students. SRLDs monitor school-level and classroom-level data to help provide differentiated support to school-level literacy leadership teams, literacy coaches, and teachers. SRLDs provide: Professional learning aligned to the science of reading and evidence-based strategies identified pursuant to s. 1001.215(8), F.S.; Initial and ongoing professional learning and support for effective implementation of Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) ELA Standards; Professional learning and support for building capacity of school-level literacy leadership teams specified in Rule 6A-6.053, F.A.C.; Professional learning and support for literacy coaches, including delivery of the literacy coach endorsement program. They also assist the schools with: Data-informed instructional decision-making using progress monitoring and other appropriate data; Selection and consistent, coordinated use of high-quality evidence-based instructional materials and supplemental materials; Reading instruction in other core subject area curricula, with an emphasis on civic literacy; and A multi-tiered system of supports in order to provide students effective interventions and identify students who may require an evaluation for special educational services, including identifying characteristics of conditions that affect phonological processing, such as dyslexia.

- A math instructional specialist (IS) has been assigned to work throughout the school year with Walker Elementary. The IS will support the effective implementation of mathematics instruction and the school's specific action plans on a weekly basis. Emphasis will be placed on providing necessary professional learning opportunities to improve Tier 1 instruction, followed by the cycle of implementation support. Weekly support includes working with the school-based coaches, interventionalists, and classroom teachers with planning and modeling evidence-based practices. The IS will support the pacing of instruction to ensure alignment with the District's scope and sequence. Co-teaching lesson modeling with focus on a three-step learning design that includes assessing and differentiating instruction to reteach or enrich student learning.

- The MTSS Supervisor and MTSS Instructional Facilitator provide direct support to each school's MTSS Coordinator and Collaborative Problem-Solving Team (CPS Team). The MTSS Instructional Facilitator assigned to Walker Elementary will ensure MTSS practices are established for implementing a standardized process for Tier 1 problem-solving process with fidelity, appropriate interventions and supports are implemented to address student needs across all tiers and linked to Tier 1 instruction and student outcomes. This is accomplished through the intentional development and implementation of a multi-tiered system of supports, with an emphasis on building capacity and infrastructure for implementation, data-based problem-solving and three-tiered model of instruction and intervention to improve the academic, behavioral, emotional, and life skills of all students. All schools receive weekly technical assistance, training and/or coaching support to ensure a common language, common understanding, and common MTSS implementation practices are established. The MTSS Instructional Facilitator strategically collaborates with the school's CPS Team including an administrator, ELA and Math district and school based instructional specialist and other department's instructional specialist weekly to review student data and determine if universal tier 1, targeted tier 2, and intensive tier 3 plans are effectively addressing student needs. Based on the analysis and findings Tier 1 and/or Standard Protocol Plans are created for all student or groups of students across all grade levels, content areas and tiers. Targeted (Tier 2) and Intensive (Tier 3) plans of support are created for smaller groups and individual students. The MTSS Supervisor meets weekly with the MTSS Instructional Facilitator to review support provided to the schools. The schools' needs are reviewed guidance and support are provided to the schools based on their induvial needs. Additionally, the Elementary Learning Department supervisors and instructional facilitators engage in data-based problem solving and decision making weekly to coordinate follow-up services and support to all schools. The MTSS Instructional Facilitator strategically collaborates with the school's CPS Team including an administrator, ELA and Math district and school based instructional specialist and other department's instructional specialist continuously review school plans. Based on the analysis of student progress monitoring and summative assessment data modifications and adjustments to instruction and intervention plans of support based on student outcomes. Additionally, the team reviews student attendance, behavior, social emotional needs, and coordinates with other departments to ensure additional support services are provided to the schools. The team ensures student progress is monitored at the appropriate frequency, fidelity of implementation is assessed and response to intervention is determined. The process is cyclical, and plans are analyzed to identify how each school follows the steps of an evidenced-based (Four-Step Problem-Solving Process) and decision-making process. The analysis highlights how the processes protocols, guidance, and resources were leveraged throughout the process to improve student outcomes.

Describe how remedial and supplemental instruction resources are prioritized for K-3 students with a substantial deficiency in reading in accordance with the district's K-12 Comprehensive Evidence-based Reading Plan.

Reading allocation funds were prioritized to assign a Literacy Coach to elementary schools with the greatest need in grades K-3 reading. The Department of Student Assessment and Research conducted an analysis of students scoring below grade-level performance on the iReady (K-3), FSA (Grade 3), and District's Primary Reading Assessment (Grades 1-2) and ranked all elementary schools with those three criteria to determine which elementary schools had the greatest need in reading per 6A.-6.053 F.A.C. Based on reading allocation funding for the 2022-2023, 107 elementary schools (including Walker Elementary) were identified to be funded with a reading endorsed or reading certified Literacy Coach.

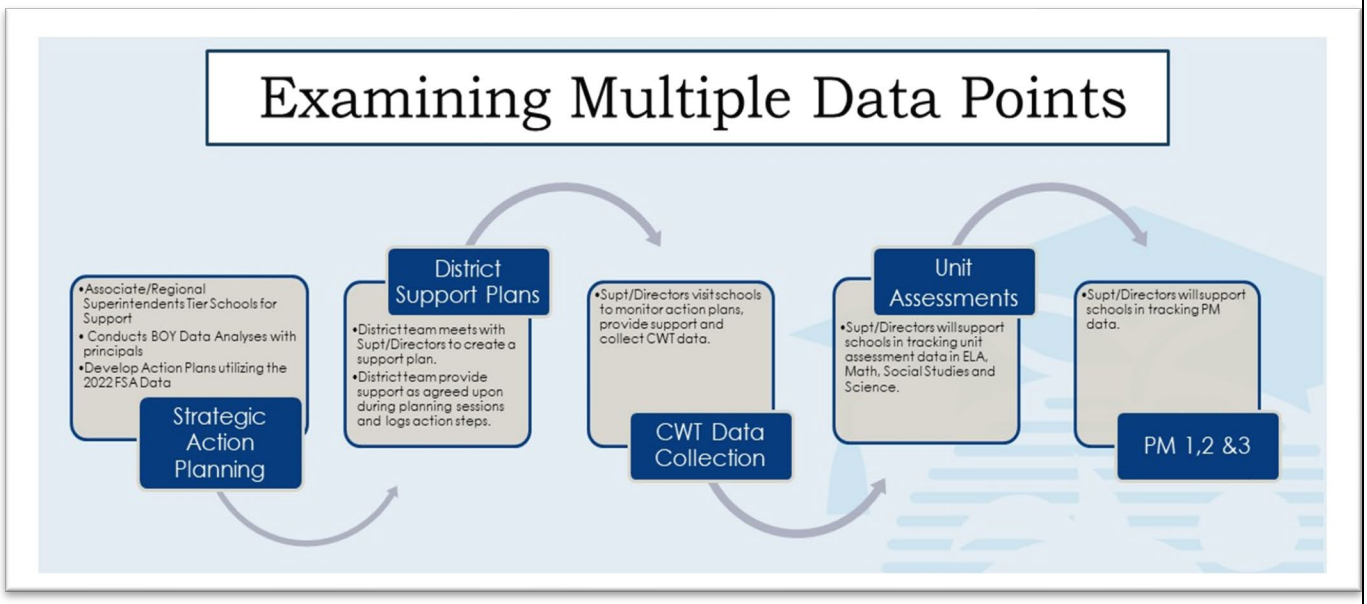
Identify and describe the district policies and practices that will need to be reviewed and changed to support the school.

- District prioritization of services and support to Walker Elementary that includes staffing, facilities, budget, professional development, etc.
- Mandatory Professional Development for Teachers
- Modified staffing guidelines to allow transfers of Highly Effective/Effective instructional staff throughout the year.

Describe the system that the district will put in place to review and monitor the effectiveness of the support.

- An Academic Support Plan was developed for Walker Elementary that details district support structures designed to improve student outcomes. Such support includes but not limited to the following:
- **Academic Infrastructure-**Targeted support to strengthen school's structure in the following areas: Standards-Based Instruction, Professional Learning Communities, Data Driven Instruction, Teacher *Pedagogy, Data Reviews for Progress Monitoring, and Instructional Rounds*
- **Professional Development-**Targeted/prioritized professional development based on student/teacher data
- **Instructional Specialists**-School support in reading, mathematics, science and MTSS
- **Master Coaches-**Instructional coaching support for teachers and school-based coaches
- **Leadership Coaching-**Leadership coaching and mentoring for school leaders
- **School Culture/Climate**-Safe and secure learning environment

District Support Monitoring Plan



- Ongoing critical examination of the above data points during bi-weekly data chats in regions and departments.
- Ongoing critical examination of student work (assessments, products/projects, writing journals/writing samples).
- Ongoing critical examination of instructional practices through Classroom Walkthrough (CWT) data trends and targeted feedback.

Classroom Walkthrough Look Fors

1. Instruction is aligned to grade-level standards.
2. Task is aligned to grade-level standards.
3. Pacing is appropriate, Use of Scope and Sequence & IFC is evident.
4. The teacher uses strategies and structures that facilitate participation and meaning making by all students (use of structures for processing).
    - ❑ Thinking
    - ❑ Writing
    - ❑ Speaking
5. The teacher uses instructional strategies based on planned and/or in-the-moment decisions to address learning needs (use of monitoring strategies).
    - ❑ Participation
    - ❑ Understanding
    - ❑ Misconceptions

Assurance 2: School Capacity-Leaders and Educators

☒ The district shall ensure the school has effective leaders and educators capable of improving student achievement.

Leaders

☒ The district leadership team, in collaboration with the school, shall develop an annual professional development plan that provides ongoing tiered support to increase leadership and educator quality.

☒ The district shall ensure the principal and assistant principal have a successful record in leading a turnaround school and the qualifications to support the student population being served. The district shall complete a Principal Change Verification Form when there is a proposed principal change at the school no later than 10 days prior to the proposed principal hire date.

☒ The district shall ensure that the principal will be replaced, unless recommended for retention in collaboration with the Department, upon entry into district-managed turnaround based upon the individual's turnaround record and degree of success, the length of time since turnaround success, the degree of similarity in the student populations and any other factor that would indicate the principal will have turnaround success with this school.

Educators

☒ The district shall ensure it has reviewed practices in hiring, recruitment, retention and reassignment of instructional personnel with priority on student performance data.

☒ For districts with more than five schools, the district shall ensure that the percentage of instructional personnel assigned to a School Improvement (SI) school with a rating of either Unsatisfactory or Needs Improvement, based on the most recent three-year aggregated state Value-added Model (VAM), is less than the district average. For districts with five or fewer schools, the district shall ensure that the percentage of instructional personnel assigned to a SI school with either a rating of Unsatisfactory or Needs Improvement, based on the most recent three-year aggregated state VAM, is less than the state average.

☒ The district shall ensure the instructional staff who do not have a state VAM rating and who do not show evidence of increasing student achievement are not rehired at the school.

☒ Pursuant to section 1012.2315(2)(a), F.S., the district must ensure that the percentage of temporarily certified teachers, teachers in need of improvement or out-of-field teachers assigned to the school is not higher than the district average.

☒ Ensure that K-12 intensive reading instruction is provided by teachers certified or endorsed in reading.

Assurance 2: Narrative of School Capacity-Leaders

In the box below, the district must provide information about its systems to ensure the school has an effective administrator capable of leading the turnaround efforts, including desired experience and competencies, recruitment and retention incentives and operational flexibility. At a minimum, reply to the following:

1. Has the principal been retained or replaced? Include the principal's name and start date, selection process and leadership experience.
2. Provide evidence that indicates the principal and assistant principal have a proven record of success in turnaround schools and the qualifications to support the community served.
3. Will other members of the school leadership team be retained or replaced and when? Explain the team's turnaround experience.
4. Does the district offer incentives to attract and retain principals willing to lead a turnaround school?
5. How does the district build the capacity of turnaround leaders?
6. What operational flexibility will be afforded to the principal, such as the degree of input in selecting their school leadership team and instructional staff?
7. What actions will the district take regarding the school leadership team after the first year of this plan if the school's grade does not improve?

Assurance 2: Narrative of School Capacity- Leaders

Jocelyn Reid, current principal at Deerfield Park Elementary School in Broward County has been selected as the new leader for Walker Elementary's transformation. Mrs. Reid will officially begin her new role after the School Board of Broward County approves the lateral transfer at the next regular school board meeting on August 9, 2022. The selection process included an interview with Mrs. Reid discussing her turnaround accomplishments and leadership experiences conducted by the Central Regional Superintendent and the Director of Teaching and Learning.

Mrs. Reid was selected based on her proven track record in a turnaround school. She has experience working in Title I schools as a teacher, curriculum coach and administrator. Mrs. Reid has been a successful principal for the past eleven years and most recently exceeded reading and math student performance data and increased Deerfield Park's school grade from a "D" to "B". Under Mrs. Reid's leadership, Deerfield Park Elementary continues to maintain high levels of student and teacher academic performance. Mrs. Reid is a strong instructional leader who has demonstrated the ability to effectively analyze data for decision making, create positive student and staff culture, and build relationships with stakeholders.

Mrs. Reid will be provided the opportunity to fill Walker's current vacancies and enhance the school's leadership team with educators who have a successful track record improving the performance of students and adults. The district will allow flexibility and autonomy to attract quality candidates. Additionally, current vacancies will be placed on hold to allow Mrs. Reid the opportunity to recruit high-quality teachers that align with the vision and mission of the school. District training with a focus on pedagogy and instructional practices will be prioritized for teachers at Walker Elementary. Mrs. Reid will also be afforded the opportunity to amend current teacher assignments. The district's transfer window will be opened to allow teacher transfers in and out of Walker Elementary.

Walker Elementary will be classified as a Tier 3 school, which will receive intensive support including, but not limited to, resources, strategic staffing, extended learning opportunities, and leadership coaching. If the school grade does not improve, the district will replace the school leadership team.

Mrs. Reid will be offered an annual supplemental incentive package, a leadership coach, and higher learning opportunity to pursue a Ph.D for providing effective leadership and improving student outcomes at Walker Elementary.

Assurance 2: Narrative of School Capacity- Educators

In the box below, the district must include information about its systems to ensure the school has effective educators capable of improving student achievement, including priority in hiring, recruitment and retention incentives and professional development and coaching support provided by the district. At a minimum, reply to the following:

1. What is the process for filling vacancies at this school, specifically in the core content areas? Is this school given priority in hiring? Is hiring completed at the district level so vacancies at turnaround schools are filled before other schools are permitted to hire? Is there a MOU or union agreement to this effect?
2. How does the district ensure students at this school are instructed by certified instructional personnel when unexpected vacancies arise?
3. Does the district offer bonuses and, if so, what are the qualifications and conditions (e.g., length of employment commitment, performance)? Is there a union agreement to this effect?
4. Does the district offer incentives to Highly Effective or Effective state VAM instructional personnel to reduce turnover at turnaround schools?

Assurance 2: Narrative-School Capacity- Educators

What is the process for filling vacancies at this school, specifically in the core content areas? Is this school given priority in hiring? Is hiring completed at the district level so vacancies at turnaround schools are filled before other schools are permitted to hire? Is there a MOU or union agreement to this effect?

Instructional hiring is completed at the school level. Principals at schools implementing a District Managed Turnaround (DMT) model have the option to advertise and hire teachers new to the District or accept transfers. The District annually works with the Broward Teachers Union to exempt these schools from reduction in force or receiving surplus teachers through a Memorandum of Understanding, as well as accept transfer throughout the school year where other schools adhere to other HR guidelines. BCPS provides opportunities to waive District policy or contract items that may impede progress of the School Improvement Plan activities, including but not limited to, Professional Study Days, changes in instructional schedule, and exam exemptions.

The district employs a reliable system to reassign or replace instructional staff whose students' failure to improve can be attributed to the faculty by monitoring and ensuring the number of Needs Improvement or Unsatisfactory rating remains below the District and State averages.

How does the district ensure students at this school are instructed by certified instructional personnel when unexpected vacancies arise?

The Office of Talent and Acquisition ensures, through human resources guidelines, that all teachers are certified. A teacher candidate must provide at least two acceptable references, one being from their last principal. Broward teachers that receive less than an effective evaluation are not eligible for rehire at SI schools. Broward teachers' overall evaluation ratings are available for the hiring principal to review, and the office of Talent Acquisition verifies references/evaluations upon clearing employee for hire. The district ensures that teachers are not rehired at schools implementing DMT, unless they are Effective or Highly Effective instructors, as defined in the district's approved evaluation system, pursuant to section 1012.34, F.S.

Does the district offer bonuses and, if so, what are the qualifications and conditions (e.g., length of employment commitment, performance)? Is there a union agreement to this effect? Does the district offer incentives to Highly Effective or Effective state VAM instructional personnel to reduce turnover at turnaround schools?

The district does not currently offer a bonus for teachers, although teachers and administrators are eligible for a State bonus. Teachers and administrators will receive the UniSIG Supplemental Teacher and Administrator Allocation as a recruitment/retention bonus. Eligible teachers may receive an allocation not to exceed $15,000 per Highly Effective and $7,500 per Effective state VAM teacher. Eligible Principals with a successful record in leading a Turnaround school may receive an allocation not to exceed $15,000. Eligible Assistant Principals with a successful record in leading a Turnaround school may receive an allocation not to exceed $7,500. There is no length of employment commitment, but their performance eligibility requires a State VAM score, Algebra 1 EOC performance score, and/or turnaround experience. This allocation is provided in grant funding from the State.

Assurance 2: Verification-School Capacity- Educators

In the box below, describe the specific actions the district has taken to recruit instructional personnel with state VAM ratings of Highly Effective and Effective to this school. Describe how the district has reassigned or non-renewed instructional personnel with state VAM ratings of Needs Improvement and Unsatisfactory to a school not in SI and how the district filled any vacancies resulting from these reassignments with certified instructional personnel.

What actions have been taken to recruit with state VAM ratings of Highly Effective and Effective to this school?

In addition to a Job Recruitment Fair hosted by the Office of Talent Acquisition, there was direct communication to eligible teachers of this opportunity. Eligible teachers were allowed to transfer to eligible schools after the transfer window closed, based on agreement with Broward Teachers Union.

How many instructional personnel were reassigned or non-renewed due to state VAM ratings of Needs Improvement and Unsatisfactory?

Five teachers at Walker Elementary were reassigned prior to the first day of school for students. There were two teachers with a Needs Improvement VAM rating and three teachers with an Unsatisfactory rating.

Confirm that all reassigned instructional personnel were not reassigned to SI schools.

Teachers with a less than effective State VAM rating were not assigned to SI school. Additionally, each reassigned teacher was assigned a Peer Reviewer to provide support and assistance with pedagogy at new location.

How did the district fill the vacancies? Have all vacancies been filled with certified instructional personnel?

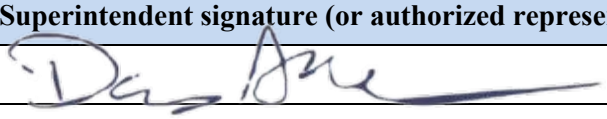
There are currently no instructional vacancies at Walker Elementary School. All vacancies were advertised and filed expeditiously once there was an instructional vacancy.

District-Managed Turnaround Plan—Step 2 (TOP-2)

Fill out the table below to verify the most recent three-year aggregated state VAM classification data.

STATE VAM DATA- School % Compared to District and State %				
3- year aggregated VAM Data	Highly Effective (HE)	Effective (EF)	Needs Improvement (NI)	Unsatisfactory (UN)
Number of instructional personnel	0	5	0	0
School %	0%	100%	0%	0%
District %	16%	56%	13%	14%
State %	12%	62%	14%	11%

Acknowledgement

The district verifies the information in this form and confirms that they have collaborated with the school and the RED.

Name and title of person responsible for completing and submission of the TOP-2
Darius S. Adamson, Central Region Superintendent
Contact information: email, phone number
darius.adamson@browardschools.com, 754-321-3000
Date submitted to the Bureau of School Improvement (due October 1)
October 1, 2022
Superintendent signature (or authorized representative)