

2022-2023 D.F. Walker School Improvement Plan

DF Walker’s vision is to develop lifelong, passionate learners through consistent high expectations for student leadership and continuous growth.		
Eliminate Opportunity Gaps	Increase School/District Performance	Educator Preparedness
Key Strategic Initiative(s)	Key Strategic Initiative(s)	Key Strategic Initiative(s)
<ul style="list-style-type: none"> ● Social Emotional Learning Integration (A.4.06) ● MTSS (A.4.01) <ul style="list-style-type: none"> ○ Expanded Support Services & Intervention(A.4.06 & A.3.01) ● Differentiation Strategies & Interventions (A.4.01; A.3.01) 	<ul style="list-style-type: none"> ● MAPs and SAPs (A.2.04 & A.2.24) ● P3 Model (A.4.01) ● Student and subgroup Performance (A.3.01) 	<ul style="list-style-type: none"> ● Educator Coaching & Modeling (C.2.01) ● Science of Reading (C.2.01) <ul style="list-style-type: none"> ○ LETRS ● Digital Learning Opportunities (C.2.01)
Deliverables	Deliverables	Deliverables
<p>Social Emotional Learning Integration</p> <ul style="list-style-type: none"> ● SEL competencies added to MAPs and SAPs ● Behavior goal setting with student ownership ● SAEBRS Screener <p>MTSS</p> <ul style="list-style-type: none"> ● Researched based interventions ● Progress monitoring fidelity checks during PLCs ● Data analysis per subgroup ● Monthly fidelity checks/problem solving through MTSS sub committee <p>Differentiation Strategies & Interventions</p> <ul style="list-style-type: none"> ● Common academic vocabulary and spelling rules ● NEST (Nurturing Every Students Talents) 	<p>MAPs and SAPs</p> <ul style="list-style-type: none"> ● Standard aligned teaching ● Standards aligned assessments ● Data analysis <p>P3 Model</p> <ul style="list-style-type: none"> ● PLCs- clear agenda <ul style="list-style-type: none"> ○ LETRS training ○ Goal Setting for students ○ Instructional Framework ● Effective questioning ● SAMR Technology Integration Method ● Student collaboration ● Student Talks ● Choice boards <p>Student and Subgroup Performance</p> <ul style="list-style-type: none"> ● Data collecting ● Collaborative progress monitoring <ul style="list-style-type: none"> ○ Teacher, Academic Interventionist and NEST support ● Academic goal setting with student ownership 	<p>Educator Coaching & Modeling</p> <ul style="list-style-type: none"> ● Learning Walks ● Walkthroughs / Coaching <p>Science of Reading</p> <ul style="list-style-type: none"> ● PLC’s - Required and Optional professional development opportunities ● LETRS training <p>Digital Learning Opportunities</p> <ul style="list-style-type: none"> ● Collaborative Planning Opportunities with Media Coordinator ● Optional PLCs focused on Digital Learning
Performance Indicators	Performance Indicators	Performance Indicators
<p>Social Emotional Learning Integration</p> <ul style="list-style-type: none"> ● All grade levels will show a 5 point decrease from BOY to EOY, in the percentage of students rated at risk in the emotional domain as measured by SAEBRS. 	<p>MAPs and SAPs</p> <ul style="list-style-type: none"> ● Each grade level will engage in curriculum mapping and the production of standards aligned plans as measured by the completion of at least 1 SAP per subject area. 	<p>Educator Coaching & Modeling</p> <ul style="list-style-type: none"> ● At least 90% of teachers will meet or exceed expected growth during the 2022-2023 school year as measured by EVAAS.

<p>MTSS</p> <ul style="list-style-type: none"> 80% of students with academic referrals to MTSS will meet or exceed their projected growth comparison, as measured by EOY data, during the 2023 school year. <p>Differentiation Strategies & Interventions</p> <ul style="list-style-type: none"> 100% of students will receive research-based literacy instruction and interventions that result in increased reading proficiency in overall school performance as measured by EOY data, during the 2023 school year. 	<p>P3 Model</p> <ul style="list-style-type: none"> Education will be differentiated using the P3 model (P3 Coaching Model: Planning, Presentation, Problem-Solving) to meet the Literacy needs of every learner at DFW, as measured by an increase in BOG to EOG growth according to 3rd grade state assessments and 2022 EOG to 2023 EOG growth according to 4th and 5th grade state assessments. Grade level cohort subject area proficiency will increase as follows with the goal of increasing the school grade to a "C". <ul style="list-style-type: none"> <u>3rd Grade Reading</u> 9% to 55% <u>3rd Grade Math</u> 55% <u>4th Grade Reading</u> 55.9% to 58.9% <u>4th Grade Math</u> 68% to 71% <u>5th Grade Science</u> 64.7% to 67.7% <u>5th Grade Reading</u> 41.2% to 55% <u>5th Grade Math</u> 39.3% to 55% <p>Student and Subgroup Performance</p> <ul style="list-style-type: none"> Grade level cohorts will show at least one years growth in reading and math from BOY to EOY according to EVAAS data. Students in the SWD subgroup will meet the TSI requirement by attaining a 32.7% proficiency rate. 	<p>Science of Reading</p> <ul style="list-style-type: none"> 100% of content area teachers will participate in LETRS training as measured by Module completion. <p>Digital Learning Opportunities</p> <ul style="list-style-type: none"> All content area teachers will collaborate with school media coordinator to promote open, equitable access to all information and technology resources as measured by at least 1 class visit per quarter.
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NC Star Key Indicators	
Number	Description
A2.04	KEY Instructional Teams develop standards-aligned units of instruction for each subject and grade level.
A2.24:	All teachers and teacher teams plan instruction based on the aligned and expanded curriculum that includes objectives for student management of their learning.

A3.01	Instructional Teams use student learning data to identify students in need of instructional support or enhancement.
A4.01	The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers
A4.06	ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions.
C2.01	The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.