

Orange County Public Schools

Judson B Walker Middle



2015-16 School Improvement Plan

Judson B Walker Middle

150 AMIDON LN, Orlando, FL 32809

www.ocps.net/lc/southeast/mwa

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Middle	Yes	100%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	90%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	C*	D	C	C

**Preliminary Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan is pending approval by the Orange County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Focus	3	Ella Thompson
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

To lead our students to success with the support and involvement of families and the community

Provide the school's vision statement

To be the top producers of successful students in the nation

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Walker Middle School has created and established multiple ways of learning about students' cultures because of its very diverse student population. Parents complete surveys about their cultures and information is shared and discussed at monthly PTO and SAC meetings. Athletic events and other social gatherings held at school also create avenues for the understanding of students' cultures. Quarterly Parent Leadership Council (PLCs) Meetings, especially targeting parents of ELL students, also provide another avenue for learning about students' cultures and building relationships. Well established ethnic holidays/celebrations (Hispanic Awareness Month, Black History Month) are other methods by which our school learn about students' cultures. From the first day of school, teachers begin to build relationships with students in their classes by sharing the academic and behavioral expectations and by creating an atmosphere where students feel comfortable to share concerns. Parents are kept informed through written and oral communication (telephone, Facebook, Twitter, Connect Orange, weekly electronic newsletter, and regular flyers sent home). Furthermore, relationships are maintained, nurtured, and solidified through on-campus organizations like City Year and Elevate Orlando.

Describe how the school creates an environment where students feel safe and respected before, during and after school

The environment of safety and security is cultivated by the administration. Our principal and his administrative and leadership teams foster this environment through a systematic and well-orchestrated plan where student safety and respect for all are engendered. Parents, students, and school personnel at the beginning of the school year to learn about our high expectations for academics and behavior. During the first week of school, students have their own grade level town hall meetings with the principal and the administrative deans to be reminded of expectations. At the beginning and end of each school day, school staff, and the School Resource Officer (SRO) are stationed in crucial areas to provide a watchful eye and to supervise/monitor behaviors. The Viking Creed and Armor are recited daily to promote a sense of pride, high expectations, and teamwork throughout the school. During class transitions and lunch, teachers and staff monitor areas to ensure safety. The roaming eyes of school cameras also give a sense of safety for students. The after school and before school program administered by the Central Florida YMCA is another layer of support for students to make them feel safe while at school. There are many after school clubs, which students can participate in including the chess club, environmental club, and Battle of the Books. Other initiatives at school that lend support to safety and respect include a Zero Tolerance on Bullying, assistance from two guidance counselors, deans, and support through the SAFE coordinator. Adults on campus are encouraged by administrations to make time to listen to students and provide an overall caring and comfortable environment for all students.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

The school's collaborative leadership team, lead by the principal, has developed a system-wide approach to behavioral issues that aids in minimizing distractions and keeps students engaged during instructional time. Within the first two weeks of the new school year, students and parents were reminded of the high expectations for academics and behaviors that were initiated to ensure students stay focused on learning. These expectations include consistent classroom procedures, attendance expectations, responsible use of technology for academic purposes, and appropriate school attire. All of these systems are aligned to the district's initiative of "One Vision, One Voice" stemming from the school district's Student Code of Conduct.

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

There are multiple levels of services to support the social-emotional needs of all students. Two guidance counselors provide support and counseling to students. For long-term care and support, students can receive counseling services from highly qualified counselors at the Family Service Center located on the school's campus. School counselors may also refer students to local agencies in the community via SEDNET that serve both students and families. Other less intensive counseling and mentoring opportunities are provided through caring teachers, City Year Corps members, Elevate Orlando, the YMCA after-school program, school guidance counselors, school psychologist, school social worker, the school's SAFE coordinator, and school leadership team members. A Multi-tiered System of Support (MTSS) is a systematic process used to discuss the needs all students that targets those who are at risk both academically and those who struggle behaviorally; thereby, providing interventions for students who need additional help and support. Students experiencing homelessness are supported through the school guidance counselors and the homeless school liaison. Our school's PTO offers generous baskets for needy families during the holiday season. Other organizations that assist in helping needy families include an agency that operates the school's "Love Pantry" through the SAFE office. The OCPS Food and Nutrition Services Office provide free meals to our students each school day. Students who participate in the after-school program also receive dinner.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

In addition to the Academic and Instructional Coaches, Walker Middle School employs two Guidance Counselors who monitor the academic progress of students within the grade levels. These counselors review grades continually throughout a grading period and act as the first source of support for students who struggle academically. The counselors provide students, teachers, and parents with tutoring assistance, scheduling of conferences, and peer mediation. The counselors not only review students' grades, but also monitor students' attendance, suspensions, and performance on standardized assessments. Students who are showing one or more Early Warning System indicators such as; multiple absences, low performance on assessments, and discipline referrals will initially meet with the guidance counselors. At that time, additional layers of support may be recommended in collaboration with the students' families. Our SAFE coordinator provides students with a myriad of services. Groups of students are targeted for support based upon Early Warning Indicators that include suspensions and frequent absenteeism.

Provide the following data related to the school's early warning system

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

Indicator	Grade Level			Total
	6	7	8	
Attendance below 90 percent	82	85	108	275
One or more suspensions	39	65	52	156
Course failure in ELA or Math	10	9	2	21
Level 1 on statewide assessment	0	0	0	

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level			Total
	6	7	8	
Students exhibiting two or more indicators	20	31	24	75

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

Students who are identified through the Early Warning System data are provided multiple layers of resources/support to address the area(s) of concern. These resources include:

1. Child study team meetings to address student attendance
2. Counseling to address social and emotional concerns as well as negative behaviors which reduce time in the classroom
3. Tier II (intensive classes for Reading and Mathematics) and Title III (tutoring) services to address academic concerns
4. City Year Team Members to support students both academically and socially through mentoring
5. Elevate Orlando as an elective class to promote students' social and emotional well-being and motivate them to stay in school to graduate on time

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

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

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/177576>.

Description

A PIP has been uploaded for this school or district - see the link above.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Walker Middle School provides opportunities for local businesses to interact with families of students at various events. This builds a mutually beneficial partnership between the school and community and also provides a way for local businesses to educate more people about their services and products. This partnership also provides opportunities for community members to participate in tutoring and mentoring activities at Walker Middle School.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership:

Name	Title
Valle, Julio	Principal
Sohigian, Edie	Assistant Principal
Chin, Amanda	Instructional Coach
Kessler, Geoffrey	Instructional Coach
DeSylva, Raquel	Other
Glenn, Laquel	Dean
Saxon, Eric	Dean
Grace, Alisa	Other
Sein, Enid	Other
Smith, Nichele	Teacher, ESE

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

Principal: The Principal provides a common vision and direction for Walker Middle School, placing student success at the forefront. Teacher evaluations and progress monitoring are used to inform the decision-making process. Data-based decision-making is important as the principal oversees curriculum and instruction and ensures the School Improvement Plan is implemented throughout the school year. Communication flow and decision-making occurs through a system of distributed leadership including:

Admin Team: Principal and Assistant Principals

Core Leadership Team: Principal, Assistant Principals, Deans, Coaches, and SAFE

MTSS: Principal, Assistant Principals, Deans, Coaches, SAFE, Guidance Counselors

Data Meetings: Principal, Assistant Principals, Instructional Coaches, and Content area teachers

Decisions are discussed and evaluated by these individuals as members of the school-based leadership team and communicated to the stakeholders.

Assistant Principals: The Assistant Principals work to support the vision and mission of Walker Middle School. They analyze behavioral and academic data to determine areas of focus. They support faculty development, curriculum, and instruction, provide teacher and staff support, and monitor planning and delivery of standards-based instruction. In addition, these individuals monitor the safety and security of the school environment for students, staff, and the community.

Instructional Coaches (reading/math/writing/science/CRT): The instructional coaches provide content area support across grade levels. They work with the department members as they plan and deliver standards-based instruction focusing on the cognitive demands of the standards. The coaches model lessons, plan with teams, analyze student achievement data, and support teachers with aligned

instructional strategies. The coaches are members of the MTSS team and participate in the process as they assist teachers and the team to develop appropriate intervention plans based on available data. They also assist in ensuring that progress monitoring is conducted on a regular basis in all content areas. These staff members also provide academic support directly to students in the form of intervention and remediation with the intention of increasing student academic success.

Guidance Counselors: At Walker Middle School, the guidance counselors collaborate on school-wide initiatives to increase student achievement and provide behavioral support. They work closely with the teachers through MTSS. The instructional coaches, guidance counselors, and classroom teachers work together to determine appropriate interventions for students. Their involvement with the MTSS Team includes, but is not limited to:

- Previewing and gathering data necessary to prepare for a School Support Team (SST) meeting
- Participating in the SST/Problem Solving Team's review and evaluation of student data
- Utilizing problem-solving skills to help identify and assess the learning, development, and adjustment characteristics and needs of students as well as the environmental factors affecting learning
- Scheduling and facilitating meetings initiated/triggered by student academic referrals

School Social Worker: Our Social Worker is a resource to the leadership team, students, and families. The School Social Worker will observe and meet with family members in order to assist them in accessing available resources in the community. The School Social Worker will also suggest interventions and provide guidance to the team in the problem-solving process.

SAFE Coordinator: The SAFE Coordinator is a resource for students who face mental or emotional challenges. The SAFE Coordinator will provide academically at-risk students with counseling and offer recommendations to the leadership team, students, teachers, and family members with interventions to improve the academic performance of the at-risk students.

CCT: This position goes beyond compliance and paperwork to take an active role in the decision-making process on the leadership team. As the facilitator of the ELL PLC, the CCT works with teachers to build their capacity with ELL strategies during classroom instruction. The CCT also ensures that ELL testing is completed with fidelity. This position is also responsible for parent communication and building relationships with the surrounding community.

ESE teacher/compliance specialist: This individual works to make sure all ESE students receive the services they are entitled to based on their IEP. The ESE compliance specialist also meets with teachers and family members to ensure the needs of every child are aligned with the services they receive and communicates this information to all concerned parties. This individual also works with teachers in the classroom to provide instruction to students.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

Data-based decision-making is fundamental to the school leadership team when identifying and aligning resources. Services are provided to ensure students requiring additional remediation are assisted through after-school programs or summer school. After reviewing multiple sources of data and identifying trends, the decision was made to allocate Title 1 funds for the following resources: Math Coach, Literacy Coach, Reading Coach, staff development, professional learning materials, technology tools (Achieve 3000, Think Through Math, additional laptops, etc.), and additional books for the media center.

Title II funds will be used to provide professional learning opportunities related to Think Through Math, continued support of Marzano's Instructional Framework, and progress monitoring tools.

Title III funds are used to provide technology tools, reading materials, Saturday language lab for ELL students and their families, and instructional materials to enhance the learning experiences of our ELL students. These funds are also used to purchase bilingual paraprofessionals for our ELL

students.

Title X funds are used to extend the operating hours of our media center twice a week so that our families and students have access to technology and other resource materials beyond the normal school day.

Budget meetings are held on a weekly basis with the Principal, assistant principals, bookkeeper, and secretary in order to ensure accurate coordination of federal, state, and local funds, services, and programs.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Gerri Vessell	Parent
Dr. Julio Valle	Principal
Brenda Torres	Parent
Patricia Knowles	Parent
Salvatore Romano	Teacher
Corrine Grady	Teacher
Brenda Torres	Parent
James Phillips	Teacher
Amanda Chin	Teacher
Stephen McCarthy	Education Support Employee
Amarilyns Feliciano	Education Support Employee
Kathy Alpart	Parent
Lisette Alcantara	Parent
Patricia Ledoux	Parent
Masha Peoples	Parent
Nidia Henandez	Parent
Courtney Martinez	Parent
Fred Howard	Parent
Virginia Reyes	Parent
Stephanie Walters	Business/Community
Steven Dykes	Business/Community

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

The 2015-2016 SAC committee provided feedback on the School Improvement Plan from the previous year. This feedback was used to shape this year's plan.

Development of this school improvement plan

SAC's primary activity this year will be to participate in the School Improvement Plan process and provide feedback and guidance as needed. This includes reviewing data through the Performance Matters system and developing an action plan to address concerns.

Preparation of the school's annual budget and plan

The SAC will make budgetary recommendations to the Principal based on the SIP. In addition, they will allocate school improvement funds to support goals contained within the SIP.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

N/A

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership:

Name	Title
Kessler, Geoffrey	Instructional Coach
Valle, Julio	Principal
Sohigian, Edie	Assistant Principal

Duties

Describe how the LLT promotes literacy within the school

The literacy leadership team promotes literacy within the school by establishing the direction to include: providing professional development, supporting the implementation of ELA Florida Standards in all content areas, promoting literacy-rich environments, and increasing opportunities for students to interact with authentic text. The literacy leadership team meets on a monthly basis to discuss a myriad of literacy opportunities for students. The team also discusses the literacy needs of community members and how the school might offer opportunities which would be mutually beneficial to all stakeholders. The team will also host school-wide events to promote literacy. Listed below are planned events for the 2015-2016 school year:

- 1) Quarterly training on reading strategies which increase reading comprehension
- 2) Train content area teachers on how to analyze reading data
- 3) Teen Trendsetters
- 4) Battle of the Books
- 5) Weekly Media Center Visits
- 6) District Literacy Week
- 7) Walker Middle School Book Drive
- 8) Wednesday Morning Literacy Lab

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Walker Middle School has developed the master schedule for the 2015-2016 school year to support common grade level planning by content area. Teachers utilize common planning time to plan for instruction aligned to the Florida Standards. Activities during this time include deconstruction of Florida Standards, the creation of aligned assessments, discussion of common formative assessments, and planning collaboratively for effective instructional delivery. Teachers and instructional coaches will participate in monthly department meetings, which will focus on data analysis and vertical and horizontal alignment. There is a continued focus on standards-based instruction and ensuring the full intent of the standard is reached. Each PLC uses the Test Item Specifications aligned with the Florida Standards to ensure an alignment between curriculum, instruction, and assessment. Along with content area PLC's, ELL teachers also participate in PLC's to discuss common problems of practice, student data, and strategies needed to benefit this specific group of learners.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

The main responsibilities of recruitment are overseen by the Principal, Assistant Principals, and Instructional Coaches. Administration partners with the OCPS district office to ensure all teacher candidates are highly qualified. The administrative team also attends several teacher recruitment fairs within the school district to market the current faculty and staff vacant positions. In addition, social media is used to attract viable candidates from outside Orange County. Walker Middle School's 2015-2016 master schedule was designed to accommodate common planning by grade level and content area. The common planning time will be used to support all teachers as they work collaboratively and build their instructional capacity. An instructional coach will provide additional content area support to each team as well as individual teachers, based on data. This support offered by instructional coaches will be monitored throughout the year by the administration and the level of support adjusted as needed. The commitment to student success, and the support provided to the teachers at Walker will help to retain highly qualified teachers at Walker.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

Walker Middle School is committed to building the professional capacity of our new teachers. During the 2015-2016 school year, new teachers will participate in a mentoring program, which introduces teachers to the expectations and initiatives at Walker Middle School. Each new teacher will be paired with a mentor to provide support in planning, monitoring classroom routines and procedures, and addressing individual student needs. Content area coaches will also support planning during weekly PLCs and through classroom observations by providing actionable feedback to teachers. In addition to the mentor support, monthly PLCs will be held with the mentors and mentees to provide professional development and collaborative support. Within this PLC, the mentor coordinator will monitor needs of the mentees and the process of building their teaching portfolios. These ongoing professional development opportunities also provide the administration an opportunity to meet with new teachers to discuss expectations and answer any questions they may have. This program is overseen by the Principal, Assistant Principals, mentor coordinator, and instructional coaches.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Walker Middle School utilizes curriculum materials that were adopted by the State of Florida and approved by the OCPS Department of Curriculum and Instruction. These materials are aligned to the Florida Standards. Teachers follow the district scope and sequence and MTPs as guidance for developing lesson plans. For the state assessed courses, teachers have the support of the School Transformation Office, which has developed Instructional Focus Calendars and lesson progressions to use as a guide for delivering instruction aligned to the Florida Standards.

Teachers and instructional coaches examine the test item specifications and Florida Standards when selecting tasks/problems for their students. This helps ensure an alignment between curriculum, instruction, and assessment at Walker Middle School.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Students at Walker Middle School who possess a Lexile score under 800 and a score below grade level in reading on the 2014 FCAT 2.0 are placed in either a double block or single block of intensive reading. Teachers use Read 180, On the Record, System 44, and/or Achieve 3000 to differentiate their instruction and meet the needs of these students.

Students who scored a level 1 and some who scored a level 2 in math on FCAT 2.0 in 2014 are placed in Intensive Math. Teachers use Think Through Math and Fastt Math to differentiate their instruction and meet the needs of the students.

These students were showing critical deficiencies in either reading and/or math and, therefore, need intense academic support to move toward proficiency based on the Florida Standards.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 3,000

After-school tutoring is offered to students at Walker Middle School with a focus on our level 2 reading and math students. Tutoring will occur daily for one hour to address the specific deficiencies of these students as determined by progress monitoring assessments that include mini-assessments, benchmark assessments, mathematics diagnostic assessments. Tutoring will also be provided through our YMCA after-school program.

Strategy Rationale

After-school tutoring will provide additional time to re-teach standards not yet mastered.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Saxon, Eric, eric.saxon@ocps.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Data will be pulled from performance matters (mini-assessments, benchmark assessments) by the reading and math instructional coaches. They will analyze the data and report learning gains.

Strategy: Weekend Program

Minutes added to school year: 2,400

A language lab will be offered to ELL students and families of Walker Middle School to promote language acquisition. Parents will utilize Rosetta Stone and students will use Imagine Learning. This will be offered two Saturdays a month.

Strategy Rationale

The language lab will provide additional support for students and families to acquire the English language.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Sein, Enid, enid.sein@ocps.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Data will be collected via Rosetta Stone and Imagine Learning to analyze gains in language acquisition.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another at Walker Middle School are as follows:

Incoming 6th Graders:

The counselor(s) visit feeder elementary schools to present middle school expectations to incoming 6th-grade students. Students also have the opportunity to visit and receive a tour of the school, select elective courses, and receive additional information. During the summer, Walker Middle School partners with Oak Ridge Neighborhood Center for Families to offer a course on how to survive middle school.

Incoming sixth grade ESE students receive a two-day session preparing them for what to expect when they come to middle school. The students are able to tour the school, meet the teachers, and get to know their peers.

Outgoing 8th Graders:

Walker Middle School offers morning and afternoon tutoring, course recovery, and summer school to prepare students academically for high school. Counselors from the two high schools (Oakridge High School and Cypress Creek) that Walker Middle School students feed into arrange a meeting with students to select their classes and present high school expectations. The high schools invite the incoming 9th-grade parents and students to their campus for a Freshman Orientation.

School-wide:

Walker Middle School offers AVID to 6th through 8th-grade students. AVID provides career and college readiness through instruction on the five pillars of Writing, Inquiry, Collaboration, Organization, and Reading.

College and Career Readiness

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

Guidance counselors review the course offerings for our incoming students during the spring. The AVID coordinator and counselors visit our elementary feeder schools to explain course offerings and middle school expectations. Parent information meetings are also held for incoming sixth-grade students to provide information about program offerings and middle school expectations. Guidance counselors introduce academic and career planning with all students in the 8th grade; students are guided to select a path of study and build a plan for the future using FLChoices.org. Throughout the year, students are given information about available program paths in high school which include: Magnet, Dual Enrollment, International Baccalaureate, Advanced Placement and AVID. Counselors from our feeder high schools also come in to meet with rising 9th graders and help with course selection.

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

Our Career and Technical Education (CTE) course, Project Lead the Way, prepares students for the rigorous demands of high school, college, and careers by providing students with hands-on opportunities that extend their learning through designing, problem-solving, and critical thinking. This STEM-based course allows students to see how science and math are directly related through the use of real-world activities where they can envision themselves as a potential engineer and scientist. Students are challenged to utilize their background knowledge from other advanced course works, so they can effectively create and communicate. Students gain industry and career experience, and through cross-curricular integration, work on the Common Core State Standards. We also offer the AVID elective, giving students opportunities to acquire the necessary skills to be college ready, and realize attending college is real and within their reach.

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

Strategies at Walker Middle School:

*We offer the Career and Technical Education (CTE) course Project Lead the Way, which connects the core content of math and science to the careers for technical education.

*We offer the AVID elective, which connects the core content areas to prepare college and career ready students and ensures student behaviors aligned with to the 21st Century Skills.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

N/A

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Walker Middle School will collaboratively plan for and deliver rigorous instruction aligned to the Florida Standards while implementing research-based instructional strategies.

- G2.** Walker Middle School will apply strategic methods of support for students in subgroups such as English Language Learners (ELL), Students with Disabilities (SWD), and the most struggling learners (students in the lowest 25%).

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Walker Middle School will collaboratively plan for and deliver rigorous instruction aligned to the Florida Standards while implementing research-based instructional strategies. 1a

G073855

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	45.0
FSA Mathematics - Achievement	50.0
FSA English Language Arts - Achievement	50.0
Civics EOC Pass	65.0

Resources Available to Support the Goal 2

- Instructional coaches
- Coaching cycle opportunities
- Professional development: on site, job-embedded, ongoing
- Feedback and monitoring using iObservation
- Marzano resource library
- Professional Learning Communities
- STO Instructional Coaches and other district personnel

Targeted Barriers to Achieving the Goal 3

- Teacher limited understanding of how to deliver rigorous instruction; (i.e. strategies), use of text, how to create and use higher order thinking questions

Plan to Monitor Progress Toward G1. 8

Progress monitor using common assessments, mini-assessments, district-level Benchmark assessments, and FSA/FCAT 2.0 exams

Person Responsible

Julio Valle

Schedule

Biweekly, from 9/8/2015 to 6/6/2016

Evidence of Completion

Data chats will be conducted between administration, coaches, and teachers on an ongoing basis to determine the effectiveness of the actions taken to help teachers gain a deeper understanding of rigorous instruction.

G2. Walker Middle School will apply strategic methods of support for students in subgroups such as English Language Learners (ELL), Students with Disabilities (SWD), and the most struggling learners (students in the lowest 25%). **1a**

G073856

Targets Supported **1b**

Indicator	Annual Target
AMO Reading - ELL	
Math Lowest 25% Gains	40.0
AMO Math - ELL	
AMO Reading - SWD	
ELA/Reading Lowest 25% Gains	40.0
AMO Math - SWD	

Resources Available to Support the Goal **2**

- Language Lab
- DLA/DLAR classes
- Support facilitation
- Professional development opportunities at the school and district level
- Intensive Mathematics and Reading classes
- MTSS meetings
- ELL PLC
- Instructional coaching support
- Cultural events offered by the school to the community

Targeted Barriers to Achieving the Goal **3**

- Teachers have limited knowledge of instructional strategies to address specific subgroups, such as ELL, and meet the needs of a diverse population of learners.
- Teachers have limited understanding of how to use data to monitor student progress toward mastery of skills and standards as well as used data to motivate students to reach individual goals.

Plan to Monitor Progress Toward G2. **8**

Administrative team will analyze data as a subgroup (lowest 25%) to determine if students achievement has increased.

Person Responsible

Julio Valle

Schedule

Monthly, from 10/28/2014 to 5/28/2015

Evidence of Completion

Evidence will include mini-assessment data, state-wide ELL testing, Imagine Learning data, and common assessment data.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. Walker Middle School will collaboratively plan for and deliver rigorous instruction aligned to the Florida Standards while implementing research-based instructional strategies. **1**

 G073855

G1.B4 Teacher limited understanding of how to deliver rigorous instruction; (i.e. strategies), use of text, how to create and use higher order thinking questions **2**

 B192909

G1.B4.S1 Conduct professional development on rigorous instruction using the Marzano Instructional Framework **4**

 S204405

Strategy Rationale

The leadership team will provide teachers and staff with knowledge of administration's expectations, which will guide teacher's understanding of rigorous instruction.

Action Step 1 **5**

Members of the leadership team will plan and deliver professional development on rigorous instruction using the Marzano Instructional Framework.

Person Responsible

Amanda Chin

Schedule

On 8/14/2015

Evidence of Completion

Evidence will include a PowerPoint presentation, sign-in sheets, and teacher lesson plans using rigorous instruction.

Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

Teachers will turn in weekly lesson plans via SharePoint. Feedback will be provided weekly to ensure teachers are using rigorous elements (Elements 6, 11, 12, 17, 18, 19, 20, and 22) from the Marzano Instructional Framework. Teachers who need assistance will be provided with coaching support through the coaching cycle and Professional Learning Communities.

Person Responsible

Edie Sohigian

Schedule

Weekly, from 8/24/2015 to 5/30/2016

Evidence of Completion

Lesson Plans

Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

Teachers will complete a survey which will ask them about the knowledge they gained from attending the professional development and follow-up needed.

Person Responsible

Edie Sohigian

Schedule

On 8/21/2015

Evidence of Completion

Evidence will include survey data, which will help administration know teacher confidence level with the material, and any follow-up needed at the request of teachers.

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7

Teacher observations will be conducted via iObservation. Teachers will receive immediate and actionable feedback directly related to rigorous instruction (full intent of the standard and instructional strategies).

Person Responsible

Julio Valle

Schedule

Daily, from 9/7/2015 to 6/6/2016

Evidence of Completion

Evidence will include iObservation data of teacher instruction.

G1.B4.S2 Conduct Professional Learning Communities focusing on the Florida Standards and the delivery of rigorous instruction 4

 S204406

Strategy Rationale

These weekly meetings will provide teachers with opportunities to collaborate with their peers, and discuss how to reach the full intent of the Florida Standards, and instructional strategies aligned to the Marzano Instructional Framework.

Action Step 1 5

Instructional coaches, administrative deans, and administrators will facilitate weekly Professional Learning Communities discussing the Florida Standards deconstruction, STO lesson progressions, and Marzano Instructional Strategies.

Person Responsible

Raquel DeSylva

Schedule

Weekly, from 9/28/2015 to 5/30/2016

Evidence of Completion

Evidence will include PLC agendas, PLC meeting minutes, and teacher lesson plans.

Plan to Monitor Fidelity of Implementation of G1.B4.S2 6

Teachers and instructional coaches will post PLC agendas, meeting minutes, and lesson plans to SharePoint. Feedback on these items will be provided weekly by the administration. Discussion regarding these items will occur at core team meetings between administration, administrative deans, and instructional coaches.

Person Responsible

Edie Sohigian

Schedule

Weekly, from 8/24/2015 to 5/23/2016

Evidence of Completion

The leadership team weekly emails to teachers, and core team meeting minutes.

Plan to Monitor Effectiveness of Implementation of G1.B4.S2 7

Administration will conduct classroom walkthroughs, using iObsevation, while providing timely and actionable feedback to teachers on lesson delivery.

Person Responsible

Julio Valle

Schedule

Weekly, from 9/8/2015 to 5/23/2016

Evidence of Completion

Evidence will include iObservation data of teacher instruction.

G1.B4.S3 Conduct ongoing, job-embedded professional development through the use of coaching strategies **4**

 S204407

Strategy Rationale

After initial information is provided on expectations, teachers may need additional support to understand what rigorous instruction looks like in the classroom and how to measure results based on student generated outcomes.

Action Step 1 **5**

Administration will identify teachers in need of additional support, through elements of the coaching cycle, at differentiated levels.

Person Responsible

Julio Valle

Schedule

Weekly, from 9/7/2015 to 5/23/2016

Evidence of Completion

Evidence will include a Tiered Coaching Form as well as Core Team Agenda, and meeting minutes

Action Step 2 **5**

Instructional coaches create a schedule and action plan for each teacher they are supporting through the coaching cycle.

Person Responsible

Julio Valle

Schedule

Monthly, from 9/14/2015 to 5/23/2016

Evidence of Completion

Evidence will include Coaching Action Plans turned in monthly to administration.

Action Step 3 5

Instructional coaches provide teachers in need of additional support with elements from the coaching cycle to support pedagogical and content knowledge.

Person Responsible

Julio Valle

Schedule

Daily, from 8/31/2015 to 6/3/2016

Evidence of Completion

Evidence will include coaching logs, which instructional coaches will provide administration on a weekly basis.

Action Step 4 5

Administrators will provide teachers with one-on-one coaching-type conversations to support teachers' instructional strategies. These discussions will include the use of student achievement data.

Person Responsible

Julio Valle

Schedule

Weekly, from 9/21/2015 to 5/23/2016

Evidence of Completion

Evidence will include minutes from administration to teacher feedback from iObservation informals, formals, data chats and one-on-one conversations.

Plan to Monitor Fidelity of Implementation of G1.B4.S3 6

Discussion will occur during Core Team Meetings on Monday mornings to discuss the progress of teacher instruction, based (using the coaching log), and what is observed in the classroom.

Person Responsible

Julio Valle

Schedule

Weekly, from 9/14/2015 to 5/30/2016

Evidence of Completion

Evidence will include iObservation reports of teacher instruction, core team meeting agendas, and meeting minutes.

Plan to Monitor Effectiveness of Implementation of G1.B4.S3 7

Data chats will occur between administration and instructional coaches regarding coaching support they have coached. Instructional coaches will provide evidence that their support is making an impact on both instructional practices and student achievement outcomes using student-created artifacts and multiple sources of data.

Person Responsible

Julio Valle

Schedule

Monthly, from 10/5/2015 to 5/23/2016

Evidence of Completion

Evidence will include student work samples, student achievement data from mini-assessments, common assessments, District Benchmark Exams, FCAT 2.0, and the FSA results.

G2. Walker Middle School will apply strategic methods of support for students in subgroups such as English Language Learners (ELL), Students with Disabilities (SWD), and the most struggling learners (students in the lowest 25%). 1

G073856

G2.B2 Teachers have limited knowledge of instructional strategies to address specific subgroups, such as ELL, and meet the needs of a diverse population of learners. 2

B192912

G2.B2.S1 Conduct Professional Learning Communities specifically for teachers of students for whom English is their second language. 4

S204412

Strategy Rationale

Provides adults with opportunities to share ideas, analyze student data, compare student artifacts, and discuss research-based strategies in order to help their proficiency in teaching ELL students.

Action Step 1 5

The assistant principal and ELL coordinator will develop a framework for the ELL PLC to include the use of Consultancy Protocols, centered around a common problem of practice, as well as data analysis (CELLA, Reading and Mathematics mini-assessments and Imagine Learning) and instructional strategies.

Person Responsible

Enid Sein

Schedule

On 9/3/2015

Evidence of Completion

Evidence will include agendas for PLC, and sign-in sheets from ELL PLC's.

Action Step 2 5

The ELL coordinator will identify students for whom English is their second language, and gather CELLA data, and classroom assessment data, to analyze and make instructional decisions.

Person Responsible

Enid Sein

Schedule

Monthly, from 9/8/2015 to 5/24/2016

Evidence of Completion

Evidence will include data forms, and ELL PLC agendas.

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Assistant principal will meet monthly with the ELL Compliance Specialist to discuss what the agenda will be for the PLC prior to the actual meeting. The agenda will be based on teacher concerns, classroom observations, common assessment data, and district mini-assessments.

Person Responsible

Edie Sohigian

Schedule

Biweekly, from 9/1/2015 to 5/24/2016

Evidence of Completion

Evidence will include a calendar invitation, and PLC agendas.

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Administration will attend the PLC to support the ELL Compliance Specialist with the implementation of the ELL PLC.

Person Responsible

Edie Sohigian

Schedule

Biweekly, from 9/15/2015 to 5/24/2016

Evidence of Completion

Evidence will include minutes, and sign-in sheets from the PLC..

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

The leadership team will conduct classroom observations and review lesson plans to ensure there is a transfer of knowledge from the PLC to classroom instruction.

Person Responsible

Edie Sohigian

Schedule

Weekly, from 10/6/2015 to 5/24/2016

Evidence of Completion

Evidence will include iObservation data, and administrative feedback on teacher lesson plans.

G2.B3 Teachers have limited understanding of how to use data to monitor student progress toward mastery of skills and standards as well as used data to motivate students to reach individual goals. 2

 B192913

G2.B3.S1 Use multiple sources of data to both monitor student progress and motivate students to reach individualized goals in both Intensive Mathematics and Reading. 4

 S204413

Strategy Rationale

Intensive Reading and Mathematics classes provide additional content-based instructional support for students who would otherwise struggle in their core content area classes.

Action Step 1 5

Leadership team members will provide teachers with professional development on how to use data to monitor student progress toward individualized goals, including those data based on subgroups.

Person Responsible

Geoffrey Kessler

Schedule

On 10/14/2015

Evidence of Completion

Evidence of the professional development will include an agenda, and exit tickets.

Action Step 2 5

Teachers conduct data chats with students by setting goals, recording data results, and determining if goals were met.

Person Responsible

Geoffrey Kessler

Schedule

Biweekly, from 10/5/2015 to 6/3/2016

Evidence of Completion

Evidence will include individual student data tracking folders.

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

Student data tracking folders will be created and utilized for each targeted student in their Intensive Reading and/or Intensive Mathematics classes.

Person Responsible

Geoffrey Kessler

Schedule

On 10/2/2015

Evidence of Completion

Evidence will include folders in teacher's classrooms.

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

Students will complete data sheets which will track students' progress on the reading program, and their reading fluency.

Person Responsible

Geoffrey Kessler

Schedule

Biweekly, from 10/5/2015 to 5/27/2016

Evidence of Completion

Student folders will indicate goal setting and progress monitoring through conferences between teachers and students.

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B4.S1.A1	Members of the leadership team will plan and deliver professional development on rigorous instruction using the Marzano Instructional Framework.	Chin, Amanda	8/13/2015	Evidence will include a PowerPoint presentation, sign-in sheets, and teacher lesson plans using rigorous instruction.	8/14/2015 one-time
G1.B4.S2.A1	Instructional coaches, administrative deans, and administrators will facilitate weekly Professional Learning Communities discussing the Florida Standards deconstruction, STO lesson progressions, and Marzano Instructional Strategies.	DeSylva, Raquel	9/28/2015	Evidence will include PLC agendas, PLC meeting minutes, and teacher lesson plans.	5/30/2016 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B4.S3.A1	Administration will identify teachers in need of additional support, through elements of the coaching cycle, at differentiated levels.	Valle, Julio	9/7/2015	Evidence will include a Tiered Coaching Form as well as Core Team Agenda, and meeting minutes	5/23/2016 weekly
G2.B2.S1.A1	The assistant principal and ELL coordinator will develop a framework for the ELL PLC to include the use of Consultancy Protocols, centered around a common problem of practice, as well as data analysis (CELLA, Reading and Mathematics mini-assessments and Imagine Learning) and instructional strategies.	Sein, Enid	9/3/2015	Evidence will include agendas for PLC, and sign-in sheets from ELL PLC's.	9/3/2015 one-time
G2.B3.S1.A1	Leadership team members will provide teachers with professional development on how to use data to monitor student progress toward individualized goals, including those data based on subgroups.	Kessler, Geoffrey	10/14/2015	Evidence of the professional development will include an agenda, and exit tickets.	10/14/2015 one-time
G1.B4.S3.A2	Instructional coaches create a schedule and action plan for each teacher they are supporting through the coaching cycle.	Valle, Julio	9/14/2015	Evidence will include Coaching Action Plans turned in monthly to administration.	5/23/2016 monthly
G2.B2.S1.A2	The ELL coordinator will identify students for whom English is their second language, and gather CELLA data, and classroom assessment data, to analyze and make instructional decisions.	Sein, Enid	9/8/2015	Evidence will include data forms, and ELL PLC agendas.	5/24/2016 monthly
G2.B3.S1.A2	Teachers conduct data chats with students by setting goals, recording data results, and determining if goals were met.	Kessler, Geoffrey	10/5/2015	Evidence will include individual student data tracking folders.	6/3/2016 biweekly
G1.B4.S3.A3	Instructional coaches provide teachers in need of additional support with elements from the coaching cycle to support pedagogical and content knowledge.	Valle, Julio	8/31/2015	Evidence will include coaching logs, which instructional coaches will provide administration on a weekly basis.	6/3/2016 daily
G1.B4.S3.A4	Administrators will provide teachers with one-on-one coaching-type conversations to support teachers' instructional strategies. These discussions will include the use of student achievement data.	Valle, Julio	9/21/2015	Evidence will include minutes from administration to teacher feedback from iObservation informals, formals, data chats and one-on-one conversations.	5/23/2016 weekly
G1.MA1	Progress monitor using common assessments, mini-assessments, district-level Benchmark assessments, and FSA/FCAT 2.0 exams	Valle, Julio	9/8/2015	Data chats will be conducted between administration, coaches, and teachers on an ongoing basis to determine the effectiveness of the actions taken to help teachers gain a deeper understanding of rigorous instruction.	6/6/2016 biweekly
G1.B4.S1.MA1	Teacher observations will be conducted via iObservation. Teachers will receive immediate and actionable feedback directly related to rigorous instruction (full intent of the standard and instructional strategies).	Valle, Julio	9/7/2015	Evidence will include iObservation data of teacher instruction.	6/6/2016 daily
G1.B4.S1.MA1	Teachers will turn in weekly lesson plans via SharePoint. Feedback will be provided weekly to ensure teachers are using rigorous elements (Elements 6, 11, 12, 17, 18, 19, 20, and 22) from the Marzano Instructional Framework. Teachers who need assistance will be	Sohigian, Edie	8/24/2015	Lesson Plans	5/30/2016 weekly

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Judson B Walker Middle

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	provided with coaching support through the coaching cycle and Professional Learning Communities.				
G1.B4.S1.MA3	Teachers will complete a survey which will ask them about the knowledge they gained from attending the professional development and follow-up needed.	Sohigian, Edie	8/14/2015	Evidence will include survey data, which will help administration know teacher confidence level with the material, and any follow-up needed at the request of teachers.	8/21/2015 one-time
G1.B4.S2.MA1	Administration will conduct classroom walkthroughs, using iObsevation, while providing timely and actionable feedback to teachers on lesson delivery.	Valle, Julio	9/8/2015	Evidence will include iObservation data of teacher instruction.	5/23/2016 weekly
G1.B4.S2.MA1	Teachers and instructional coaches will post PLC agendas, meeting minutes, and lesson plans to SharePoint. Feedback on these items will be provided weekly by the administration. Discussion regarding these items will occur at core team meetings between administration, administrative deans, and instructional coaches.	Sohigian, Edie	8/24/2015	The leadership team weekly emails to teachers, and core team meeting minutes.	5/23/2016 weekly
G1.B4.S3.MA1	Data chats will occur between administration and instructional coaches regarding coaching support they have coached. Instructional coaches will provide evidence that their support is making an impact on both instructional practices and student achievement outcomes using student-created artifacts and multiple sources of data.	Valle, Julio	10/5/2015	Evidence will include student work samples, student achievement data from mini-assessments, common assessments, District Benchmark Exams, FCAT 2.0, and the FSA results.	5/23/2016 monthly
G1.B4.S3.MA1	Discussion will occur during Core Team Meetings on Monday mornings to discuss the progress of teacher instruction, based (using the coaching log), and what is observed in the classroom.	Valle, Julio	9/14/2015	Evidence will include iObservation reports of teacher instruction, core team meeting agendas, and meeting minutes.	5/30/2016 weekly
G2.MA1	Administrative team will analyze data as a subgroup (lowest 25%) to determine if students achievement has increased.	Valle, Julio	10/28/2014	Evidence will include mini-assessment data, state-wide ELL testing, Imagine Learning data, and common assessment data.	5/28/2015 monthly
G2.B2.S1.MA1	The leadership team will conduct classroom observations and review lesson plans to ensure there is a transfer of knowledge from the PLC to classroom instruction.	Sohigian, Edie	10/6/2015	Evidence will include iObservation data, and administrative feedback on teacher lesson plans.	5/24/2016 weekly
G2.B2.S1.MA1	Assistant principal will meet monthly with the ELL Compliance Specialist to discuss what the agenda will be for the PLC prior to the actual meeting. The agenda will be based on teacher concerns, classroom observations, common assessment data, and district mini-assessments.	Sohigian, Edie	9/1/2015	Evidence will include a calendar invitation, and PLC agendas.	5/24/2016 biweekly
G2.B2.S1.MA2	Administration will attend the PLC to support the ELL Compliance Specialist with the implementation of the ELL PLC.	Sohigian, Edie	9/15/2015	Evidence will include minutes, and sign-in sheets from the PLC..	5/24/2016 biweekly
G2.B3.S1.MA1	Students will complete data sheets which will track students' progress on the reading program, and their reading fluency.	Kessler, Geoffrey	10/5/2015	Student folders will indicate goal setting and progress monitoring through conferences between teachers and students.	5/27/2016 biweekly
G2.B3.S1.MA1	Student data tracking folders will be created and utilized for each targeted	Kessler, Geoffrey	9/28/2015	Evidence will include folders in teacher's classrooms.	10/2/2015 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	student in their Intensive Reading and/ or Intensive Mathematics classes.				

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. Walker Middle School will collaboratively plan for and deliver rigorous instruction aligned to the Florida Standards while implementing research-based instructional strategies.

G1.B4 Teacher limited understanding of how to deliver rigorous instruction; (i.e. strategies), use of text, how to create and use higher order thinking questions

G1.B4.S1 Conduct professional development on rigorous instruction using the Marzano Instructional Framework

PD Opportunity 1

Members of the leadership team will plan and deliver professional development on rigorous instruction using the Marzano Instructional Framework.

Facilitator

Amanda Chin

Participants

Faculty

Schedule

On 8/14/2015

G2. Walker Middle School will apply strategic methods of support for students in subgroups such as English Language Learners (ELL), Students with Disabilities (SWD), and the most struggling learners (students in the lowest 25%).

G2.B3 Teachers have limited understanding of how to use data to monitor student progress toward mastery of skills and standards as well as used data to motivate students to reach individual goals.

G2.B3.S1 Use multiple sources of data to both monitor student progress and motivate students to reach individualized goals in both Intensive Mathematics and Reading.

PD Opportunity 1

Leadership team members will provide teachers with professional development on how to use data to monitor student progress toward individualized goals, including those data based on subgroups.

Facilitator

Geoffrey Kessler, Edie Sohigian, Amanda Chin, Raquel DaSilva, Nichelle Smith

Participants

Intensive Mathematics and Reading teachers

Schedule

On 10/14/2015

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget

Budget Data

1	G1.B4.S1.A1	Members of the leadership team will plan and deliver professional development on rigorous instruction using the Marzano Instructional Framework.	\$0.00
2	G1.B4.S2.A1	Instructional coaches, administrative deans, and administrators will facilitate weekly Professional Learning Communities discussing the Florida Standards deconstruction, STO lesson progressions, and Marzano Instructional Strategies.	\$0.00
3	G1.B4.S3.A1	Administration will identify teachers in need of additional support, through elements of the coaching cycle, at differentiated levels.	\$0.00
4	G1.B4.S3.A2	Instructional coaches create a schedule and action plan for each teacher they are supporting through the coaching cycle.	\$0.00
5	G1.B4.S3.A3	Instructional coaches provide teachers in need of additional support with elements from the coaching cycle to support pedagogical and content knowledge.	\$0.00
6	G1.B4.S3.A4	Administrators will provide teachers with one-on-one coaching-type conversations to support teachers' instructional strategies. These discussions will include the use of student achievement data.	\$0.00
7	G2.B2.S1.A1	The assistant principal and ELL coordinator will develop a framework for the ELL PLC to include the use of Consultancy Protocols, centered around a common problem of practice, as well as data analysis (CELLA, Reading and Mathematics mini-assessments and Imagine Learning) and instructional strategies.	\$0.00
8	G2.B2.S1.A2	The ELL coordinator will identify students for whom English is their second language, and gather CELLA data, and classroom assessment data, to analyze and make instructional decisions.	\$0.00
9	G2.B3.S1.A1	Leadership team members will provide teachers with professional development on how to use data to monitor student progress toward individualized goals, including those data based on subgroups.	\$0.00
10	G2.B3.S1.A2	Teachers conduct data chats with students by setting goals, recording data results, and determining if goals were met.	\$0.00
Total:			\$0.00