

Orange County Public Schools

# Judson B Walker Middle



2017-18 Schoolwide Improvement Plan

## Judson B Walker Middle

150 AMIDON LN, Orlando, FL 32809

<https://walkermms.ocps.net/>

### School Demographics

<b>School Type and Grades Served</b> (per MSID File)	<b>2016-17 Title I School</b>	<b>2016-17 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)
Middle School 6-8	Yes	100%
<b>Primary Service Type</b> (per MSID File)	<b>Charter School</b>	<b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)
K-12 General Education	No	92%

### School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	C	C	C*	D

*\*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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE'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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

### DA Regions

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

### DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

### DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

### 2017-18 DA Category and Statuses for Judson B Walker Middle

DA Region and RED	DA Category and Turnaround Status
Southeast - <a href="#">LaShawn Russ-Porterfield</a>	- N/A

## I. Part I: Current School Status

### A. Supportive Environment

#### 1. School Mission and Vision

##### a. Provide the school's mission statement.

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

##### b. Provide the school's vision statement.

To be the top producers of successful students in the nation

#### 2. School Environment

##### a. 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 PTSA 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.

##### b. 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 her administrative and leadership teams foster this environment through a systematic and well-orchestrated plan where student safety and respect for all are encouraged. Parents, students, and school personnel at the beginning of the school year meet 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, and three deans. 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.

**c. 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, led 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. Walker Middle School has a focus on Restorative Justice as well, with each instructional support teacher working with discipline attending training. There is a space dedicated to restorative justice practices with a classroom teacher referral process to receive mediation, intervention, and teaching.

**d. 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 of 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. Other organizations that assist in helping needy families include an agency that operates the school's "Love Pantry" through the guidance office. The OCPS Food and Nutrition Services Office provide free meals to our students each school day. Students who participate in the after-school YMCA program also receive dinner.

### 3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

**a. 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. Groups of students are targeted for support based upon Early Warning Indicators that include suspensions and frequent absenteeism.

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

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	0	0	0	0	0	0	72	87	144	0	0	0	0	303
One or more suspensions	0	0	0	0	0	0	75	82	84	0	0	0	0	241
Course failure in ELA or Math	0	0	0	0	0	0	22	2	9	0	0	0	0	33
Level 1 on statewide assessment	0	0	0	0	0	0	127	187	137	0	0	0	0	451
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	0	0	0	0	0	0	71	90	81	0	0	0	0	242

**c. 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
6. MCUSA Motivational Coach provided through a grant to work with 65 students identified through EWS

**B. Family and Community Engagement**

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

**1. 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.**

**a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?**

Yes

**1. PFEP Link**

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/430925>.

**2. Description**

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

**2. 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 for example; Teach-in, STEM night, etc. This builds a mutually beneficial partnership between the school and community and also provides a way for local businesses, such as Wells Fargo, to educate more people about their services and products. This partnership also provides opportunities for community members to participate in campus beautification and mentoring services at Walker Middle School.

**C. Effective Leadership**

**1. School Leadership Team**

**a. Membership**

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Watson, Rebecca	Principal
Sohigian, Edie	Assistant Principal
	Instructional Coach
Smith, Nichele	Teacher, ESE
Berriz, Sara	Instructional Coach
Hayward, Jacquelyn	Dean
Sicard-Minuty, Olivia	School Counselor
Tolliver, Tisha	Instructional Coach
Moreno, Guillermo	Assistant Principal

**b. Duties**

**1. 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, ELL Compliance Specialist, Staffing Specialist, Guidance Counselors

MTSS: Principal, Assistant Principals, Deans, Coaches, 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 (literacy/math/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 may 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, 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.

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.

**2. 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 (Algebra/Geometry Nation, STEM resources, etc.), and additional books for the media center.

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.

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.

## 2. School Advisory Council (SAC)

### a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Gerri Vessell	Parent
Corrine Grady	Teacher
Brenda Torres	Parent
James Phillips	Teacher
Amarilyns Feliciano	Education Support Employee
Rebecca Watson	Principal
Guillermo Moreno	Business/Community
Jacqueline Warden	Parent
Jessica Peterson-Sison	Teacher
	Student
Vanessa Diaz	Teacher
Sara Berriz	Teacher
Haydee Hilario	Parent
Walter Calidorio	Parent
Alexander Lao Lugo	Parent
Dieuvous Brutus	Parent
Yenelis Fonseca	Parent
	Student

### b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

*a. Evaluation of last year's school improvement plan*

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

*b. 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 any concerns.

*c. 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.

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

N/A

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

Yes

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

**3. Literacy Leadership Team (LLT)**

**a. Membership**

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Sohigian, Edie	Assistant Principal
Berriz, Sara	Instructional Coach
Grady, Corrine	Instructional Media
Moreno, Guillermo	Assistant Principal
Watson, Rebecca	Principal
Sicard-Minuty, Olivia	School Counselor
Tolliver, Tisha	Other

**b. Duties**

**1. Describe how the LLT or similar group promotes literacy within the school, if applicable.**

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 2017-2018 school year:

- 1) Quarterly training on reading strategies which increase reading comprehension

- 2) Train content area teachers on how to utilize reading data to inform instruction
- 3) Teen Trendsetters
- 4) Battle of the Books
- 5) Media Center Visits
- 6) District Literacy Week
- 7) Walker Middle School Book Drive
- 8) Spelling Bee
- 9) Modern Woodsman Speech Contest
- 10) Professional Learning Communities
- 11) Family Literacy Night
- 12) District PLC
- 13) School-wide literacy anchor charts focused on student-owned literacy strategies

## D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

### 1. 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 2017-2018 school year to support common grade level planning by content area. Teachers utilize common planning time to participate in Professional Learning Communities (PLC) in order to plan for instruction aligned to the Florida Standards. Activities during this time include deconstruction of Florida Standards, the creation of aligned common assessments, discussion of common formative assessment data, and planning collaboratively for effective instructional delivery. Teachers and instructional coaches will participate in monthly department meetings, which will focus on data analysis as well as vertical alignment of content standards. There is a continued focus on standards-based instruction and ensuring the full intent of the standard is reached during instruction. Each PLC uses the Test Item Specifications, based on the Florida Standards, to ensure an alignment between curriculum, instruction, and assessment. Teachers also participate in ELL PLC's to discuss common problems of practice, student data, and strategies needed to benefit this specific group of learners.

### 2. 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 2017-2018 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.

### 3. 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 2017-2018 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.

## E. Ambitious Instruction and Learning

### 1. Instructional Programs and Strategies

#### a. Instructional Programs

##### **1. 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 Curriculum Resource Materials (CRM) as guidance for developing lesson plans. Teachers, along with instructional coaches, develop Instructional Focus Calendars and lesson plans and common assessment aligned to the Florida Standards.

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

#### b. Instructional Strategies

##### **1. 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 900 and a score below grade level in reading on the 2017 FSA are placed in an intensive reading class. Teachers use iReady, Newsela, and/or Rosetta Stone to differentiate their instruction and meet the needs of these students.

Students who scored a level 1 on the 2017 Mathematics FSA are placed in Intensive Math. Teachers use iReady 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.

##### **2. 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:** 3,600

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 every Tuesday and Thursday for one hour to address the specific deficiencies of these students as determined by diagnostic assessments and ongoing progress monitoring that includes mini-assessments and computational fluency skills assessments. Tutoring will also be provided through our YMCA after-school program daily and extended media center hours twice each week. Saturday tutoring will be provided focusing on pre-teaching standards through December and then remediation and reteach January through May. The frequency will increase as the school year progresses.

***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***

Sohigian, Edie, edie.sohigian@ocps.net

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

Data will be gathered from Performance Matters (mini-assessments) by the reading and math instructional coaches. They will analyze the data to determine the percent of students at proficiency and mastery of the standards. This data will then be communicated during leadership team meetings as well as during Professional Learning Communities to make determinations for next steps within instruction.

**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.

**2. Student Transition and Readiness**

**a. PreK-12 Transition**

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

**1. 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 Sixth Graders:**

The counselor(s) visits 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 Walker Middle School, select elective courses, and receive additional information regarding clubs and activities. 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 one-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 Eighth 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 sixth through eighth grade students. AVID provides career and

college readiness through instruction on the five pillars of Writing, Inquiry, Collaboration, Organization, and Reading.

## b. College and Career Readiness

### **1. 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 eighth grade; students are guided to select a path of study and build a plan for the future using Naviance. Guidance counselors will follow the scope and sequence for implementation of this program and teach lessons to students throughout the year covering content assigned to grade levels. This program is supported by the U.S. History classes during the fourth quarter of the school year. 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 ninth graders and help with course selection.

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

ICT Essentials I, for sixth and seventh grade students, places students on a trajectory for success in a digital world. Students are able to earn a digital certification credit as well as build their background knowledge in computer literacy. Our Career and Technical Education (CTE) course, Digital Information Technology, provides eighth grade students with opportunities to advance their knowledge of multiple computer programs while earning a digital certificate and high school credit. 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.

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

We offer the Career and Technical Education (CTE) course Digital Information Technology, which connects the core content of reading, math and science to the world of digital literacy. This course is offered three times within the master schedule. Students are recruited in sixth grade to begin a trajectory toward this class by first enrolling in ICT Essentials I, which also provides them with an opportunity to earn a digital certification.

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. Students are recruited to take this course beginning in the sixth grade. This year we have added three AVID course offerings to the master schedule with a goal of expanding the program.

### **4. 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

## II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

### A. Problem Identification

## 1. Data to Support Problem Identification

### b. 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:

*No files were uploaded*

## 2. 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.

## B. 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.

## C. Strategic Goals

## 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. (Invest in Human Capital)
  
- 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%). (Narrow Achievement Gaps)

## Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., “SMART goals”), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, 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. (Invest in Human Capital) **1a**

G095652

**Targets Supported** **1b**

Indicator	Annual Target
FCAT 2.0 Science Proficiency	46.0
FSA Mathematics Achievement	48.0
FSA ELA Achievement	44.0
Civics EOC Pass	67.0

**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, student collaboration, etc.

**Resources Available to Help Reduce or Eliminate the Barriers** **2**

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

**Plan to Monitor Progress Toward G1.** **8**

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

**Person Responsible**

Rebecca Watson

**Schedule**

Biweekly, from 8/30/2017 to 6/1/2018

**Evidence of Completion**

Data chats will be conducted during Professional Learning Communities between administration, coaches, and teachers each week to determine the effectiveness of the actions taken to help teachers gain a deeper understanding of rigorous instruction. One-on-one data chats will also be conducted between administration and teachers on a quarterly basis to examine instructional strengths and weaknesses, plan differentiated instructional strategies and determine next steps (such as the use of the coaching cycle).

**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%). (Narrow Achievement Gaps) **1a**

G095653

**Targets Supported** **1b**

Indicator	Annual Target
Math Lowest 25% Gains	54.0
Math Gains	61.0
ELA/Reading Lowest 25% Gains	41.0
ELA/Reading Gains	50.0

**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.

**Resources Available to Help Reduce or Eliminate the Barriers** **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
- District PLC

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

Administrative team will analyze student data within subgroups (ELL, ESE and lowest 25%) to determine if student achievement has increased.

**Person Responsible**

Rebecca Watson

**Schedule**

Quarterly, from 9/8/2017 to 6/8/2018

**Evidence of Completion**

Evidence will include mini-assessment data, state-wide ELL testing, 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. (Invest in Human Capital) **1**

 G095652

**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, student collaboration, etc. **2**

 B257552

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

 S272514

### 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**

The Principal will plan and deliver ongoing professional development on rigorous instruction using the Marzano Instructional Framework.

#### Person Responsible

Rebecca Watson

#### Schedule

Monthly, from 8/7/2017 to 5/23/2018

#### 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, 18, 19, 20) 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 8/7/2017 to 6/8/2018

**Evidence of Completion**

Lesson Plans

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

Teachers will complete a sign-in sheet and exit ticket.

**Person Responsible**

Edie Sohigian

**Schedule**

On 6/8/2018

**Evidence of Completion**

Evidence will include the exit ticket, which will help administration know teacher confidence and ability 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 using actionable coaching feedback. Teachers will receive immediate and actionable feedback directly related to rigorous instruction (full intent of the standard and instructional strategies).

**Person Responsible**

Rebecca Watson

**Schedule**

Daily, from 9/5/2017 to 4/30/2018

**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

S272515

### Strategy Rationale

These meetings, held twice each week, will provide teachers with opportunities to collaborate with their peers, and discuss how to reach the full intent of the Florida Standards, as well as 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, and Marzano Instructional Strategies.

#### Person Responsible

Rebecca Watson

#### Schedule

Weekly, from 9/18/2017 to 6/8/2018

#### 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 lesson plans and other deliverables to SharePoint. Feedback on these items will be provided weekly by the administration during PLC's. Discussion regarding these items will occur at core team meetings between administration, administrative deans, and instructional coaches.

#### Person Responsible

Edie Sohigian

#### Schedule

Weekly, from 8/14/2017 to 6/8/2018

#### 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**

Rebecca Watson

**Schedule**

Weekly, from 9/5/2017 to 5/4/2018

***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**

 S272516

### 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 tiered levels.

#### **Person Responsible**

Rebecca Watson

#### **Schedule**

Weekly, from 8/25/2017 to 6/8/2018

#### **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**

Rebecca Watson

#### **Schedule**

Monthly, from 8/25/2017 to 6/8/2018

#### **Evidence of Completion**

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

**Action Step 3** 5

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

**Person Responsible**

Rebecca Watson

**Schedule**

Daily, from 8/25/2017 to 6/8/2018

***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**

Rebecca Watson

**Schedule**

Weekly, from 9/8/2017 to 6/8/2018

***Evidence of Completion***

Evidence will include minutes from administration to teacher feedback from iObservation informals, formals, data chats, iReady data, 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, using the coaching log, and what is observed in the classroom by both coaches and administration.

**Person Responsible**

Rebecca Watson

**Schedule**

Weekly, from 8/21/2017 to 6/8/2018

**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 provided for teachers. 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 (including but not limited to coaching logs, observations and mini-assessments).

**Person Responsible**

Rebecca Watson

**Schedule**

Monthly, from 10/16/2017 to 6/8/2018

**Evidence of Completion**

Evidence will include student work samples, student achievement data from mini-assessments, common assessments, iReady Data, district-developed exams, FCAT 2.0, and the FSA results.

**G1.B4.S4** Conduct ongoing professional development on meeting the needs of diverse learners 4

S272517

**Strategy Rationale**

Specific strategies to differentiate content, process, and product will be used to address closing this achievement gap among subgroups.

**Action Step 1** 5

Instructional coaches will provide ongoing professional development on meeting the needs of diverse learners to close achievement gaps for ELL, ESE, and subgroups.

**Person Responsible**

Rebecca Watson

**Schedule**

Monthly, from 9/20/2017 to 4/18/2018

**Evidence of Completion**

Evidence will include powerpoint presentations and sign-in sheets.

**Plan to Monitor Fidelity of Implementation of G1.B4.S4** 6

Administration will preview all professional development and provide the instructional coach with feedback prior to implementation. Administration will attend all professional development.

**Person Responsible**

Rebecca Watson

**Schedule**

Monthly, from 8/7/2017 to 6/8/2018

**Evidence of Completion**

Evidence will include sign-in sheets for the professional development.

**Plan to Monitor Effectiveness of Implementation of G1.B4.S4** 7

Leadership team members will conduct classroom observations and provide teachers with feedback using the iObservation tool and other classroom walkthrough tools vetted and approved by administration.

**Person Responsible**

Rebecca Watson

**Schedule**

Weekly, from 8/28/2017 to 5/30/2018

**Evidence of Completion**

Evidence will include iObservation feedback.

**G1.B4.S5** Attend DPLC professional development and implement school-wide implementation of close-read strategies with complex text. 4

 S272518

**Strategy Rationale**

Specific close-read strategies with complex text will help students gain skills in all content areas, increasing comprehension and raising student proficiency outcomes.

**Action Step 1** 5

DPLC Professional Learning on close-reading and complex text

**Person Responsible**

Rebecca Watson

**Schedule**

Monthly, from 10/23/2017 to 6/4/2018

**Evidence of Completion**

iReady comprehension scores will increase school-wide

**Plan to Monitor Fidelity of Implementation of G1.B4.S5** 6

iReady diagnostic, growth monitoring, standards mastery

**Person Responsible**

Rebecca Watson

**Schedule**

Every 6 Weeks, from 10/23/2017 to 6/4/2018

***Evidence of Completion***

Data will be analyzed and used to inform DPLC implementation and instruction.

**Plan to Monitor Effectiveness of Implementation of G1.B4.S5** 7

**Person Responsible**

**Schedule**

***Evidence of Completion***

**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%). (Narrow Achievement Gaps) **1**

 G095653

**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**

 B257555

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

 S272523

### 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 CCT will develop a framework for the ELL PLC to include the use of data analysis (WIDA, Reading and Mathematics iReady data) and instructional strategies.

#### Person Responsible

Guillermo Moreno

#### Schedule

Quarterly, from 8/30/2017 to 5/31/2018

#### Evidence of Completion

Evidence will include a calendar of meeting dates as well as a framework of objectives for each meeting.

### Action Step 2 **5**

The ELL coordinator will identify students for whom English is their second language and gather WIDA data to analyze during ELL PLCs and make instructional decisions.

#### Person Responsible

Guillermo Moreno

#### Schedule

Biweekly, from 8/30/2017 to 5/31/2018

#### Evidence of Completion

Evidence will include data forms.

**Action Step 3** 5

Teachers of ELL students will meet on a monthly basis to analyze data, discuss individual students and instructional strategies to best meet the needs of the students in this subgroup.

**Person Responsible**

Guillermo Moreno

**Schedule**

Monthly, from 8/30/2017 to 5/30/2018

***Evidence of Completion***

Evidence will include PLC agendas, teacher lesson plans and monthly surveys.

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

Assistant principal will meet monthly with the CCT 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 recommendations.

**Person Responsible**

Guillermo Moreno

**Schedule**

Monthly, from 8/30/2017 to 5/30/2018

***Evidence of Completion***

Evidence will include a calendar invitation, PLC meeting agendas.

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

Administration will attend the PLC to support the CCT and emphasize the importance of supporting and monitoring the academic achievement of ELL students.

**Person Responsible**

Guillermo Moreno

**Schedule**

Monthly, from 8/30/2017 to 5/30/2018

***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, review iObservation data and lesson plans to ensure there is a transfer of knowledge from the PLC to classroom instruction. Data specific to ELL students will also be monitored during quarterly data meetings between teachers and administration.

**Person Responsible**

Guillermo Moreno

**Schedule**

Weekly, from 8/30/2017 to 5/30/2018

**Evidence of Completion**

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

**G2.B2.S2** Conduct Professional Learning Communities specifically for teachers of students with disabilities. 4

 S272524

### Strategy Rationale

Results gleaned from the School Best Practices for Inclusive Education (BPIE) survey indicate the need to support teachers with the use of data to make instructional decisions for students with disabilities. Results also showed the need to provide teachers with opportunities to share ideas, compare student artifacts, and discuss research-based strategies in order to help their proficiency in teaching ESE students.

### Action Step 1 5

The ESE Compliance Specialist will meet with the Assistant Principal to gather multiple sources of data for ESE students.

#### Person Responsible

Nichele Smith

#### Schedule

Monthly, from 9/5/2017 to 6/8/2018

#### Evidence of Completion

Evidence will include products of data analysis including spreadsheets and possible data plans.

### Action Step 2 5

ESE Compliance Specialist will meet with the Assistant Principal to plan for ESE PLC's which will include the use of data to make instructional decisions (BPIE recommendation) as well as specific ESE strategies which teachers can then apply in the classroom.

#### Person Responsible

Nichele Smith

#### Schedule

Monthly, from 8/16/2017 to 5/30/2018

#### Evidence of Completion

Evidence will include PowerPoint Presentations.

**Action Step 3** 5

ESE PLC will meet monthly to analyze data to make instructional decisions and learn instructional strategies which will specifically benefit ESE students.

**Person Responsible**

Nichele Smith

**Schedule**

Monthly, from 8/23/2017 to 6/8/2018

***Evidence of Completion***

Evidence will include sign-in sheets and agendas.

**Plan to Monitor Fidelity of Implementation of G2.B2.S2** 6

Administration will attend all ESE PLC's and collect all deliverables derived from the meetings.

**Person Responsible**

Edie Sohigian

**Schedule**

Monthly, from 8/23/2017 to 5/30/2018

***Evidence of Completion***

Evidence will include sign-in sheets, agendas, exit tickets and other teacher produced artifacts. Feedback will be given to the ESE Compliance Specialist on the effectiveness of the professional development based on the artifacts.

**Plan to Monitor Effectiveness of Implementation of G2.B2.S2** 7

Administration will conduct classroom walkthroughs in ESE classrooms.

**Person Responsible**

Edie Sohigian

**Schedule**

Weekly, from 9/5/2017 to 5/4/2018

***Evidence of Completion***

Evidence will include feedback to teachers through the iObservation tool.

**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**

 B257556

**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**

 S272525

### 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 meet with teachers during weekly PLCs to discuss how to use data to monitor student progress toward individualized goals, including those data based on subgroups.

#### **Person Responsible**

Edie Sohigian

#### **Schedule**

Weekly, from 8/7/2017 to 6/8/2018

#### **Evidence of Completion**

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

### Action Step 2 **5**

Reading and Intensive Math teachers will conduct monthly data chats with students by setting goals, recording data results, and determining if goals were met.

#### **Person Responsible**

Guillermo Moreno

#### **Schedule**

Monthly, from 9/5/2017 to 6/8/2018

#### **Evidence of Completion**

Evidence will include individual student data tracking folders.

### Action Step 3 5

Administration will meet with teachers quarterly to discuss ongoing progress monitoring data and determine the effectiveness of instruction. Action Plans will be developed which will include next steps for supporting both teachers and students through coaching and differentiated instruction.

**Person Responsible**

Rebecca Watson

**Schedule**

Quarterly, from 10/30/2017 to 6/8/2018

**Evidence of Completion**

Evidence will include teacher reflection logs, and action plans including next steps.

### Action Step 4 5

Teachers will communicate student progress with families through ProgressBook, email and direct phone calls.

**Person Responsible**

Jacquelyn Hayward

**Schedule**

Weekly, from 8/14/2017 to 6/8/2018

**Evidence of Completion**

Evidence will include ProgressBook documentation and parent contact logs. Deans will collect these logs on a weekly basis.

### Action Step 5 5

Trained instructional personnel will provide professional development for the faculty on strategies designed to specifically meet the needs of ELL and ESE students.

**Person Responsible**

Guillermo Moreno

**Schedule**

Semiannually, from 8/30/2017 to 4/25/2018

**Evidence of Completion**

Evidence will include sign in sheet, agenda, and exit tickets from the professional development.

**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**

Guillermo Moreno

**Schedule**

Weekly, from 9/18/2017 to 6/8/2018

**Evidence of Completion**

Evidence will include folders in teacher's classrooms.

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

Leadership team members will meet with teachers during PLC's to facilitate conversations regarding ELL/ESE strategies.

**Person Responsible**

Edie Sohigian

**Schedule**

Weekly, from 8/14/2017 to 6/8/2018

**Evidence of Completion**

Evidence will include teacher lesson plans.

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

Reading students will update data sheets which will track students' progress on the reading program, reading fluency. Intensive Math students will update data sheets which will track their progress toward mastery of mathematics content and computational fluency.

**Person Responsible**

Edie Sohigian

**Schedule**

Weekly, from 9/18/2017 to 6/8/2018

**Evidence of Completion**

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

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

Administrators will conduct classroom observations and provide teachers with feedback using the iObservation tool. Feedback will specifically target the use of ELL strategies.

**Person Responsible**

Rebecca Watson

**Schedule**

Weekly, from 8/14/2017 to 6/8/2018

***Evidence of Completion***

Evidence will include feedback using the iObservation tool.

### IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
<b>2018</b>					
G1.B4.S5.MA1 M391591	[no content entered]		No Start Date		No End Date one-time
G1.B4.S4.A1 A365720	Instructional coaches will provide ongoing professional development on meeting the needs of diverse...	Watson, Rebecca	9/20/2017	Evidence will include powerpoint presentations and sign-in sheets.	4/18/2018 monthly
G2.B3.S1.A5 A365739	Trained instructional personnel will provide professional development for the faculty on strategies...	Moreno, Guillermo	8/30/2017	Evidence will include sign in sheet, agenda, and exit tickets from the professional development.	4/25/2018 semiannually
G1.B4.S1.MA1 M391582	Teacher observations will be conducted via iObservation using actionable coaching feedback...	Watson, Rebecca	9/5/2017	Evidence will include iObservation data of teacher instruction.	4/30/2018 daily
G1.B4.S2.MA1 M391585	Administration will conduct classroom walkthroughs, using iObsevation, while providing timely and...	Watson, Rebecca	9/5/2017	Evidence will include iObservation data of teacher instruction.	5/4/2018 weekly
G2.B2.S2.MA1 M391601	Administration will conduct classroom walkthroughs in ESE classrooms.	Sohigian, Edie	9/5/2017	Evidence will include feedback to teachers through the iObservation tool.	5/4/2018 weekly
G1.B4.S1.A1 A365714	The Principal will plan and deliver ongoing professional development on rigorous instruction using...	Watson, Rebecca	8/7/2017	Evidence will include a PowerPoint presentation, sign-in sheets, and teacher lesson plans using rigorous instruction.	5/23/2018 monthly
G2.B2.S1.MA1 M391598	The leadership team will conduct classroom observations, review iObservation data and lesson plans...	Moreno, Guillermo	8/30/2017	Evidence will include iObservation data, and administrative feedback on teacher lesson plans.	5/30/2018 weekly
G2.B2.S1.MA1 M391599	Assistant principal will meet monthly with the CCT to discuss what the agenda will be for the PLC...	Moreno, Guillermo	8/30/2017	Evidence will include a calendar invitation, PLC meeting agendas.	5/30/2018 monthly
G2.B2.S1.MA2 M391600	Administration will attend the PLC to support the CCT and emphasize the importance of supporting...	Moreno, Guillermo	8/30/2017	Evidence will include minutes, and sign-in sheets from the PLC.	5/30/2018 monthly
G2.B2.S1.A3 A365731	Teachers of ELL students will meet on a monthly basis to analyze data, discuss individual students...	Moreno, Guillermo	8/30/2017	Evidence will include PLC agendas, teacher lesson plans and monthly surveys.	5/30/2018 monthly
G2.B2.S2.MA1 M391602	Administration will attend all ESE PLC's and collect all deliverables derived from the meetings.	Sohigian, Edie	8/23/2017	Evidence will include sign-in sheets, agendas, exit tickets and other teacher produced artifacts. Feedback will be given to the ESE Compliance Specialist on the effectiveness of the professional development based on the artifacts.	5/30/2018 monthly
G2.B2.S2.A2 A365733	ESE Compliance Specialist will meet with the Assistant Principal to plan for ESE PLC's which will...	Smith, Nichele	8/16/2017	Evidence will include PowerPoint Presentations.	5/30/2018 monthly
G1.B4.S4.MA1 M391589	Leadership team members will conduct classroom observations and provide teachers with feedback...	Watson, Rebecca	8/28/2017	Evidence will include iObservation feedback.	5/30/2018 weekly
G2.B2.S1.A1 A365729	The assistant principal and CCT will develop a framework for the ELL PLC to include the use of...	Moreno, Guillermo	8/30/2017	Evidence will include a calendar of meeting dates as well as a framework of objectives for each meeting.	5/31/2018 quarterly
G2.B2.S1.A2 A365730	The ELL coordinator will identify students for whom English is their second language and gather...	Moreno, Guillermo	8/30/2017	Evidence will include data forms.	5/31/2018 biweekly
G1.MA1 M391593	Progress monitor using common assessments, mini-assessments, district-level assessments, iReady...	Watson, Rebecca	8/30/2017	Data chats will be conducted during Professional Learning Communities between administration, coaches, and teachers each week to determine the	6/1/2018 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
				effectiveness of the actions taken to help teachers gain a deeper understanding of rigorous instruction. One-on-one data chats will also be conducted between administration and teachers on a quarterly basis to examine instructional strengths and weaknesses, plan differentiated instructional strategies and determine next steps (such as the use of the coaching cycle).	
G1.B4.S5.MA1 M391592	iReady diagnostic, growth monitoring, standards mastery	Watson, Rebecca	10/23/2017	Data will be analyzed and used to inform DPLC implementation and instruction.	6/4/2018 every-6-weeks
G1.B4.S5.A1 A365721	DPLC Professional Learning on close-reading and complex text	Watson, Rebecca	10/23/2017	iReady comprehension scores will increase school-wide	6/4/2018 monthly
G2.MA1 M391607	Administrative team will analyze student data within subgroups (ELL, ESE and lowest 25%) to...	Watson, Rebecca	9/8/2017	Evidence will include mini-assessment data, state-wide ELL testing, and common assessment data.	6/8/2018 quarterly
G1.B4.S1.MA1 M391583	Teachers will turn in weekly lesson plans via SharePoint. Feedback will be provided weekly to...	Sohigian, Edie	8/7/2017	Lesson Plans	6/8/2018 weekly
G1.B4.S1.MA3 M391584	Teachers will complete a sign-in sheet and exit ticket.	Sohigian, Edie	8/7/2017	Evidence will include the exit ticket, which will help administration know teacher confidence and ability level with the material, and any follow-up needed at the request of teachers.	6/8/2018 one-time
G2.B3.S1.MA1 M391603	Reading students will update data sheets which will track students' progress on the reading...	Sohigian, Edie	9/18/2017	Student folders will indicate goal setting and progress monitoring through conferences between teachers and students.	6/8/2018 weekly
G2.B3.S1.MA4 M391604	Administrators will conduct classroom observations and provide teachers with feedback using the...	Watson, Rebecca	8/14/2017	Evidence will include feedback using the iObservation tool.	6/8/2018 weekly
G2.B3.S1.MA1 M391605	Student data tracking folders will be created and utilized for each targeted student in their...	Moreno, Guillermo	9/18/2017	Evidence will include folders in teacher's classrooms.	6/8/2018 weekly
G2.B3.S1.MA3 M391606	Leadership team members will meet with teachers during PLC's to facilitate conversations regarding...	Sohigian, Edie	8/14/2017	Evidence will include teacher lesson plans.	6/8/2018 weekly
G2.B3.S1.A1 A365735	Leadership team members will meet with teachers during weekly PLCs to discuss how to use data to...	Sohigian, Edie	8/7/2017	Evidence of the professional development will include an agenda, and exit tickets.	6/8/2018 weekly
G2.B3.S1.A2 A365736	Reading and Intensive Math teachers will conduct monthly data chats with students by setting goals,...	Moreno, Guillermo	9/5/2017	Evidence will include individual student data tracking folders.	6/8/2018 monthly
G2.B3.S1.A3 A365737	Administration will meet with teachers quarterly to discuss ongoing progress monitoring data and...	Watson, Rebecca	10/30/2017	Evidence will include teacher reflection logs, and action plans including next steps.	6/8/2018 quarterly
G2.B3.S1.A4 A365738	Teachers will communicate student progress with families through ProgressBook, email and direct...	Hayward, Jacquelyn	8/14/2017	Evidence will include ProgressBook documentation and parent contact logs. Deans will collect these logs on a weekly basis.	6/8/2018 weekly
G1.B4.S2.MA1 M391586	Teachers and instructional coaches will post lesson plans and other deliverables to SharePoint....	Sohigian, Edie	8/14/2017	The leadership team weekly emails to teachers, and core team meeting minutes.	6/8/2018 weekly
G1.B4.S2.A1 A365715	Instructional coaches, administrative deans, and administrators will facilitate weekly Professional...	Watson, Rebecca	9/18/2017	Evidence will include PLC agendas, PLC meeting minutes, and teacher lesson plans.	6/8/2018 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B2.S2.A1 A365732	The ESE Compliance Specialist will meet with the Assistant Principal to gather multiple sources of...	Smith, Nichele	9/5/2017	Evidence will include products of data analysis including spreadsheets and possible data plans.	6/8/2018 monthly
G2.B2.S2.A3 A365734	ESE PLC will meet monthly to analyze data to make instructional decisions and learn instructional...	Smith, Nichele	8/23/2017	Evidence will include sign-in sheets and agendas.	6/8/2018 monthly
G1.B4.S3.MA1 M391587	Data chats will occur between administration and instructional coaches regarding coaching support...	Watson, Rebecca	10/16/2017	Evidence will include student work samples, student achievement data from mini-assessments, common assessments, iReady Data, district-developed exams, FCAT 2.0, and the FSA results.	6/8/2018 monthly
G1.B4.S3.MA1 M391588	Discussion will occur during Core Team Meetings, on Monday mornings, to discuss the progress of...	Watson, Rebecca	8/21/2017	Evidence will include iObservation reports of teacher instruction, core team meeting agendas, and meeting minutes.	6/8/2018 weekly
G1.B4.S3.A1 A365716	Administration will identify teachers in need of additional support, through elements of the...	Watson, Rebecca	8/25/2017	Evidence will include a Tiered Coaching Form as well as Core Team Agenda, and meeting minutes	6/8/2018 weekly
G1.B4.S3.A2 A365717	Instructional coaches create a schedule and action plan for each teacher they are supporting...	Watson, Rebecca	8/25/2017	Evidence will include Coaching Action Plans turned in monthly to administration.	6/8/2018 monthly
G1.B4.S3.A3 A365718	Instructional coaches will provide teachers in need of additional support with elements from the...	Watson, Rebecca	8/25/2017	Evidence will include coaching logs, which instructional coaches will provide administration on a weekly basis.	6/8/2018 daily
G1.B4.S3.A4 A365719	Administrators will provide teachers with one-on-one coaching-type conversations to support...	Watson, Rebecca	9/8/2017	Evidence will include minutes from administration to teacher feedback from iObservation informals, formals, data chats, iReady data, and one-on-one conversations.	6/8/2018 weekly
G1.B4.S4.MA1 M391590	Administration will preview all professional development and provide the instructional coach with...	Watson, Rebecca	8/7/2017	Evidence will include sign-in sheets for the professional development.	6/8/2018 monthly

## V. 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. (Invest in Human Capital)

**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, student collaboration, etc.

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

### PD Opportunity 1

The Principal will plan and deliver ongoing professional development on rigorous instruction using the Marzano Instructional Framework.

#### Facilitator

Rebecca Watson

#### Participants

Faculty

#### Schedule

Monthly, from 8/7/2017 to 5/23/2018

**G1.B4.S4** Conduct ongoing professional development on meeting the needs of diverse learners

### PD Opportunity 1

Instructional coaches will provide ongoing professional development on meeting the needs of diverse learners to close achievement gaps for ELL, ESE, and subgroups.

#### Facilitator

Rebecca Watson

#### Participants

Instructional Personnel

#### Schedule

Monthly, from 9/20/2017 to 4/18/2018

**G1.B4.S5** Attend DPLC professional development and implement school-wide implementation of close-read strategies with complex text.

**PD Opportunity 1**

DPLC Professional Learning on close-reading and complex text

**Facilitator**

OCPS District team

**Participants**

DPLC facilitators, DPLC school team

**Schedule**

Monthly, from 10/23/2017 to 6/4/2018

**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%). (Narrow Achievement Gaps)

**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.

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

**PD Opportunity 1**

The assistant principal and CCT will develop a framework for the ELL PLC to include the use of data analysis (WIDA, Reading and Mathematics iReady data) and instructional strategies.

**Facilitator**

Marlene Acosta

**Participants**

Faculty

**Schedule**

Quarterly, from 8/30/2017 to 5/31/2018

## PD Opportunity 2

Teachers of ELL students will meet on a monthly basis to analyze data, discuss individual students and instructional strategies to best meet the needs of the students in this subgroup.

### Facilitator

Marlene Acosta

### Participants

PLC Collaborative teams

### Schedule

Monthly, from 8/30/2017 to 5/30/2018

**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

Trained instructional personnel will provide professional development for the faculty on strategies designed to specifically meet the needs of ELL and ESE students.

### Facilitator

Marlene Acosta

### Participants

Faculty

### Schedule

Semiannually, from 8/30/2017 to 4/25/2018

## VI. Technical Assistance Items

*Technical Assistance 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. (Invest in Human Capital)

**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, student collaboration, etc.

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

### TA Opportunity 1

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

#### Facilitator

Instructional Coaches; Ms. DiMura, Ms. Berriz, Mr. Murfee, Ms. Dukes

#### Participants

Content area groups will meet together at least once each week.

#### Schedule

Weekly, from 9/18/2017 to 6/8/2018

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

### TA Opportunity 1

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

#### Facilitator

Instructional Coaches including Ms. DiMura, Mr. Murfee, Ms. Dukes, Ms. Berriz

#### Participants

Teachers in need of support will be identified on an ongoing basis throughout the year.

#### Schedule

Daily, from 8/25/2017 to 6/8/2018

## VII. Budget

1	G1.B4.S1.A1	The Principal will plan and deliver ongoing professional development on rigorous instruction using the Marzano Instructional Framework.				\$9,325.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	3240	120-Classroom Teachers	1151 - Walker Middle	Title I, Part A		\$9,325.00
2	G1.B4.S2.A1	Instructional coaches, administrative deans, and administrators will facilitate weekly Professional Learning Communities discussing the Florida Standards deconstruction, 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 tiered 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 will 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	G1.B4.S4.A1	Instructional coaches will provide ongoing professional development on meeting the needs of diverse learners to close achievement gaps for ELL, ESE, and subgroups.				\$0.00
8	G1.B4.S5.A1	DPLC Professional Learning on close-reading and complex text				\$0.00
9	G2.B2.S1.A1	The assistant principal and CCT will develop a framework for the ELL PLC to include the use of data analysis (WIDA, Reading and Mathematics iReady data) and instructional strategies.				\$0.00
10	G2.B2.S1.A2	The ELL coordinator will identify students for whom English is their second language and gather WIDA data to analyze during ELL PLCs and make instructional decisions.				\$0.00
11	G2.B2.S1.A3	Teachers of ELL students will meet on a monthly basis to analyze data, discuss individual students and instructional strategies to best meet the needs of the students in this subgroup.				\$0.00
12	G2.B2.S2.A1	The ESE Compliance Specialist will meet with the Assistant Principal to gather multiple sources of data for ESE students.				\$0.00
13	G2.B2.S2.A2	ESE Compliance Specialist will meet with the Assistant Principal to plan for ESE PLC's which will include the use of data to make instructional decisions (BPIE recommendation) as well as specific ESE strategies which teachers can then apply in the classroom.				\$0.00
14	G2.B2.S2.A3	ESE PLC will meet monthly to analyze data to make instructional decisions and learn instructional strategies which will specifically benefit ESE students.				\$0.00
15	G2.B3.S1.A1	Leadership team members will meet with teachers during weekly PLCs to discuss how to use data to monitor student progress toward individualized goals, including those data based on subgroups.				\$0.00

16	G2.B3.S1.A2	Reading and Intensive Math teachers will conduct monthly data chats with students by setting goals, recording data results, and determining if goals were met.	\$0.00
17	G2.B3.S1.A3	Administration will meet with teachers quarterly to discuss ongoing progress monitoring data and determine the effectiveness of instruction. Action Plans will be developed which will include next steps for supporting both teachers and students through coaching and differentiated instruction.	\$0.00
18	G2.B3.S1.A4	Teachers will communicate student progress with families through ProgressBook, email and direct phone calls.	\$0.00
19	G2.B3.S1.A5	Trained instructional personnel will provide professional development for the faculty on strategies designed to specifically meet the needs of ELL and ESE students.	\$0.00
<b>Total:</b>			<b>\$9,325.00</b>