

Hillsborough County Public Schools

Walker Middle Magnet School



2022-23 Schoolwide Improvement Plan

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Walker Middle Magnet School

8282 N MOBLEY RD, Odessa, FL 33556

[no web address on file]

Demographics

Principal: Heather Holloway

Start Date for this Principal: 8/2/2022

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	32%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: A (79%) 2018-19: A (77%) 2017-18: A (79%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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 a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

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. 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.

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Walker Middle Magnet School

8282 N MOBLEY RD, Odessa, FL 33556

[no web address on file]

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Middle School 6-8</p>	<p>2021-22 Title I School</p> <p style="text-align: center;">No</p>	<p>2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="text-align: center;">32%</p>
<p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p>Charter School</p> <p style="text-align: center;">No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">61%</p>

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	A	A	A	A

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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. 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: School Information

School Mission and Vision

Provide the school's mission statement.

Equipping globally minded students to think, collaborate, and act with care.

Provide the school's vision statement.

Empowering students to take what they have learned and use it to make the world a better place.

School Leadership Team

Membership

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Holloway, Heather	Principal	<p>The principal serves as instructional leader of the school, engages stakeholders in monitoring data, reviewing the SIP goals and creates a collaborative culture where all participate in the decision-making process. The principal ensures SAC is comprised of properly elected representatives, provides leadership in the development, revision, and implementation of the schoolwide improvement plan, submits the SAC-approved SIP to the district for school board approval, and keeps members informed of relevant policies and activities of the school, district, and state.</p>
Franks, Andria	Assistant Principal	<p>The assistant principal serves as instructional leader of the school, engages stakeholders in monitoring data, reviewing the SIP goals and creates a collaborative culture where all participate in the decision-making process. The assistant principal works with the SAC chair to ensure SAC is comprised of properly elected representatives, provides leadership in the development, revision, and implementation of the schoolwide improvement plan, submits the SAC-approved SIP to the district for school board approval, and keeps members informed of relevant policies and activities of the school, district, and state.</p>
Corder, Josephine	Magnet Coordinator	<p>Walker's IB Magnet Coordinator serves as an instructional leader and SAC Chair; engages stakeholders and collaborates to ensure the SIP is created using the shared ideas of all stakeholders on campus. She serves the teachers in support of carrying out the SIP goals, action steps and ensures that the International Baccalaureate Middle Years Programme is implemented in all classes through unit planning, classroom instruction, and school wide programming, and differentiated professional development. The chair is responsible for notifying members of upcoming meetings and votes. The chair will facilitate the SAC meetings and inform the SAC of relevant issues related to school improvement activities. They also ensure that a quorum is present before an action item on the agenda comes to a vote and works in collaboration with the SAC secretary to ensure minutes are recorded and filed promptly.</p>

Demographic Information

Principal start date

Tuesday 8/2/2022, Heather Holloway

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

4

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

22

Total number of teacher positions allocated to the school

56

Total number of students enrolled at the school

1,023

Identify the number of instructional staff who left the school during the 2021-22 school year.

4

Identify the number of instructional staff who joined the school during the 2022-23 school year.

4

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	362	326	334	0	0	0	0	1022
Attendance below 90 percent	0	0	0	0	0	0	1	1	2	0	0	0	0	4
One or more suspensions	0	0	0	0	0	0	0	0	4	0	0	0	0	4
Course failure in ELA	0	0	0	0	0	0	8	10	7	0	0	0	0	25
Course failure in Math	0	0	0	0	0	0	8	10	7	0	0	0	0	25
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	20	13	16	0	0	0	0	49
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	11	19	22	0	0	0	0	52
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Using the table above, complete the table below with the number of students by current grade level who have two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	1	5	0	0	0	0	6

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Date this data was collected or last updated

Wednesday 8/31/2022

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	
Number of students enrolled	0	0	0	0	0	0	354	354	334	0	0	0	0	1042
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	14	14	14	0	0	0	0	42
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	14	17	12	0	0	0	0	43
Number of students with a substantial reading deficiency	0	0	0	0	0	0	1	7	20	0	0	0	0	28

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	2	0	0	0	0	0	2

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	1	0	0	0	0	1
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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	
Number of students enrolled	0	0	0	0	0	0	354	354	334	0	0	0	0	1042
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	14	14	14	0	0	0	0	42
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	14	17	12	0	0	0	0	43
Number of students with a substantial reading deficiency	0	0	0	0	0	0	1	7	20	0	0	0	0	28

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	2	0	0	0	0	2

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	1	0	0	0	1
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Part II: Needs Assessment/Analysis

School Data Review

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	83%	50%	50%				81%	51%	54%
ELA Learning Gains	69%						65%	52%	54%
ELA Lowest 25th Percentile	61%						60%	47%	47%
Math Achievement	85%	36%	36%				86%	55%	58%
Math Learning Gains	76%						72%	57%	57%
Math Lowest 25th Percentile	68%						68%	52%	51%
Science Achievement	81%	52%	53%				80%	47%	51%
Social Studies Achievement	93%	58%	58%				87%	67%	72%

Grade Level Data Review - State Assessments

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	80%	53%	27%	54%	26%
Cohort Comparison						
07	2022					
	2019	81%	54%	27%	52%	29%
Cohort Comparison		-80%				
08	2022					
	2019	87%	53%	34%	56%	31%
Cohort Comparison		-81%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	77%	49%	28%	55%	22%
Cohort Comparison						
07	2022					
	2019	87%	62%	25%	54%	33%
Cohort Comparison		-77%				
08	2022					
	2019	83%	31%	52%	46%	37%
Cohort Comparison		-87%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	81%	47%	34%	48%	33%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	89%	67%	22%	71%	18%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	98%	63%	35%	61%	37%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	100%	57%	43%	57%	43%

Subgroup Data Review

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
SWD	54	60	48	63	73	64	50	80			
ELL	65	67	53	77	68	52	56	88	100		
ASN	92	76	58	97	89	80	90	100	100		
BLK	81	74	71	79	79	74	80	100	94		
HSP	76	65	56	78	71	64	72	84	92		
MUL	81	69	57	83	72	70	88	93	94		
WHT	84	67	65	86	74	67	82	94	98		
FRL	73	62	56	78	72	68	66	90	92		
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	45	53	46	44	46	29	41	54			
ELL	69	71	66	68	61	41	29	83			

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
ASN	94	82	82	94	73	58	84	93	98		
BLK	72	62	54	72	52	48	37	95	73		
HSP	75	65	52	67	50	41	60	86	77		
MUL	90	75	82	84	54	80	81	88	88		
WHT	82	73	56	80	59	43	75	88	93		
FRL	72	64	53	66	49	40	63	83	81		

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	42	46	43	53	64	56	63	51			
ELL	51	70	63	54	70	60		61			
ASN	95	75	86	97	79	82	95	97	96		
BLK	46	46	48	58	58	49	50	63	83		
HSP	75	61	55	81	70	70	78	80	93		
MUL	90	73		88	67			82	91		
WHT	86	67	65	90	73	72	82	93	96		
FRL	68	57	55	75	68	63	70	76	85		

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	75
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	36
Total Points Earned for the Federal Index	749
Total Components for the Federal Index	10
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	62
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

English Language Learners	
Federal Index - English Language Learners	66
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	87
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	81
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	73
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	79
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	80
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	73
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

All subject areas showed an increase in proficiency.
 Earned 713 total points, 1st in District for Middle and K-8 schools. This is a record number of points earned for Walker.

Total FSA ELA gain of 3% in each grade level average from 80% in 2021 to 83% in 2022
 Bottom Quartile FSA ELA Gains increased from 58% to 61%
 ELA Proficiency - 1st in the District
 ELA Gains- 1st in the District
 ELA Bottom Quartile (BQ) - 1st in the District for middle schools, 2nd including K-8
 Grade 6 ELA - 1st in District
 Grade 8 ELA - 1st in District
 FSA ELA Total: Students With Disabilities (SWD) +7 and Black +8
 FSA ELA BQ: SWD +2, Black +17, Free and Reduced Lunch +3

Total Algebra EOC increased from 86% to 96%
 Total Geometry EOC gains held steady at 100%

Total FSA Math gain of 3% in each grade level average from 78% in 2021 to 85% in 2022
 Bottom Quartile FSA Math Gains increased from 45% to 68%, 23 point increase
 Math Proficiency- 1st in the District
 Grade 8 Math - 1st in the District
 FSA Math Total: SWD +26, ELL + 7, Asian +16, Black +26, Hispanic +21, Multi-Racial +18

Total Science, Grade 8 increased from 69% to 81%, 12 point increase
 1st in the District

Total Civics, Grade 7 increased from 89% to 93%
 2nd in the District

Middle School Acceleration increased from 88% to 97%, 9 point increase

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Gaps in achievement in FSA ELA are in the English Language Learners (ELL) Bottom Quartile Grade 7, with a loss of 4 points.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Adjusted staff in ELA, increased focus on Reading and AVID Strategies, addition of multi-language labels in classrooms.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Greatest increase in achievement are in FSA Math subgroups. Students with Disabilities (SWD) and Black students increased 26 points each. Hispanic students +21 points, Multi-Racial +18 points.

There was also a significant gain in FSA ELA bottom quartile Black students +17 points.

What were the contributing factors to this improvement? What new actions did your school take in this area?

Increased focus on knowledge of students and small group, teacher led instruction.

Strong PLCs

Focus on schoolwide literacy and AVID strategies as well as IB philosophies embedded into all content area instruction.

What strategies will need to be implemented in order to accelerate learning?

Continue these strategies:

Build capacity in instructional leaders to create strong PLCs

Focus on literacy and vocabulary across content areas

Increase progress monitoring, especially of bottom quartile students

Small group teacher led instruction

Knowledge of students

Focus on home to school connections

Focus on student and staff wellness

Tiered supports in attendance, academics, behavior, and social/emotional wellness

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Department Heads (SALs) will receive professional development on progress monitoring, Rtl, and leading PLCs.

Teachers will receive PD on teacher-led small group instruction, progress monitoring, Rtl, literacy and AVID strategies, student wellness, and IB.

Wellness Coordinator will regularly communicate with staff regarding wellness research, resources, and opportunities.

Grade Level PLCs will use MTSS to problem-solve tiered supports for students.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

PTSA supports staff and families in all areas; funding, volunteerism, and student engagement. Increased student enrichment activities, service as action opportunities and support and teacher led student clubs before, during and after school.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to Standards-aligned Instruction

School-wide Themes: Literacy and AVID strategies, as well as IB philosophies, will be embedded into all content area instruction.

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

In order to increase reading skills, all teachers must implement similar reading strategies into all subject area curriculums.

AVID strategies promote rigor through WICOR: Writing, Inquiry, Collaboration, Organization and Reading. These methods increase engagement through student ownership, accountability, and critical thinking.

All subject area courses will develop unit plans for all IB MYP teaching. Teachers of the same course must collaborate in the design and selection of each unit ensuring that all lessons are reflective of the IB MYP philosophies and framework.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Increase the percent of students who are proficient in reading in each grade level by implementing common reading strategies across all curriculums.

Increase engagement through student ownership, accountability, and critical thinking by using AVID strategies.

All subject area courses will develop unit plans for all IB MYP teaching. Teachers of the same course must collaborate in the design and selection of each unit ensuring that all lessons are reflective of the IB MYP philosophies.

Language and Literature Department Head (Reading and ELA Subject Area Leader) will lead their department RtI PLC in reviewing the results of the progress monitoring assessments and the discussion of specific interventions and teaching strategies.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

All Department Heads (SALs) will monitor the inclusion of reading and AVID strategies in all unit plans and lead the PLC discussions for strategies in their specific content area.

Teachers will meet as a same course PLC to develop unit plans and upload the unit plans at the end of each semester into the Walker One Drive, IB MYP, Unit Plans by Subject and Course. Teachers will meet individually as needed with the IB Coordinator.

Person responsible for monitoring outcome:

Heather Holloway (heather.holloway@hcps.net)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

Teachers participate in monthly PLCs as a subject area department and as a same course PLC to collaboratively develop and reflect on unit plans using best practices and embedding the defining features of the IB MYP. The Middle Years Programme Curriculum's defining features include; conceptual understanding, global contexts, approaches to learning, service as action, inclusion and learning diversity, and STEM education.

Rationale for Evidence-based Strategy:

EET data. IB Feedback from IBO visit and evaluation. Student achievement data trends across grade levels and subject areas.

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Schoolwide differentiated professional development will be conducted to increase effective implementation of cross-curricular reading strategies. Grade level RtI (MTSS) will identify struggling readers and successful interventions. Same subject PLCs will collaborate using Inquiry Problem Solving Cycle.

Person Responsible Heather Holloway (heather.holloway@hcps.net)

#2. Instructional Practice specifically relating to Small Group Instruction

Area of Focus Description and Rationale: Differentiation Based on Knowledge of Students: Creative practices, teacher-led small group structures and knowledge of students' social/emotional and academic strengths, needs and progress will serve as a catalyst for individualizing teaching and learning.

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Measurable Outcome: Increase the percent of students who are proficient in each subject area, in each grade level, by implementing strategically developed small group, teacher led instruction strategies across all curriculums.

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Monitoring: Progress monitoring assessments will be analyzed during monthly subject area, same course and grade level PLCs by all teachers. Department Heads (SALs) meet monthly to share the results of the progress monitoring assessments and to share successful strategies used in their department.

Describe how this Area of Focus will be monitored for the desired outcome.

Person responsible for monitoring outcome: [no one identified]

Evidence-based Strategy: Small group, teacher led instruction in all subject areas. Student owned data collection and analysis for goal setting and progress toward standard mastery.

Describe the evidence-based strategy being implemented for this Area of Focus.

Rationale for Evidence-based Strategy: EET data. IB Feedback from IBO visit. Student achievement data trends across grade levels and subject areas.

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Action Steps to Implement List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Schoolwide differentiated professional development will be conducted to increase effective implementation of small group, teacher led instruction strategies in all subject area. Grade level Rtl (MTSS) will identify struggling students and successful interventions. Same subject PLCs will collaborate using Inquiry Problem Solving Cycle.

Person Responsible Heather Holloway (heather.holloway@hcps.net)

Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. Stakeholder groups more proximal to the school include teachers, students and families of students, volunteers and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services and business partners.

Describe how the school addresses building a positive school culture and environment.

Walker Middle Magnet School is an International Baccalaureate World School offering the Middle Years Programme. As an IB school, social and emotional well-being is a priority of both the conceptual design of our curricular program and our way of work. The foundation of the IB program rests upon a learner-centered approach with an inquiry-driven focus, extensive collaboration among students, and involvement with the broader school and local community. With its emphasis on global contexts, the emphasis on community extends to the international community. One of the most significant parts of the IB program, and one that strongly impacts our schools positive culture and environment, is the IB Learner Profile. Made up of ten attributes, the Learner Profile is a shared vocabulary and way of work that is introduced to students from the time they begin the IB program and remains a constant throughout their time with us. Attributes that particularly relate to well-being include balanced, risk-taker, caring, openminded, knowledgeable, and reflective. Remaining true to these principles fosters a safe and happy environment in which young people can learn and a welcoming place for stakeholders to visit.

Identify the stakeholders and their role in promoting a positive school culture and environment.

Walker's School Advisory Council (SAC) ensures the involvement of the community and best practices to meet student needs and provide the appropriate supports. Our school culture and environment will be monitored through our Positive Behavioral Interventions Support (PBIS) team and plan, Panorama SEL Survey for students, as well as regular review of our disciplinary data. Administrators and School Counselors meet with our students each semester through grade level assemblies to reinforce the PBIS plan and schoolwide expectations. Quarterly teachers recognize outstanding students that are not only high academic achievers, but those that also exemplify the IB Learner Profile traits and uphold the IB Mission "to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect".