Judson B Walker Middle

2022-23 Schoolwide Improvement Plan

Table of Contents

Judson B Walker Middle

150 AMIDON LN, Orlando, FL 32809

https://walkerms.ocps.net/

Demographics

Principal: Kristi Brown

Start Date for this Principal: 7/11/2022

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	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
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* White Students Economically Disadvantaged Students*
School Grades History	2021-22: C (43%) 2018-19: C (50%) 2017-18: D (38%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	[LaShawn Russ-Porterfield](#)
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TSI
* 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 Orange 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.

Table of Contents

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School Demographics

School Type and Grades Served (per MSID File)	**2021-22 Title I School**	**2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Middle School 6-8	Yes	100%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	94%

School Grades History

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

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SIP Authority

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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.

With the support of families and the community, we create enriching and diverse pathways that lead our students to success

Provide the school's vision statement.

To ensure every student has a promising and successful future

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
Guthrie, Douglas	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 and Guidance Counselors]; [MTSS: Principal, Assistant Principals, Deans, Coaches, Guidance Counselors, Intervention specialists]; [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.
King, Teresa	Assistant Principal	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.
Martinez, Julie	Instructional Coach	Instructional Coaches (literacy/math/science/CRT), Intervention specialists: 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. Intervention specialists regularly pull small groups of students or push in classrooms to teach small groups for remediation of gap skills and reteach of grade level standards.
Augustin, Brunau	School Counselor	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:

Name	Position Title	Job Duties and Responsibilities
		• 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
	Staffing Specialist	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.
Fernandez, Marta	ELL Compliance Specialist	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.
Palliagath, Shazma	Reading Coach	Instructional Coaches (literacy/math/science/CRT), Intervention specialists: 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. Intervention specialists regularly pull small groups of students or push in classrooms to teach small groups for remediation of gap skills and reteach of grade level standards.
Garroni, Natalia	Math Coach	Instructional Coaches (literacy/math/science/CRT), Intervention specialists: 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

Name	Position Title	Job Duties and Responsibilities
		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. Intervention specialists regularly pull small groups of students or push in classrooms to teach small groups for remediation of gap skills and reteach of grade level standards.
Jones, Chrissy	Parent Engagement Liaison	The parent engagement liaison strives to support student success through engaging families and the community. The PEL works with the title 1 coordinator and the administrative team to foster effective partnerships between home and school through parent workshops and after school events.
Cawley, Jacob	Assistant Principal	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.

Demographic Information

Principal start date
Monday 7/11/2022, Kristi Brown

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.*
1

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.*
13

Total number of teacher positions allocated to the school
46

Total number of students enrolled at the school
905

Identify the number of instructional staff who left the school during the 2021-22 school year.
9

Identify the number of instructional staff who joined the school during the 2022-23 school year.
6

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	304	304	285	0	0	0	0	893
Attendance below 90 percent	0	0	0	0	0	0	111	113	116	0	0	0	0	340
One or more suspensions	0	0	0	0	0	0	10	5	11	0	0	0	0	26
Course failure in ELA	0	0	0	0	0	0	3	8	19	0	0	0	0	30
Course failure in Math	0	0	0	0	0	0	10	30	19	0	0	0	0	59
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	148	122	136	0	0	0	0	406
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	142	155	101	0	0	0	0	398
Number of students with a substantial reading deficiency	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	142	147	135	0	0	0	0	424

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	
Students retained two or more times	0	0	0	0	0	0	1	3	1	0	0	0	0	5

Date this data was collected or last updated
Monday 7/25/2022

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	283	313	301	0	0	0	0	897
Attendance below 90 percent	0	0	0	0	0	0	77	140	115	0	0	0	0	332
One or more suspensions	0	0	0	0	0	0	1	16	7	0	0	0	0	24
Course failure in ELA	0	0	0	0	0	0	54	37	43	0	0	0	0	134
Course failure in Math	0	0	0	0	0	0	62	60	48	0	0	0	0	170
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	52	75	74	0	0	0	0	201
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	58	64	74	0	0	0	0	196
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	86	107	104	0	0	0	0	297

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	1	3	0	0	0	0	0	4
Students retained two or more times	0	0	0	0	0	0	2	5	5	0	0	0	0	12

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	283	313	301	0	0	0	0	897
Attendance below 90 percent	0	0	0	0	0	0	77	140	115	0	0	0	0	332
One or more suspensions	0	0	0	0	0	0	1	16	7	0	0	0	0	24
Course failure in ELA	0	0	0	0	0	0	54	37	43	0	0	0	0	134
Course failure in Math	0	0	0	0	0	0	62	60	48	0	0	0	0	170
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	52	75	74	0	0	0	0	201
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	58	64	74	0	0	0	0	196
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	86	107	104	0	0	0	0	297

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	1	3	0	0	0	0	0	4
Students retained two or more times	0	0	0	0	0	0	2	5	5	0	0	0	0	12

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	30%	49%	50%				35%	52%	54%
ELA Learning Gains	39%						48%	52%	54%
ELA Lowest 25th Percentile	32%						52%	45%	47%
Math Achievement	39%	36%	36%				40%	55%	58%
Math Learning Gains	53%						51%	55%	57%
Math Lowest 25th Percentile	51%						46%	50%	51%
Science Achievement	37%	55%	53%				37%	51%	51%
Social Studies Achievement	51%	61%	58%				58%	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	37%	52%	-15%	54%	-17%
Cohort Comparison						
07	2022					
	2019	28%	48%	-20%	52%	-24%
Cohort Comparison		-37%				
08	2022					
	2019	34%	54%	-20%	56%	-22%
Cohort Comparison		-28%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	34%	43%	-9%	55%	-21%
Cohort Comparison						
07	2022					
	2019	32%	49%	-17%	54%	-22%
Cohort Comparison		-34%				
08	2022					
	2019	28%	36%	-8%	46%	-18%
Cohort Comparison		-32%				

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	34%	49%	-15%	48%	-14%
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	54%	66%	-12%	71%	-17%
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	84%	63%	21%	61%	23%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	69%	53%	16%	57%	12%

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	4	22	23	9	38	35	3	14			
ELL	22	38	34	32	50	47	21	39	50		
ASN	27	53		57	62						
BLK	29	36	22	30	43	54	35	41	45		
HSP	29	40	36	39	55	50	36	54	57		
WHT	30	36	9	48	51	64	48	53	45		
FRL	30	40	33	39	56	54	36	52	57		
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	10	25	20	4	30	40	12	35			
ELL	22	32	24	22	28	36	18	40	61		
ASN	47	43		79	69						
BLK	25	33	29	22	26	39	27	65	44		
HSP	32	37	25	33	29	37	33	48	57		
WHT	48	40		45	30	20	60	60	71		
FRL	32	37	25	30	28	36	31	53	53		
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	10	43	45	19	42	41	9	21			
ELL	21	44	52	30	44	43	21	50	61		
ASN	85	85		67	48		93		73		
BLK	32	46	49	33	45	52	34	58	80		
HSP	32	47	54	38	52	47	32	56	77		
WHT	49	45	47	60	57	20	48	74	100		
FRL	32	46	53	38	48	49	34	58	73		

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)	TSI
OVERALL Federal Index – All Students	43
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	39
Total Points Earned for the Federal Index	426
Total Components for the Federal Index	10
Percent Tested	96%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	19
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	3
English Language Learners	
Federal Index - English Language Learners	37
English Language Learners Subgroup Below 41% in the Current Year?	YES
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	50
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	37
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0

Hispanic Students	
Federal Index - Hispanic Students	44
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	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
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	43
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	43
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?

ELA achievement is down 3% points from the previous school year. There was an increase in learning gains and learning gains among the lowest 25% in ELA increasing by 2% and 8% respectively. Math scores have increased in all areas; achievement increased by 6%, learning gains by 23% and lowest 25% by 15%. Scores on the Statewide Science assessment increase 3 points from the 20-21 school year. Civics test scores have decreased over past two years, with student achievement at 51% from 52% in 2021 and 58% in 2019.

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

Student achievement in all areas need improvement with the main emphasis being on student achievement in English Language Arts. The ELA achievement score along with the other school grade components of learning gains and learning gains of the lowest 25% need improvement. Student achievement in scores on the Statewide Science assessment and the Civics EOY have decreased or been stagnant over the past couple of years indicating a need in those areas as well.

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

In all areas, we experienced learning loss due to the pandemic. Specifically in the area of English Language Arts, we struggled with staffing teaching positions including an open reading position all year, one teacher joined in November and one teacher resigned during the third 9 weeks.

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

All three math components showed the most growth based on the FSA math scores. Scores increased in math achievement by 6%, learning gains by 23% and learning gains in the lowest 25% by 15%.

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

Teachers worked collaboratively to lesson plan, use small groups in classroom instruction and pull out interventions by tier 1 intervention teacher.

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

All teachers will work collaboratively in PLC's to plan for lessons to help students achieve mastery of standards set in each subject area. PLC will collaborate on lesson planning, common formative assessments for monitoring and data analysis to make instructional planning decision. Teachers will need to monitor students learning for understanding then make necessary adjustments in instructional plans to ensure students master the standards.

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.

Math and ELA teachers will receive training on the new standards set forth by the state, BEST standards. Teachers will receive continued support in the areas of effective instructional strategies, monitoring for student understanding and data analysis.

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

In addition to monitoring all students for achievement, closely monitor our subgroups of ESE, ELL and lowest 25% to ensure additional support for meeting the needs of all learners.

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 B.E.S.T. Standards

Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	English Language Arts and Math teachers will be responsible for delivering lessons based on the B.E.S.T standards. Academic achievement and proficiency will increase in all areas as a result of rigorous, standards based instruction and use of high effect instructional strategies. Overall ELA proficiency will increase five percentage points from 30% to 35% and math proficiency will increase five percentage points from 39% to 44%.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	Overall ELA proficiency will increase five percentage points from 30% to 35% and math proficiency will increase five percentage points from 39% to 44%.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Monitoring will occur through collaborative PLC time, classroom walkthroughs, lesson plans and formative data. PLC's will review data on a regular basis to make instructional decisions for meeting student achievement goals.
Person responsible for monitoring outcome:	Teresa King (teresa.patterson2@ocps.net)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Teachers will meet twice a week for lesson planning, analyzing data and to ensure implementation of effective instructional strategies. Administration, Instructional coaches and teacher leaders will assist PLC's by guiding implementation and providing feedback on lesson planning and instructional practices.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Principal, Assistant Principals and Coaches will conduct classroom walkthroughs and observations to monitor for implementation of lesson plans. Data chats will occur on several levels including leadership team, PLC's and teacher led data chats with students. Data to be monitored will include common assessment, district assessments and state assessments. Effective lesson planning for new strategies will increase student achievement.

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.

1. Collaborate in PLC's to create and implement lesson plans
2. Lesson plan monitoring and feedback- Admin
3. Data analysis for instructional planning- use of small group instruction or whole review
4. Walkthroughs, Observations and coaching cycles
5. Tier 1 interventionists for small group push in or pull outs

Person Responsible   Douglas Guthrie (douglas.guthrie@ocps.net)

#2. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	SWD and ELL achievement levels and learning gains will exceed 41% This area of need has been identified through examination of learning gains from the FSA ELA test.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	SWD and ELL achievement levels and learning gains will exceed 41%.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Classroom walkthroughs to monitor use of instructional strategies to support learning for subgroups. Data chats on multiple levels to monitor data. Analyze various levels of data including academic, discipline and attendance to support increase in achievement.
Person responsible for monitoring outcome:	Tommy Bennett (tommy.bennett@ocps.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Job embedded professional development with focus on effective instructional strategies to support subgroups growth. Focus on subgroups during PLC time by monitoring several types of data to make instructional planning decisions to support achievement in our subgroups.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	In order to increase achievement among our subgroups, we need to provide teachers and PLC with high effect instructional strategies to support all learners. By focusing on specific student data during PLC, we will be able to identify areas of need and plan to support that specific area of need.

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.

1. Identify professional development areas to be provided by Staffing Specialist and ECS
2. Support classes through ELD and Learning Strategies
3. Small group instruction in ELA and Math classes
4. PLC time devoted to instructional strategies and data analysis of subgroups
5. Monitor data: common formative assessments, district and state assessments

Person Responsible   Teresa King (teresa.patterson2@ocps.net)

#3. Positive Culture and Environment specifically relating to Family engagement/Student sense of belonging	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Increase student sense of belonging as measured by the panorama survey and student attendance records. Increase in parent engagement measured by attendance at family workshops. Students' academic success improves when students and families are active participants in their learning and feel welcomed by the school.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	Increase in students response to questions on the Panorama survey related to sense of belonging. Increase attendance in our family workshops and other community activities by three percent from previous year.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Qualitative data from Panorama survey on climate and culture data from students and families Students attendance data Monitor family attendance and engagement at school functions
Person responsible for monitoring outcome:	Chrissy Jones (chrissy.jones@ocps.net)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Create a calendar of events to engage families and increase in attendance at school workshops offered through title 1. Create school day events that support a positive school climate for all students.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Students attendance and academics improve when they feel valued in the classroom setting. Students of families who feel they have a role in their students education are more involved which further supports students growth and achievement.

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.

1. Outline of family events through out school year
2. New student recognition breakfast monthly
3. SAFE adult initiation
4. Events during the school day created to foster a positive school environment including Start with Hello week, Unity Day, Random acts of kindness

Person Responsible	Teresa King (teresa.patterson2@ocps.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 School works to build a positive school culture and environment between our stake holders. Walker works to create a positive school environment for students through offering tutoring, clubs, sports, calm room and SAFE adult program. All staff members strive to provide a positive and welcoming environment for all students and families through school events and functions aimed at engaging families and the community. Walker Administration works to provide a supportive and positive work environment for faculty and staff through team building, collaboration and staff recognition for excellent work.

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

The administration and leadership team promote a positive work environment by building relationships, leading with transparency and team work. Teachers and staff help to further establish a positive school culture and environment through establishing classroom procedures and expectations. Counselors and the SAFE coordinator offer students support and assistance when faced with a concerns or a challenges through by giving students a voice and providing opportunities to change behavior by use of restorative practices and calm room. Together all staff members work to promote a positive school culture and environment.