

Orange County Public Schools

Judson B Walker Middle



2021-22 Schoolwide Improvement Plan

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Judson B Walker Middle

150 AMIDON LN, Orlando, FL 32809

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

Demographics

Principal: Rebecca Watson

Start Date for this Principal: 6/1/2017

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
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	<i>[Data Not Available]</i>
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Asian Students Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students Students With Disabilities White Students
School Grades History	2018-19: C (50%) 2017-18: D (38%) 2016-17: C (51%) 2015-16: C (48%)
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	[not available]

* 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.

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

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

Name	Title	Job Duties and Responsibilities
Watson, Rebecca	Principal	<p>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.</p> <p>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.</p> <p>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</p>

Name	Title	Job Duties and Responsibilities
		<p>classrooms to teach small groups for remediation of gap skills and reteach of grade level standards.</p> <p>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:</p> <ul style="list-style-type: none"> • 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 <p>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.</p> <p>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.</p> <p>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</p>

Name	Title	Job Duties and Responsibilities
		<p>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.</p>
King, Teresa	Assistant Principal	<p>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.</p>
Corlew, Joshua	Assistant Principal	<p>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.</p>
Berriz, Sara	Science Coach	<p>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.</p>

Name	Title	Job Duties and Responsibilities
Garroni, Natalia	Math Coach	<p>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.</p>

Hayward, Jacquelyn	Dean	
Grady, Corrine	Instructional Media	

Demographic Information

Principal start date

Thursday 6/1/2017, Rebecca Watson

Number of teachers with a 2019 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 2019 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.*

9

Total number of teacher positions allocated to the school

46

Total number of students enrolled at the school

896

Identify the number of instructional staff who left the school during the 2020-21 school year.

1

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

1

Demographic Data

Early Warning Systems

2021-22

The number of students by 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	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	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

Date this data was collected or last updated

Wednesday 6/9/2021

2020-21 - As Reported

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	0	0	0	0	0	0	0	0
Attendance below 90 percent	0	0	0	0	0	0	68	81	51	0	0	0	0	200
One or more suspensions	0	0	0	0	0	0	5	42	58	0	0	0	0	105
Course failure in ELA	0	0	0	0	0	0	50	60	49	0	0	0	0	159
Course failure in Math	0	0	0	0	0	0	67	62	106	0	0	0	0	235
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	83	85	83	0	0	0	0	251
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	70	88	92	0	0	0	0	250

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	99	120	121	0	0	0	0	340

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	2	3	0	0	0	0	0	5
Students retained two or more times	0	0	0	0	0	0	4	5	4	0	0	0	0	13

2020-21 - Updated

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	0	0	0	0	0	0	0	0
Attendance below 90 percent	0	0	0	0	0	0	68	81	51	0	0	0	0	200
One or more suspensions	0	0	0	0	0	0	5	42	58	0	0	0	0	105
Course failure in ELA	0	0	0	0	0	0	50	60	49	0	0	0	0	159
Course failure in Math	0	0	0	0	0	0	67	62	106	0	0	0	0	235
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	83	85	83	0	0	0	0	251
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	70	88	92	0	0	0	0	250

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	99	120	121	0	0	0	0	340

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	2	3	0	0	0	0	0	5
Students retained two or more times	0	0	0	0	0	0	4	5	4	0	0	0	0	13

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).

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	2021					
	2019	37%	52%	-15%	54%	-17%
Cohort Comparison						
07	2021					
	2019	28%	48%	-20%	52%	-24%
Cohort Comparison		-37%				
08	2021					
	2019	34%	54%	-20%	56%	-22%
Cohort Comparison		-28%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	34%	43%	-9%	55%	-21%
Cohort Comparison						
07	2021					
	2019	32%	49%	-17%	54%	-22%
Cohort Comparison		-34%				
08	2021					
	2019	28%	36%	-8%	46%	-18%
Cohort Comparison		-32%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	34%	49%	-15%	48%	-14%
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	54%	66%	-12%	71%	-17%

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	84%	63%	21%	61%	23%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	69%	53%	16%	57%	12%

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

iReady diagnostic for all grade levels ELA, PMA (district assessment) for Civics and Science

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	61/24%	57/24%	41/15%
	Economically Disadvantaged	16/8%	42/24%	28/13%
	Students With Disabilities	0/0%	0/0%	1/3%
	English Language Learners	5/3%	2/5%	7/4%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	11/5%	18/8%	29/11%
	Economically Disadvantaged	8/4%	11/6%	21/10%
	Students With Disabilities	0/0%	0/0%	0/0%
	English Language Learners	5/4%	5/4%	4/4%
	Number/% Proficiency	Fall	Winter	Spring
Grade 7				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	69/29%	82/34%	35/14%
	Economically Disadvantaged	20/11%	64/35%	25/13%
	Students With Disabilities	0/0%	5/21%	1/4%
	English Language Learners	6/5%	3/8%	13/9%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	3/1%	2/1%	9/4%
	Economically Disadvantaged	2/1%	2/2%	7/5%
	Students With Disabilities	0/0%	0/0%	1/5%
	English Language Learners	1/1%	0/0%	5/5%
	Number/% Proficiency	Fall	Winter	Spring
Civics	All Students	124/48%	131/58%	157/59%
	Economically Disadvantaged	95/51%	99/60%	122/61%
	Students With Disabilities	6/25%	9/47%	6/30%
	English Language Learners	45/37%	50/45%	61/47%
	Number/% Proficiency	Fall	Winter	Spring

Grade 8				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	79/28%	89/31%	47/21%
	Economically Disadvantaged	12/7%	60/29%	27/17%
	Students With Disabilities	1/5%	4/14%	4/17%
	English Language Learners	1/1%	3/6%	14/14%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	7/4%	1/1%	6/4%
	Economically Disadvantaged	4/3%	1/1%	5/4%
	Students With Disabilities	0/0%	0/0%	0/0%
	English Language Learners	1/1%	0/0%	3/4%
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	60/26%	82/34%	94/37%
	Economically Disadvantaged	36/23%	48/29%	59/33%
	Students With Disabilities	2/9%	4/17%	3/15%
	English Language Learners	1/3%	4/11%	3/7%

Subgroup Data Review

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		

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
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		
2018 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 2016-17	C & C Accel 2016-17
SWD	8	23	22	11	28	27	4	18			
ELL	14	30	31	16	29	30	16	35	74		
ASN	63	60		68	57		50	92	83		
BLK	29	34	26	27	28	31	38	48	77		
HSP	29	34	36	28	31	27	33	45	68		
MUL	46	54		31	46						
WHT	37	41	38	29	28	36	26	54	90		
FRL	32	37	34	29	30	29	32	47	75		

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	[not available]
OVERALL Federal Index – All Students	38
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	38
Total Points Earned for the Federal Index	375
Total Components for the Federal Index	10
Percent Tested	93%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	22
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	2
English Language Learners	
Federal Index - English Language Learners	32

English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	60
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	34
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	37
Hispanic Students Subgroup Below 41% in the Current Year?	YES
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
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
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	47
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	36
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

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 areas showed improvement in 19-20. ELA achievement had the lowest overall score and only an increase of four percentage points from previous year. Formative data showed this trend to remain the same with an increase projected of between 2-4%.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

All areas showed increase in performance from 18-19 to 19-20. Formative data from 19-20 shows increases and no significant drops in achievement.

ELA achievement showed greatest gains followed by Science and then Math achievement.

SWD subgroup is below the federal index of 41% with 29% .

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

All areas showed improvement in 18-19. ELA achievement had the lowest overall score and only an increase of four percentage points from previous year. Formative data showed this trend to remain the same with an increase projected of between 2-4%.

A focus on content-area literacy with a school-wide literacy plan will be the next steps to improve achievement in this area.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Math learning gains showed an increase of 20 percentage points. A focus on high and low frequency pull-outs for Tier II and Tier III students contributed to the increase, as well as a focus on small group instruction in the core classrooms.

Civics achievement increased 16%: We added common formative assessment with small group intervention pull-outs.

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

Math learning gains showed an increase of 20 percentage points. A focus on high and low frequency pull-outs for Tier II and Tier III students contributed to the increase, as well as a focus on small group instruction in the core classrooms. We added common formative assessment with small group intervention pull-outs in Civics.

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

Frequent intervention/acceleration in pull-outs and the MTSS process. Monitoring of classrooms through walkthroughs and lesson plan feedback to ensure an aligned and viable curriculum.

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.

Professional development in SMART goals and frequent progress monitoring to ensure SMART goals are achieved.

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

Additional facilitation training for teacher leaders to ensure optimal PLC structures.

Part III: Planning for Improvement

Areas of Focus:

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

Area of Focus Description and Rationale: All teachers and academic areas will be responsible for delivering on grade level rigorous standards-based instruction. Academic achievement and proficiency will increase in all areas as a result of rigorous, standards-based instruction, use of high effect instructional strategies, and targeted intervention and enrichment for students. Overall ELA proficiency will increase five percentage points from 35% to 40% and math proficiency will increase from 40% to 45%.

Measureable Outcome: Overall ELA proficiency will increase five percentage points from 35% to 40% and math proficiency will increase from 40% to 45%.

Monitoring: Monitoring will occur through PLC conversations, Coaching logs, classroom walkthroughs, lesson plans, data meetings, formative data collected through Viking Period for intervention, formative data collected through whole group and small group instruction.

Person responsible for monitoring outcome: Rebecca Watson (rebecca.watson@ocps.net)

Evidence-based Strategy: Feedback and support from academic coaches and intervention specialists- weekly Feedback through iObservation. Teachers will meet twice per week for lesson planning, analyzing data, increasing teacher content knowledge, and common assessment writing. District and Corrective programs personnel to assist and guide implementation and provide feedback. Specific feedback on lesson plans. Lesson plans will be uploaded to a common location and monitored by admin- weekly Intervention specialists will push in for Tier1 instruction and pull out for Tier 2 and Tier 3 intervention on gap skills and grade level reteach. Data analysis and MTSS processes to target students for intervention and enrichment. Establishment of morning tutoring and continuation of after school and Saturday tutoring. Specific attention to all levels for learning gains will be paramount in PLC conversations.

Rationale for Evidence-based Strategy: Principal, admin, and coaches will conduct bi-weekly instructional reviews to monitor implementation. Data chats will occur on four levels: Principal to admin, Admin to coaches, Admin/coaches to teacher, teacher to student. iReady reports, PMA reports, and common assessment data utilizing SHED data system to analyze. MTSS study meetings. Specific monitoring of lesson plans. Reflection on coaching tasks and effectiveness with all academic coaches and intervention specialists.

Action Steps to Implement

1. Intervention/enrichment pull-outs- Tutors, Interventionists, Academic Coaches: weekly, 2x per week
2. Common formative assessment- small group instruction- All core content area teachers: weekly
3. High frequency small groups- tier 3- tutors, interventionists: 2-3 times per week
4. Internal instructional review- Leadership team- bi-weekly
5. Lesson plan monitoring and feedback- Admin- weekly

Person Responsible Rebecca Watson (rebecca.watson@ocps.net)

#2. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale: One area of ESSA that remains below 41%. SWD achievement levels and learning gains will exceed 41%. Area of need was identified through the federal ESSA report and also examination of learning gains in state report.

Measureable Outcome: SWD achievement levels and learning gains will exceed 41%.

Monitoring: Principal, admin, and coaches will conduct bi-weekly instructional reviews to monitor implementation. Data chats will occur on four levels: Principal to admin, Admin to coaches, Admin/ coaches to teacher, teacher to student. The SHED data system will be used to analyze common assessment information. The SHED data information along with iReady and PMA reports will be used to support MTSS study meetings. Monitoring of lesson plans inclusive of the reflection process and coaching to increase effectiveness will occur with with staffing specialists, ESE teachers, and ESE certified teachers.

Person responsible for monitoring outcome: Joshua Corlew (joshua.corlew@ocps.net)

Evidence-based Strategy: Job-embedded professional development, including a focus on increasing teacher content knowledge will be planned and implemented. Coaching cycle and support will be established for teacher implementation and feedback will be given using iObservation. Lesson plans will be uploaded to a common site and feedback will be given. Collaborative sessions (PLCs) like that of teacher planning with a focus on data analysis, learning, and writing of assessments will happen twice per week. The two Intervention Specialists will push in during Tier 1 instruction and pull out during Tier 2 and Tier 3 instruction. District and Corrective Programs assistance will be provided and teachers will follow FCIM process for problem solving as well as for planning intervention and enrichment. Establishment of morning tutoring and continuation of after school and Saturday tutoring is in the works as well.

Rationale for Evidence-based Strategy: Two years ago when Walker Middle School's grade improved 120 points in one year, the intervention/coaching method outlined above was used to promote and catapult this growth. This same process will be followed with adjustments and monitoring along the way for this specific group of students.

Action Steps to Implement

1. High frequency pull-out- tutors, interventionists: 2-3 times per week
2. Small group instruction through support facilitation- ESE teachers: 3-4 times per week
3. Common formative assessment for frequent monitoring- All core content teachers: weekly
4. BPIE- identify professional development areas needed- Staffing specialist: monthly

Person Responsible Rebecca Watson (rebecca.watson@ocps.net)

#3. Culture & Environment specifically relating to Social Emotional Learning

Area of Focus Integrate and monitor resources and strategies that strengthen a culture for social and emotional learning to grow every student academically, socially, and emotionally.

Description and Rationale: Academic learning is enhanced when students have opportunities to interact with others and make meaningful connections to subject material. By strengthening our school's culture for social and emotional learning, we will address the following school needs:
 * Student sense of belonging- SAFE adult initiative
 * Parent and family engagement- attendance at family learning workshops

Measureable Outcome: Early Warning Systems Indicator Data
 Alex Incident/SESIR data
 Panorama survey data: student survey, teacher and staff survey, family survey
 Culture and Climate Continuum

Monitoring: Overall parent and family engagement attendance will show an increase of three percentage points when compared to the previous year.
 Culture and climate data
 Classroom walkthrough data
 Leadership practice observational data
 Qualitative data from students, staff, and families

Person responsible for monitoring outcome: Teresa King (teresa.patterson2@ocps.net)

Evidence-based Strategy: Use distributive leadership and social and emotional learning to implement a continuous improvement plan for social and emotional learning focused on implementing a school-wide SEL curriculum, intentionally integrating aligned instructional strategies, and deliberate school supports for families.
 Our school will plan and implement two cycles of professional learning to provide training, opportunities for safe practice, and examination of impact data. Our school will monitor and measure the impact of our implemented professional learning through analysis of the Culture and Climate continuum, needs assessments, classroom observations, school environment observations, and implementation surveys. We will modify our plan of action as indicated data, student needs, staff needs, and family needs.

Rationale for Evidence-based Strategy: In order to achieve large-scale and sustainable improvement, it is necessary to invest in the collective capacity of a school building, including its families. To strengthen a culture of social and emotional learning with families, staff, and students, it is critical to harness the professional skills and leadership capabilities of everyone in the school. Through a distributive leadership model, our school will strengthen the integration of instructional strategies and deliberate school supports necessary for collective organizational improvement and change.
 Research indicates that for sustainable improvement efforts to be realized, collective ownership is necessary. Through a distributive leadership model our school can implement efficient and sustainable continuous improvement practices that will support the social, emotional, and academic development of every student.

Action Steps to Implement

- Implement school-wide SEL curriculum:
- School team receives training
- Training team trains all staff
- Implement school-wide plan

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

Integrate Instructional and SEL Strategies:
Identify social and emotional needs of students
Determine cognitive and conative strategies that align
Intentionally align

Person Responsible Rebecca Watson (rebecca.watson@ocps.net)

School SEL Supports for Families:
Identify barriers on survey
Create and facilitate opportunities for families to meet key staff
Develop a communication team and outreach plan
Strengthen the Family Resource Center
Host events and workshops connected to family interest with flexible attendance options

Person Responsible Rebecca Watson (rebecca.watson@ocps.net)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Walker Middle School reported 5.8 incidents per 100 students in the 2019-202 school year. When compared to other middle schools in the state, this puts us in the high category; even though our discipline incidents have greatly decreased since 2017. Discipline data has dramatically declined in the last year as well, partly due to less students on campus, but additionally with new strategies, such as the Safe Adult initiative, in place. Walker will continue with strengthening the family partnerships and SEL practices while incorporating mental wellness and restorative practices to continue to decrease these numbers, specifically with violent incidents.

Part IV: 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 to employ school improvement strategies that impact the positive school culture and environment are critical. 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.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

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 all stake holders. Walker works to create a positive school culture and environment by offering students support through tutoring, clubs, sports, a calm room and connections with adults on campus through our SAFE adult program. The leadership team strives to build community among the staff and faculty through team building activities, calm rooms for faculty and recognition of teachers for the excellent work. Walker seeks to build a positive relationship with families and community members by offering support through our comfort closet, home visits and on campus activities with families.

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

In order to promote a positive culture and environment at the school, it starts at the top with the Administration. Administration works to promote a positive culture with faculty and students through building relationships, transparency and leading by example. Teachers play a role in establishing a positive culture and environment by setting the tone in their classrooms by building relationship and building community among students. Walker has many opportunities for students to participate in extracurricular activities that help promote a positive climate. These activities include mentorship, sports, clubs and the YMCA. Administration, Counselors and the SAFE coordinator work together to provide students an opportunity to voice concerns and need for help through restorative justice and the calm room. All staff members are involved in the process of promoting a positive culture and environment at Walker Middle School.

Part V: Budget

Part V: Budget						
1	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction				\$32,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	6400	140-Substitute Teachers	1151 - Walker Middle	General Fund		\$15,000.00
			<i>Notes: Substitute teachers for one planning day per quarter to adjust plans and analyze data to create small group instruction plans and create formative assessments.</i>			
	3374	130-Other Certified Instructional Personnel	1151 - Walker Middle	General Fund		\$17,000.00
			<i>Notes: Targeted intervention and extension tutoring for Tier 2 and Tier 3 students.</i>			
2	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities				\$17,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	3374	130-Other Certified Instructional Personnel	1151 - Walker Middle	General Fund		\$17,000.00
			<i>Notes: Targeted tutoring for lowest 25% in Math and ELA.</i>			
3	III.A.	Areas of Focus: Culture & Environment: Social Emotional Learning				\$5,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	6400	140-Substitute Teachers	1151 - Walker Middle	General Fund		\$5,000.00
					Total:	\$54,000.00