

Orange County Public Schools

Judson B Walker Middle School



2023-24

Schoolwide Improvement Plan (SIP)

Table of Contents

SIP Authority and Purpose	3
I. School Information	6
II. Needs Assessment/Data Review	10
III. Planning for Improvement	15
IV. ATSI, TSI and CSI Resource Review	19
V. Reading Achievement Initiative for Scholastic Excellence	19
VI. Title I Requirements	20
VII. Budget to Support Areas of Focus	22

Judson B Walker Middle

150 AMIDON LN, Orlando, FL 32809

<https://walkerms.ocps.net/>**SIP Authority**

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team

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 as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Brown, Kristi	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 Assistant Principals, Deans, Coaches, ELL Compliance, Staffing Specialist and Guidance Counselors
Allen-Jackson, Kim	Assistant Principal	Assistant Principal of Instruction works to support the vision and mission of Walker M.S. Assistant principals analyze behavioral and academic data to determine areas of focus. Th support faculty development, curriculum and instruction, also provide teachers and staff support, and monitor panning and delivery of standard - based instruction. In additions, Assistant Principals monitor the safety and security of school environment for students, staff and the community.
Fernandez, Marta	Assistant Principal	Assistant Principals work to support the vision and mission of Walker M.S. Assistant principals analyze behavioral and academic data to determine areas of focus. Th support faculty development, curriculum and instruction, also provide teachers and staff support, and monitor panning and delivery of standard - based instruction. In additions, Assistant Principals monitor the safety and security of school environment for students, staff and the community.
Carrero Patron, Roberto	ELL Compliance Specialist	ESOL Compliance
Hayward, Jacquelyn	Dean	Dean of Students 8th grade
Kuh, Myung	Dean	Dean of Students 7th Grade
Barker, Shanyka	Dean	Dean of Students 6th Grade

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

Instructional coaches, staffing specialists, guidance counselors, ESOL Compliance, CRT, and other leadership team members will 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 content area teams, analyze student achievement data and support teachers with aligned instructional strategies.

SAC, PTSA, and Parent liaison will be involved in SIP development as well.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The administrative team and leadership will conduct walkthroughs, student progress, PLCs, and common planning. The data collected will be shared by the leadership team biweekly.

Faculty will be supported based on a Tier system to provide data-driven interventions/decisions based on the data collected.

Demographic Data	
2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	94%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	No
2021-22 ESSA Identification	TSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL)* Asian Students (ASN) Black/African American Students (BLK)* Hispanic Students (HSP) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History	2021-22: C 2019-20: C 2018-19: C 2017-18: D
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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		
Absent 10% or more days	0	0	0	0	0	0	73	122	114	309	
One or more suspensions	0	0	0	0	0	0	20	82	56	158	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	5	2	7	
Course failure in Math	0	0	0	0	0	0	0	36	12	48	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	127	205	153	485	
Level 1 on statewide Math assessment	0	0	0	0	0	0	137	160	111	408	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	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 that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	137	160	111	408

Using the table above, complete the table below with the number of students identified retained:

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

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	0	111	113	116	340	
One or more suspensions	0	0	0	0	0	0	10	5	11	26	
Course failure in ELA	0	0	0	0	0	0	3	8	19	30	
Course failure in Math	0	0	0	0	0	0	10	30	19	59	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	148	122	136	406	
Level 1 on statewide Math assessment	0	0	0	0	0	0	142	155	101	398	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0		

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Students with two or more indicators	0	0	0	0	0	0	142	147	135	424	

The number of students identified retained:

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

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	0	111	113	116	340	
One or more suspensions	0	0	0	0	0	0	10	5	11	26	
Course failure in ELA	0	0	0	0	0	0	3	8	19	30	
Course failure in Math	0	0	0	0	0	0	10	30	19	59	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	148	122	136	406	
Level 1 on statewide Math assessment	0	0	0	0	0	0	142	155	101	398	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0		

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Students with two or more indicators	0	0	0	0	0	0	142	147	135	424	

The number of students identified retained:

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

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2022			2019		
	School	District	State	School	District	State
ELA Achievement*	30	49	50	35	52	54
ELA Learning Gains	39	48	48	48	52	54
ELA Lowest 25th Percentile	32	38	38	52	45	47
Math Achievement*	39	55	54	40	55	58
Math Learning Gains	53	61	58	51	55	57
Math Lowest 25th Percentile	51	57	55	46	50	51
Science Achievement*	37	51	49	37	51	51
Social Studies Achievement*	51	69	71	58	67	72
Middle School Acceleration	55			79		
Graduation Rate						
College and Career Acceleration						
ELP Progress	39			41		

** In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.*

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	TSI
OVERALL Federal Index – All Students	43
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	426
Total Components for the Federal Index	10
Percent Tested	96

2021-22 ESSA Federal Index

Graduation Rate

ESSA Subgroup Data Review (pre-populated)

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	19	Yes	3	3
ELL	37	Yes	1	
AMI				
ASN	50			
BLK	37	Yes	1	
HSP	44			
MUL				
PAC				
WHT	43			
FRL	43			

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	30	39	32	39	53	51	37	51	55			39
SWD	4	22	23	9	38	35	3	14				
ELL	22	38	34	32	50	47	21	39	50			39
AMI												
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			39
MUL												
PAC												

2021-22 ACCOUNTABILITY 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	ELP Progress
WHT	30	36	9	48	51	64	48	53	45			
FRL	30	40	33	39	56	54	36	52	57			37

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	33	37	24	33	30	36	34	52	58			38
SWD	10	25	20	4	30	40	12	35				
ELL	22	32	24	22	28	36	18	40	61			38
AMI												
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			37
MUL												
PAC												
WHT	48	40		45	30	20	60	60	71			
FRL	32	37	25	30	28	36	31	53	53			36

2018-19 ACCOUNTABILITY 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	ELP Progress
All Students	35	48	52	40	51	46	37	58	79			41
SWD	10	43	45	19	42	41	9	21				27
ELL	21	44	52	30	44	43	21	50	61			41
AMI												
ASN	85	85		67	48		93		73			
BLK	32	46	49	33	45	52	34	58	80			22
HSP	32	47	54	38	52	47	32	56	77			42
MUL												
PAC												
WHT	49	45	47	60	57	20	48	74	100			
FRL	32	46	53	38	48	49	34	58	73			37

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2023 - Spring	24%	45%	-21%	47%	-23%
08	2023 - Spring	28%	46%	-18%	47%	-19%
06	2023 - Spring	18%	44%	-26%	47%	-29%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	27%	53%	-26%	54%	-27%
07	2023 - Spring	23%	38%	-15%	48%	-25%
08	2023 - Spring	50%	58%	-8%	55%	-5%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	30%	50%	-20%	44%	-14%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	65%	47%	18%	50%	15%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	100%	45%	55%	48%	52%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	42%	61%	-19%	66%	-24%

III. Planning for Improvement

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

In all areas, we experienced learning loss due to the pandemic, specifically in the areas of English Language Arts, Science, and Math. We struggled with staffing teaching positions, including an open reading position, all year; one 6th-grade teacher had a surgical intervention that prevented her from teaching Q4.

A Tier I interventionist took one of the ELA positions due to being vacant for almost two semesters. PLCs were not mandatory and only met once a week by department and not by courses taught.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

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.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

ELA was our main area of concern; we experienced learning loss due to the pandemic, specifically in the area of English Language Arts and Reading.

We struggled with staffing teaching positions, including three open reading positions all year, one teacher having health issues and being out Q4, and changes in administration that did not provide consistency.

Which data component showed the most improvement? What new actions did your school take in this area?

Despite new standards and testing, our Math scores remained similar to previous years, demonstrating a strong team in that area. These departments still perform grade-level PLCs once a week voluntarily because they recognize their importance and effectiveness.

There was not a strong PLC culture from the beginning, and the results demonstrated the importance of PLCs. 2023-2024 school year, PLCs are back to twice weekly and engaging in professional learning and successful instructional practices. Administrators participate actively in PLCs, providing consistency and involvement to analyze the data and the content.

Also, Tutoring at Walker Middle School is stronger this year, with sessions being run in the morning and in the afternoon, attracting a higher number of students and allowing a higher number of students to

participate in the tutoring sessions.

Utilizing Digital Programs will supplement students working time with programs such as Reading Plus (8th Grade)

Read 180 (6th and 7th Grade), Plickers (teacher-led discussions promoting critical thinking and reasoning)

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Our EWS indicates the areas that need to be focused on for some students being highly impacted during Covid 19.

Student attendance is a concern for the school administration, and phone calls and parent involvement is an intervention in place to reduce the number of absentees. Social Work will start groups to determine the reasons and provide resources to reduce these numbers as well.

There is a direct relationship between students' school attendance and academic success. So, by increasing the number of students present, we will provide academic intervention to close the academic gaps. Some of these interventions include small groups, pullouts, and morning and afternoon tutoring. Our Literacy goals will have important components, such as setting structured routines (Standards posted on the board in each Reading and Language Arts class, and strategically placed cooperative learning groups.

Purposeful rotations in Reading Classes and the Instructional Focus Calendar is updated frequently to reflect adjustments.

Scheduled Oral Fluency Diagnostics with data gathering and be able to implement best practice strategies demonstrated in PLCs (Day one) and Data discussions (Day two).

Walker Middle School will be promoting Literacy throughout the school year, including Novel Reading (Escape Room, Amazing Race), Spelling Bee, Celebrating Students, and Supplemental resources embedded in CRMs to support level two students

Utilizing Digital Programs will supplement students working time with programs such as Reading Plus (8th Grade)

Read 180 (6th and 7th Grade), Plickers (teacher-led discussions promoting critical thinking and reasoning)

MTSS will be part of the EWS interventions supporting Tiers 1-3

A. Attending professional developments to learn strategies for Universal Design

B. Adhering to accommodations for each student

C. ELA IMPACT professional development

D. Reading IMPACT professional development

Literacy Leads Cohort focuses on building work relationships to promote a collaborative learning environment by attending peer observations and modeling best practices in the classroom.

Teachers are encouraged to get ESOL Endorsements.

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

Our priority is to close the gap between those students with data two or three grades below in reading.

We believe that increasing Reading and ELA scores will impact proficiency across the curriculum.

Students are able to receive instruction, ready to learn by being on time in school and in classes.

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Positive Culture and Environment specifically relating to Teacher Retention and Recruitment**Area of Focus Description and Rationale:**

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

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Last year, the faculty and staff perceived the need for more consistency and supportive administration.

Out of the three school leaders, only one administrator started and completed the school year.

The goal is to change the school climate and perception of the school by creating a family and supported environment. In order to achieve this goal, the new administration is creating initiatives to raise teacher retention and increase recruitment.

One of these initiatives is The Golden Viking Leadership Award - This is a monthly recognition where the actual holder nominates the next candidate for holding the award the next month. They will not only be responsible for the trophy (award itself), but we are working on some tangible recognition.

Measurable Outcome:

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

The school started the academic year with 14 new staff members and nine vacancies.

The goal is to keep consistency with the faculty members and avoid a big turnover of faculty and classified employees; the main action will be working on increasing teacher morale.

Monitoring:

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

Qualitative data from the Panorama survey on climate and culture data from students and families

Student attendance data will be one of the main tools to monitor the desired outcome as well as the number of returning faculty at the beginning of the School Year 2024-2025.

Person responsible for monitoring outcome:

Sydney Maeweather (sydey.maeweather@ocps.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Since our area of focus is creating a positive culture and environment that increases teacher retention, the administration is working hard to support teachers through PLCs, increase morale with The Golden Viking Leadership Award, and provide with our staff with some incentives from our Stakeholders Partnerships.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

No action steps were entered for this area of focus

#2. Instructional Practice specifically relating to Instructional Coaching/Professional Learning**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Last year, PLCs were eliminated, and schoolwide, we are implementing collaboration and stronger instructional practices. This year, coaches and administrators are involved in those PLCs. Classroom walkthroughs to monitor the use of instructional strategies to support learning for subgroups. Data chats on multiple levels to monitor data. The Professional Development Calendar has already been shared with the faculty, which includes topics such as Data Tracking, Whole group instruction, Monitoring Evidence of Learning, ELL and ESE Strategies for all students, Academic Discourse, Literacy across Content areas, Vocabulary Instruction and Trauma-informed teaching and SEL Management. Analyze various levels of data, including academic, discipline and attendance, to support the increase in student achievement.

Measurable Outcome:

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

With the areas of focus explained, the school is expecting a 10% score increase compared with the school year 2022-2023 in the areas of ELA, Math, Science, and Civics, as well as in all the accelerated courses.

Monitoring:

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

FAST Scores and CRMs for the content area will be the main monitoring tools. PMAs will also be part of the data analyze.

Person responsible for monitoring outcome:

Kristi Brown (37203@ocps.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Administrators and Coaches will complete walkthroughs in the classrooms to ensure the schoolwide instructional strategies initiatives are being implemented, and through PLCs will be analyzing data to see the progression toward the desired goal.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

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.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 2 - Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

No action steps were entered for this area of focus

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C)).

Since this year school is operating under new administration, some adjustments will be made based on students needs an data to provide the best resources to close the achieving gap. Collaboration with stakeholders will be necessary to address allocations based on needs.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

Measurable Outcomes

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data-based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K -3, using the coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment;
- Each grade 3-5 where 50 percent or more of its students scored below a Level 3 on the most recent statewide, standardized ELA assessment; and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2 Measurable Outcomes

N/a

Grades 3-5 Measurable Outcomes

N/A

Monitoring

Monitoring

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will impact student achievement outcomes.

N/A

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Action Steps to Implement

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step**Person Responsible for Monitoring**

N/A

Title I Requirements**Schoolwide Program Plan (SWP) Requirements**

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))

List the school's webpage* where the SIP is made publicly available.

Walker MS will publish The School Improvement Plan (SIP) on our school Website.

The First SAC meeting will be an introduction, but this SIP will also one shared with the school stakeholders, as well as on Canvas.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

Our new Parent Engagement Liaison program consistently communicates with families and stakeholders to participate in school events.

Teachers are including data-driven lessons and connections with homes.

The ESOL Department will be running the MPLCs for Semester 1 and Semester 2.

The school will host a Literacy Night and a Math Night.

Visual and Performing Arts have showcases and performance schedules so families can enjoy students' works and demonstrations.

Of course, all the Athletic Events are already scheduled for the Middle Schools.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

The school will have High Dosage Tutoring for students enrolled in Algebra I.

Title I funding also provides tutoring for before and after-school tutoring for students at Level 2 and Level 1 to close the academic gaps.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

Walker MS, as OCPs, offers free meals to all students enrolled on this campus. Also, the YMCA extended day school is free for all the students who sign up for it.

Our CTE department offers a High School course to be completed during Middle School.

School SAFE person and School-Based Social Worker provide support to ALL students but especially those who have a higher demand for SEL.

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

There are multiple levels of services to support the social-emotional needs of all students.

Two guidance counselors provide support and counseling to students and one SAFE Coordinator.

Other less intensive counseling and mentoring opportunities are provided through caring teachers, City Year Corps members, Elevate Orlando, the YMCA after-school program, school psychologist, and social worker.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

Outgoing Eighth Graders:

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

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

This year the school added a third Dean and a Behavior Specialist.

School Board implementation of not phone policy will also reduce some disciplinary issues.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

Teachers by content area will attend to Impact Training based on the Content Area they are teaching. This allows professionals of education to share strategies and learning to support student engagement and learning as the best practice by content area.

PLCs will meet biweekly by content area - grade level to support teachers' work with the department members as they plan and deliver standards-based instruction focusing on the cognitive demands of the standard with the best strategies and methodologies. Also, data discussions regarding benchmarks and student learning are taking place during these PLCs.

School is promoting and encouraging teacher to get their ESOL Endorsements and Reading Endorsements.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

N/A

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

The approved budget does not reflect any amendments submitted for this project.

1	III.B.	Area of Focus: Positive Culture and Environment: Teacher Retention and Recruitment	\$0.00
2	III.B.	Area of Focus: Instructional Practice: Instructional Coaching/Professional Learning	\$0.00
Total:			\$0.00

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No