

Orange County Public Schools

# Chain Of Lakes Middle



2015-16 School Improvement Plan

## Chain Of Lakes Middle

8700 CONROY WINDERMERE RD, Orlando, FL 32835

[www.ocps.net/lc/southwest/mch](http://www.ocps.net/lc/southwest/mch)

### School Demographics

<b>School Type</b>	<b>2014-15 Title I School</b>	<b>2015-16 Economically Disadvantaged (FRL) Rate</b> (As Reported on Survey 2)
Middle	No	68%

<b>Alternative/ESE Center</b>	<b>Charter School</b>	<b>2015-16 Minority Rate</b> (Reported as Non-white on Survey 2)
No	No	75%

### School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	B*	A	B	A

*\*Preliminary Informational Baseline School Grade*

**Note:** The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

### School Board Approval

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

### SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

---

## Table of Contents

---

<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>Differentiated Accountability</b>	<b>5</b>
<b>Current School Status</b>	<b>8</b>
<b>8-Step Planning and Problem Solving Implementation</b>	<b>20</b>
Goals Summary	20
Goals Detail	20
Action Plan for Improvement	23
<b>Appendix 1: Implementation Timeline</b>	<b>31</b>
<b>Appendix 2: Professional Development and Technical Assistance Outlines</b>	<b>32</b>
Professional Development Opportunities	33
Technical Assistance Items	35
<b>Appendix 3: Budget to Support Goals</b>	<b>0</b>

## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

### Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

### Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

### Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

### Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

## Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

### DA Regions

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

### DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

### 2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	3	<a href="#">Ella Thompson</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

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

The mission of Chain of Lakes Middle School is to lead our students to success with the support and involvement of families and the community

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

The vision of Chain of Lakes Middle School is to be the top producer of successful students in the nation

#### School Environment

##### Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

There are numerous ways at Chain of Lakes Middle School for students and teachers to build relationships and support the culture at our school. Chain of Lakes offers many clubs for students to participate in. Several examples of these clubs are: BETA, Ospreys that Care, Student Government, Science Olympiad, Art Club, FCA, and National Junior Honor Society.

The Teacher-Student Mentorship Program is a program that encourages positive relationships between our teachers and students. These programs are an excellent way for students to learn skills, develop self-awareness and confidence, practice new behaviors and better understand how to deal with some of the issues life presents. We have found that when we work with students in groups, they gain support from others who are experiencing similar situations or have adjusted well after experiencing a related situation in the past.

It is important that students feel they are valued and they belong. The celebration of Black History Month and Spanish Heritage Month are critical in building a strong family environment at Chain of Lakes. The activities build awareness and appreciation of cultural differences while celebrating the unique contributions of each culture.

##### Describe how the school creates an environment where students feel safe and respected before, during and after school

Chain of Lakes will continue to use the school-wide policies and procedures that have been in place to provide uniformity and consistency. The school wide supervision plan includes greeting and monitoring students throughout the school day. The Student Code of Conduct is reviewed with students on a quarterly basis and our Student Support team meets weekly to discuss specific interventions and strategies that are used. In addition to reviewing the Student Code of Conduct, students will spend the last five minutes of their lunch time learning character education lessons that will enhance and encourage positive behavior on campus and in life.

Celebrating student success has been an ongoing activity at Chain of Lakes Middle School. "Double O" is a recognition program employed by Chain of Lakes Middle School to celebrate student success. The Outstanding Osprey (also known as "Double O") Award Program is an opportunity to recognize those students that have demonstrated good citizenship, academic excellence, and/or any student that goes above and beyond what is asked of them in any area of campus life. Double O is celebrated four times during the school year. With the help of our Partners in Education, the celebration takes place in a formal setting that not only includes the Double O recipients but also teachers and parents.



**Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced**

Chain of Lakes has implemented a school wide policy and procedures platform on which student behavior and teacher expectations are based. This system has been devised by a team of administrators, teachers and parents in an effort to create structures in and out of the classroom for all students. This structure is to minimize classroom distractions to keep students engaged and to provide a reflective platform for students who are encouraged to take responsibility for their behavior. During the 2015-16 school year progress monitoring will be done quarterly using student discipline data to determine if SMART goals are being met; data will be compared with the 2014-15 school year.

In a continuous effort to equip teachers with strategies they can use in their classrooms, professional development is provided during pre-planning. Administrative deans conduct training for teachers on Marzano Design Questions 6, Establishing Rules and Procedures and Design Question 7, Recognizing Adherence to rules and Procedures. In an effort to continue supporting the Chain of Lakes Middle School faculty and staff, administration will provide professional development with the goal of equipping teachers with the tools to create vital and sustaining relationships with students. This will be facilitated by the administrative deans.

The Code of Student Conduct and School Policies and Procedures will be reviewed quarterly with each grade level to remain focused on academic and behavioral expectations for students.

**Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services**

Students at Chain of Lakes Middle School have access to grade level counselors. Students may set an appointment or be seen on an urgent or emergency basis. Concerns include, but are not limited to: academics, scheduling, college and career readiness, and personal, social, or emotional issues. The Chain of Lakes mentoring program matches a screened adult (teacher or approved ADDitions volunteer) with the student in need. Students may enter this program at any time during the school year. Mentors meet with their students as needed or scheduled. The Mentoring program also offers mentor and mentee group functions.

Chain of Lakes counselors offer outside counseling service referrals where providers see students and families for group or individual sessions. Chain of Lakes Middle School has a school social worker and psychologist available to address individual student needs.

### **Early Warning Systems**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

**Describe the school's early warning system and provide a list of the early warning indicators used in the system**

Chain of Lakes Middle School employs the Multi-Tiered System of Support (MTSS) as an early warning system for our "at risk" students, focusing primarily on attendance rate, discipline, below average standardized test results, and academic failure in core classes. This is a school-wide initiative coordinated by a team of administrators, resource teachers, and instructional coaches, and led by MTSS coach, Karla Hadley.

Attendance and discipline are monitored monthly through Enterprise Data Warehouse (EDW) and via Student Management Systems (SMS). Habitual truants and students who are habitually tardy are addressed by the appropriate school personnel. The school social worker, school psychologist, and school resource officer are integral parts of the MTSS process as needed to support the intervention

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

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

Indicator	Grade Level			Total
	6	7	8	
Attendance below 90 percent	56	65	90	211
One or more suspensions	34	46	45	125
Course failure in ELA or Math	7	15	3	25
Level 1 on statewide assessment	0	0	0	

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

Indicator	Grade Level			Total
	6	7	8	
Students exhibiting two or more indicators	11	20	21	52

**Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system**

Chain of Lakes Middle School has identified students to participate in an innovative program. This program focuses on addressing the needs of our at-risk students. Student Owned Academic Recovery (SOAR) is a special program put in place for middle school students who are struggling or have not successfully completed one of the four core classes or reading during the first marking period. Students will attend thirteen Saturday sessions from 9:00 am to 12:00 p.m. with highly qualified teachers. This thirteen week program is centered on a specialized curriculum that is designed to teach and strengthen the skills necessary to be successful in school.

Chain of Lakes Middle School has identified students in need of additional academic support to participate in a Tuesday and Thursday after school tutoring program. This program focuses on addressing the needs of our at-risk students. This is a tutoring program put in place for middle school students who are struggling or have not successfully completed one of the four core classes or reading during the academic school year. This tutoring program is designed with a specialized curriculum that will remediate the reading and math skills necessary to be successful learners in school.

Students are provided enrichment opportunities where they can explore science, technology, engineering, and mathematics through the SeaPerch underwater robotics program. Students are also provided athletic, arts and music opportunities. Students can join various organizations such as Beta club, Math Counts, Student Council, National Junior Honor Society and Science Olympiad.

**Family and Community Involvement**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

**Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress**

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

**Will the school use its PIP to satisfy this question?**

No

**PIP Link**

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

**Description**

Chain of Lakes Middle School has a very active Parent Teacher Student Association (PTSA) that meet monthly. Along with PTSA, we hold the following parent and community involvement activities: 5k Fun Run and Walk, Teach-In, Spring Fling end of year event, Outstanding Osprey (student recognition program), Reflections program, and fall community fundraiser. Chain of Lakes also hosts school wide orientation, Night of Excellence, and community outreach meetings with feeder pattern elementary schools.

**Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement**

The Chain of Lakes community is the heart of the school. Community members work hand in hand to provide valuable and needed resources. Our Partners in Education (P.I.E.) list continues to grow weekly with businesses signing up. Our Parent Teacher Student Association (PTSA) works very closely with P.I.E. to bring sponsorships and donations to our school. Last year alone, PTSA was able to donate over \$10,000 to assist with the purchase of a classroom laptop cart. This was done with the commitment and support of our community that continues to donate their resources as well as their time to support student achievement. For the 2015-2016 school year, the PTSA has committed to donating \$5,000 in teacher grants. We also host Teach-In which is an Orange County Public Schools initiative that draws business partnerships into the community. These guest speakers come and talk with our students about the importance of education and how it facilitated their success. As we continue to grow and build sustainable relationships, our goal is to make sure our students are prepared and ready to be viable and productive members of our community.

**Effective Leadership**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

**School Leadership Team**

**Membership:**

Name	Title
Anderson, Cheron	Principal
Ramsey, Jackie	Assistant Principal
Lawson, Joy	Instructional Coach
Lawhorn, Wendy	Instructional Coach
Stokes, Danielle	Instructional Coach
Morse, James	Assistant Principal

**Duties**

**Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making**

The school based leadership team is comprised of Cheron Anderson (Principal), Jackie Ramsey (Assistant Principal for Instruction), James Morse (Assistant Principal), Joy Lewis (Learning Resource Specialist), Danielle Stokes (Math Coach), and Wendy Lawhorn (Literacy Coach). The entire leadership team conducts weekly classroom walkthroughs to monitor instructional practices throughout the campus. Mr. Anderson is the campus instructional leader and facilitates weekly meetings to discuss instructional practice trends and develop plans to improve those practices. He attends various Professional Learning Community meetings weekly. Ms. Ramsey leads the instructional coaches and professional development program. She attends weekly Professional

Learning Community meetings, collaborative planning sessions and common assessment development for Reading and Language Arts. Mr. Morse attends weekly Professional Learning Community meetings, collaborative planning sessions and common assessment development for science and social studies. Joy Lewis develops and facilitates professional development sessions in response to the trends emerging as a result of weekly observations. She attends weekly Professional Learning Community meetings, collaborative planning sessions and common assessment development for all curriculum areas. Danielle Stokes attends weekly Professional Learning Community meetings, collaborative planning sessions and common assessment development for math. Wendy Lawhorn attends weekly Professional Learning Community meetings, collaborative planning sessions and common assessment development for language arts and reading. She develops, coordinates and facilitates the afternoon and Saturday tutoring programs. The school based leadership team meets twice weekly to discuss all school wide programs and how they support student academic success. The leadership team also monitors and reviews the implementation and effectiveness of the MTSS process and best practice strategies in order to fully utilize the system and provide teachers and students the highest level of support. The entire leadership team has been Marzano Observation trained. Every Friday, the leadership team meets to disaggregate teacher observation data and plan professional development based on the needs of the teachers. In addition, targeted element focus is discussed and disseminated to teachers to increase the use of Design Question 3, helping students practice and deepen new knowledge and Design Question 4, helping students generate and test hypothesis strategies.

***Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact***

Chain of Lakes Middle School currently has a Staffing Specialist as well as three Exceptional Student Education (ESE) core instructional co-facilitators across all grade levels. These staff members work with teachers to write Individual Education Plans (IEP) and Behavior Intervention Plans (BIP) that provide support using the Multi-Tiered System of Supports (MTSS) model. Teachers are provided with behavior tracking forms and intervention strategies that range from global to individually student-focused. Our teachers use the data collection forms to determine best practice strategies for working with students as well as to determine if additional interventions and levels of support are necessary. Chain of Lakes Middle School will also utilize resources available at the Southwest Learning Community including the Behavior Specialist and the Exceptional Student Education support team. For academic support, data is collected through common, formative and summative assessments. Academic data is used to determine proper class placement as well as student need for individual intervention and curriculum support.

Supplemental Academic Instruction (SAI) funds support intensive reading teachers and their classrooms.

### **School Advisory Council (SAC)**

#### **Membership:**

Name	Stakeholder Group
Cheron Anderson	Principal
Cynthia Schweitzer	Parent
Stacy Tinkley	Parent
Joi Thomas	Parent
Linda Escobar	Parent
Farrah Ridgeway	Teacher
Kim Powell	Teacher
Don McNaughton	Teacher
Lavleeta Sloan Baskerville	Education Support Employee
Danielle Stokes	Teacher
Connie Colley	Parent
Kim Palmer	Parent
Maureen Michas	Parent
Jennifer Sienkiewicz	Parent
Keather Kreider	Parent
Candy Cole	Parent
Melanie King	Parent
Stephen Ross	Parent
Charlott Cadiz	Teacher

## Duties

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

### *Evaluation of last year's school improvement plan*

The 2014-2015 School Improvement Plan (SIP) will be reviewed for items that can be included in the 2015-2016 SIP for further implementation or removal altogether due to ineffectiveness or non-application to this year's curriculum and student needs.

### *Development of this school improvement plan*

The Chain of Lakes School Advisory Council reviews the School Improvement Plan (SIP) with the Principal to determine the effectiveness of strategies in place and make adjustments when needed.

### *Preparation of the school's annual budget and plan*

The School Advisory Council collectively reviews the budget allocations for the professional development or other action steps in the School Improvement Plan.

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

The Chain of Lakes School Advisory Council will authorize use of allotted funding on a case by case basis. Options may be professional development opportunities for teachers, programs to supplement curriculum, and additional technology.

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

Yes

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

**Literacy Leadership Team (LLT)**

**Membership:**

Name	Title
Anderson, Cheron	Principal
Ramsey, Jackie	Assistant Principal
Morse, James	Assistant Principal
	Instructional Media
Lawhorn, Wendy	Instructional Coach
Griffith, Jeannette	Teacher, K-12

**Duties**

**Describe how the LLT promotes literacy within the school**

The LLT's primary focus is to increase reading achievement through collective collaboration across all subjects at Chain of Lakes Middle School. Careful attention will be paid to increasing teachers' working knowledge of the Language Arts Florida Standards. The LLT also promotes Accelerated Reader (AR) through a reward system for students who have accumulated a certain percentage of their points based on individual reading abilities. Students will be provided opportunities to take the AR tests with the aid of new computers placed in all language arts classes. These students are provided time for enrichment activities on a pre-selected Friday every six weeks. Additionally, each year the LLT organizes the Read and Feed program, which is a school-wide reading initiative that rewards students for reading the school's selected book.

**Public and Collaborative Teaching**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

**Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction**

Weekly Professional Learning Community (PLC) and common planning sessions will be conducted with teachers, instructional coaches, and administrators. These will include the topics of common assessments, lesson planning, analysis of student performance data and instructional response to student academic needs.

**Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school**

Chain of Lakes Middle School works with the Orange County Public Schools Human Resource Department to find information on highly qualified teachers, as well as contact references, and conduct in-depth team interviews. We retain highly qualified teachers by providing them with ongoing instructional support, the latest technology for their classrooms, and professional development to help them foster educational growth. Teachers are also provided with leadership opportunities within their instructional discipline. The mentor and mentee program (M&M's) also involves frequent contact between the

protégés and mentors. During these meetings, mentors assist their protégés with issues and reflective questions discussed in their Professional Learning Communities (PLCs).

### **Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities**

Our school's mentoring program has several components. The formal program for first-year teachers (mentees) begins with a 2 day induction program prior to pre-planning. The program also includes periodic meetings with the Instructional Coach to discuss common first-year issues such as parent conferences, grading, lesson planning, PLC meetings, Open House and classroom management. The mentees are assigned a mentor for support and guidance. The mentor and mentee program (M&M's) also involves frequent contact between the protégés and mentors. During these meetings, mentors assist their protégés with issues / reflective questions discussed in their Professional Learning Communities (PLCs). Finally, all of our protégés are observed monthly by resource personnel to provide feedback on their professional growth. In addition, all of our mentor teachers are master teachers who have completed a Clinical Educator class as well as a variety of coaching and mentoring courses. Our school's Instructional Coach meets with mentees frequently and consistently to help them navigate through their initial year at Chain of Lakes.

In addition to the M&M program, Chain of Lakes has an informal mentoring program called the Buddy System in which we pair teachers who are new to our school, but who have prior teaching experience, with a veteran teacher who has been at our school for a few years to help the new teachers make a smooth transition to our school.

## **Ambitious Instruction and Learning**

### **Instructional Programs and Strategies**

#### **Instructional Programs**

***Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards***

The district has a rigorous adoption process that analyzes the correlation between core program materials and the Florida Standards. Core instructional resources are provided on the Instructional Management System (IMS) and are aligned to the Florida Standards. All schools are expected to utilize the standards-based resources during daily instruction.

#### **Instructional Strategies**

***Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments***

Through weekly Professional Learning Community (PLC) gatherings and common planning sessions, teachers will review student performance data based on teacher-made common formative and summative assessments. As a result of this collaboration, teachers can determine which skills need to be retaught, infused into future lessons, and reassessed. Instructional Focus Calendars for each subject will have time built in for remediation and enrichment. In addition, students will receive additional support, based on data results, through our SOAR Saturday's program and after school tutoring program.

***Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:***

**Strategy:** Extended School Day

**Minutes added to school year:** 1,633,500

Students are provided enrichment opportunities where they can explore science, technology, engineering, and mathematics through the SeaPerch underwater robotics program. Students are also provided athletics, arts and music. Students can join various organizations such as Beta club, Math Counts, Student Council, National Junior Honor Society and Science Olympiad.

***Strategy Rationale***

Enrichment opportunities provide students with the opportunity to build on their interest and provide an impetus for excelling academically.

***Strategy Purpose(s)***

- Enrichment

***Person(s) responsible for monitoring implementation of the strategy***

Anderson, Cheron, cheron.anderson@ocps.net

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

Student performance data is disaggregated by club or organization and compared with students that are not involved with the Chain of Lakes before and after school program. Data is pulled from subject area common assessments through Performance Matters and The Florida Standards Assessment (FSA).



**Strategy:** Summer Program

**Minutes added to school year:** 4,800

Chain of Lakes Middle School has identified students in need of additional academic support to participate in a summer program. This program focuses on addressing the needs of our at-risk students. This is a special program put in place for middle school students who are struggling or have not successfully completed one of the four core classes and reading during the academic school year. Students will attend a 5 week summer program, 4 days a week. This summer program is centered on an individualized curriculum that is designed to remediate the skills necessary for each student to be successful in school.

***Strategy Rationale***

Students in need of core academic course credit are offered opportunity for remediation and credit recovery to maintain their placement within their cohort.

***Strategy Purpose(s)***

- Core Academic Instruction

***Person(s) responsible for monitoring implementation of the strategy***

Anderson, Cheron, [cheron.anderson@ocps.net](mailto:cheron.anderson@ocps.net)

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

Data is collected through assessments provided within the summer program itself and successful completion of the program.

**Strategy: Weekend Program**

**Minutes added to school year: 2,700**

Student Owned Academic Recovery (SOAR) is a special program put in place for middle school students who are struggling and have not successfully completed one of the four core classes and/or reading during the first marking period. Students will attend fifteen Saturday sessions from 9:00 am to 12:00 pm with highly qualified teachers. This fifteen week program is centered on a specialized curriculum that is designed to teach and strengthen the skills necessary to be successful in school.

**Strategy Rationale**

Students struggling to maintain proficiency in reading and math are able to work in small groups with teachers to hone in on foundational skills so that students are able to be more successful in their grade level English language arts and math classes.

**Strategy Purpose(s)**

- Core Academic Instruction

**Person(s) responsible for monitoring implementation of the strategy**

Anderson, Cheron, cheron.anderson@ocps.net

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

Data is collected through assessments provided within the SOAR program. Data is closely monitored through progress reports, report cards, and teacher created common assessments. In addition, Chain of Lakes Middle School administration will disaggregate the data to determine program effectiveness by individual student growth.

**Student Transition and Readiness**

**PreK-12 Transition**

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

**Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another**

Incoming sixth graders to Chain of Lakes Middle School receive; an "on campus" visit during the school day, 6th grade orientation evening program for students and parents, visitations to feeder elementary school by 6th grade guidance counselor and open communication between middle and elementary school guidance counselors.

Exiting eighth graders at Chain of Lakes Middle School receive; an "on campus" presentation by feeder high school personnel to highlight academic and extracurricular programs, on campus registration for high school classes with 1 on 1 course selection opportunity and advertisement of all available county magnet programs.

**College and Career Readiness**

**Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations**

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

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

**Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes**

## Needs Assessment

### Problem Identification

#### Data to Support Problem Identification

##### Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

##### Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

.

#### Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

### Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

## School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

**1** = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** Teachers will utilize research-based strategies to increase engagement and achievement of minority students through the implementation of effective, collaborative common planning. (Narrow achievement gaps)
  
- G2.** Teachers will implement rigorous, standards-based instruction aligned to the new Florida Standards. (Accelerate Student Performance)

## Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

**G1.** Teachers will utilize research-based strategies to increase engagement and achievement of minority students through the implementation of effective, collaborative common planning. (Narrow achievement gaps) 1a

G072653

**Targets Supported** 1b

Indicator	Annual Target
AMO Reading - All Students	

**Resources Available to Support the Goal** 2

- Teachers will use multiple sources of data to review student performance, identify trends, and provide accommodations and support. Resource staff will be available to support teachers and students in the classroom with academic needs. Staff development will be offered to teachers and staff including instructional strategies using the Ruby Payne Framework for Understanding Poverty. Chain of Lakes Middle School has established a Student Assistance and Family Empowerment (SAFE) team headed by our SAFE coordinator that will focus on non academic areas to reduce disruptions to instructional time. Chain of Lakes will hold family outreach events within the community to provide support and promote parent involvement in the educational process. Title II funding will be used to support Saturday learning programs.

**Targeted Barriers to Achieving the Goal** 3

- teacher capacity for working with minority students

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

Leadership team will observe classroom instruction and review minority student performance data to monitor whether collaborative planning has been effective in planning instruction to further engage minority students and increase their student performance data.

**Person Responsible**

Cheron Anderson

**Schedule**

Weekly, from 8/24/2015 to 6/10/2016

**Evidence of Completion**

Increase in minority student achievement in academic classes as measured by, common summative assessment data and a decrease in behavioral infractions within the Black African American sub-group

**G2.** Teachers will implement rigorous, standards-based instruction aligned to the new Florida Standards. (Accelerate Student Performance) 1a

G072654

**Targets Supported** 1b

Indicator	Annual Target
-----------	---------------

FSA English Language Arts - Achievement

**Resources Available to Support the Goal** 2

- Chain of Lakes Middle School's resource team, which includes the learning resource specialist, reading coach, and teacher leads will conduct professional development throughout the school year to support rigorous lesson planning and instruction. A writing team, consisting of language arts and social studies teachers will be the lead facilitators in helping teachers align writing standards to all curriculum areas. Students needing reading remediation, according to previous year's FSA, are placed in a double block of reading instruction (Level 1 students) using Read 180 or a single block of extra reading instruction (Level 2 students) using the Achieve 3000 program. Students in 6th grade, not enrolled in reading remediation will take an advanced reading course with a focus on close readings.

**Targeted Barriers to Achieving the Goal** 3

- Misconceptions of what rigor looks like and lack of rigor in daily lesson plans
- Lack of common academic language with the new Florida Standards Assessment
- Lack of evidence-based writing across the curriculum

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

Leadership team will conduct classroom walkthroughs to monitor whether instruction is aligned to the rigor of the Florida Standards. It will also conduct PLC meetings to review and disaggregate student data on standards-based assessments to measure whether student achievement is increasing as a result of instruction.

**Person Responsible**

Cheron Anderson

**Schedule**

Quarterly, from 8/24/2015 to 6/8/2016

**Evidence of Completion**

Data analysis from common assessments, data wall in staff development room, classroom walkthrough data reflecting alignment of instruction to the Florida Standards

## Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

### Problem Solving Key

**G** = Goal                      **B** =  
Barrier                      **S** = Strategy

**1** = Problem Solving Step       S123456 = Quick Key

**G1.** Teachers will utilize research-based strategies to increase engagement and achievement of minority students through the implementation of effective, collaborative common planning. (Narrow achievement gaps)

**1**

 G072653

**G1.B1** teacher capacity for working with minority students **2**

 B189584

**G1.B1.S1** Faculty will use Ruby Payne Framework for Understanding Poverty resources to create vital and sustaining relationships with at-risk students. **4**

 S200920

### Strategy Rationale

Building student-teacher relationships is vital to minority student achievement.

### Action Step 1 **5**

James Morse, Assistant Principal, will coordinate professional development for the staff on Ruby Payne Framework for Understanding Poverty.

#### Person Responsible

James Morse

#### Schedule

Quarterly, from 9/4/2015 to 6/8/2016

#### Evidence of Completion

professional development calendar, sign-in sheets and presentation materials

## Action Step 2 5

Instructional coaches will provide individualized coaching and modeling when necessary.

### **Person Responsible**

Joy Lawson

### **Schedule**

Monthly, from 8/24/2015 to 6/8/2016

### **Evidence of Completion**

coach calendars showing implementation of the coaching cycle, debriefing and feedback notes, iObservation data and discipline data

## Action Step 3 5

Teachers will implement strategies from the Ruby Payne Framework for Understanding Poverty in the classrooms.

### **Person Responsible**

James Morse

### **Schedule**

Quarterly, from 8/24/2015 to 6/8/2016

### **Evidence of Completion**

administrative classroom visits, iObservation teacher evaluations, lesson plans containing learned strategies and discipline data reflecting a decrease in incidences.

## Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Faculty attendance and participation in professional development.

### **Person Responsible**

Cheron Anderson

### **Schedule**

Monthly, from 9/4/2015 to 6/3/2016

### **Evidence of Completion**

Professional development sign in sheets, Marzano iObservations, classroom walk throughs



**Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7**

Leadership will monitor minority student data for an increase in academic grades and common assessment data, as well as for a decrease in discipline referrals.

**Person Responsible**

Jackie Ramsey

**Schedule**

Monthly, from 9/4/2015 to 5/27/2016

**Evidence of Completion**

Minority student evidence, such as an increase in core content grades, common assessment data, and a decrease in discipline referrals data


**G2.** Teachers will implement rigorous, standards-based instruction aligned to the new Florida Standards. (Accelerate Student Performance) 1

 G072654

**G2.B1** Misconceptions of what rigor looks like and lack of rigor in daily lesson plans 2

 B189585

**G2.B1.S1** Teachers will increase the amount of rigor in classroom activities. 4

 S200922

**Strategy Rationale**

Increasing rigor in classroom activities will increase student performance in all content areas.

**Action Step 1 5**

Coaches will use data from iObservation to form teams of teachers to participate in instructional observational rounds and identify instructional modeling and professional development needs.

**Person Responsible**

Jackie Ramsey

**Schedule**

Monthly, from 9/8/2015 to 4/29/2016

**Evidence of Completion**

iObservation data, PD Calendar, Instructional Rounds schedule, modeling schedule

## Action Step 2 5

Instructional coaches will coach and model what rigor looks like for individual teachers with the focus on specific content.

### **Person Responsible**

Joy Lawson

### **Schedule**

Quarterly, from 9/25/2015 to 5/27/2016

### **Evidence of Completion**

coaching schedules, peer observation notes, lesson plans

## Action Step 3 5

Teachers will implement strategies to increase rigor within their classrooms.

### **Person Responsible**

Cheron Anderson

### **Schedule**

Daily, from 8/24/2015 to 6/8/2016

### **Evidence of Completion**

Classroom observations, lesson plans, iObservation data, and student common assessment data

## Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

The Chain of Lakes leadership team will frequently monitor teachers using iObservation.

### **Person Responsible**

Cheron Anderson

### **Schedule**

Biweekly, from 9/8/2015 to 4/29/2016

### **Evidence of Completion**

lesson plans uploaded to SharePoint reflecting rigorous activities and student tasks, classroom observation data

**Plan to Monitor Effectiveness of Implementation of G2.B1.S1** 7

Increased rigor in lesson plan activities and student tasks as well as implementation with students in classrooms

**Person Responsible**

Cheron Anderson

**Schedule**

Quarterly, from 9/11/2015 to 4/29/2016

**Evidence of Completion**

Increased coding in DQ2 and DQ3 that is at the developing or applying level as well as lesson plans that include rigorous activities. Increase in teachers use of DQ4 documented in iObservation. Increased student achievement on common assessments.

**G2.B2** Lack of common academic language with the new Florida Standards Assessment 2

 B189586

**G2.B2.S1** Teachers will use common academic vocabulary in delivery of instruction, activities and assessments. 4

 S200923

**Strategy Rationale**

By developing a common academic language among teachers, students will be better prepared for the new Florida Standards Assessment.

**Action Step 1** 5

Wendy Lawhorn will develop academic vocabulary lists for each English Language Arts strand assessed on the Florida Standards Assessment.

**Person Responsible**

Jackie Ramsey

**Schedule**

On 6/8/2016

**Evidence of Completion**

academic vocabulary lists for all teachers, FSA vocabulary section in monthly school newsletters, FSA word of the day via multi-media projector at each lunch shift

**Action Step 2** 5

Teachers will consistently use common academic language in all classes.

**Person Responsible**

Jackie Ramsey

**Schedule**

Daily, from 10/27/2015 to 6/8/2016

**Evidence of Completion**

classroom observations yielding data indicative of common academic vocabulary being used in all classrooms.

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

Leadership team will monitor; use of academic vocabulary through observations and provide feedback, lesson plans and teacher created assessments to include academic vocabulary.

**Person Responsible**

Jackie Ramsey

**Schedule**

Biweekly, from 9/8/2015 to 6/8/2016

**Evidence of Completion**

academic vocabulary check-list for observations and evidence of incorporating academic vocabulary in lesson plans and teacher-created assessments

**Plan to Monitor Effectiveness of Implementation of G2.B2.S1** 7

Use of vocabulary in lesson plans, student activities, student tasks, and student assessments

**Person Responsible**


**Schedule**

Quarterly, from 9/4/2015 to 6/8/2016


**Evidence of Completion**

classroom observation data and lesson plans that reflect an increase in a common academic language, an increase in student achievement data

**G2.B3** Lack of evidence-based writing across the curriculum **2**

 B189587

**G2.B3.S1** Teachers will participate in professional development and Professional Learning Communities to learn strategies for writing across the curriculum. **4**

 S200924

**Strategy Rationale**

An increase in teacher training and collaboration as it relates to evidence-based writing will increase student achievement in reading and writing.

**Action Step 1** **5**

Chain of Lakes leadership and writing teams will collaborate and deliver professional development on evidence-based writing.

**Person Responsible**

Joy Lawson

**Schedule**

Quarterly, from 8/24/2015 to 6/10/2016

**Evidence of Completion**

professional development presentations, student work samples, and exit tickets that demonstrate an increase in students including textual evidence in written responses.

**Action Step 2** **5**

Instructional coaches will coach and model the strategies provided through Core Connections trainings and school-wide staff development.

**Person Responsible**

Joy Lawson

**Schedule**

Monthly, from 9/11/2015 to 6/8/2016

**Evidence of Completion**

Core Connection training materials, classroom observations of model lessons, , lesson plans, common writing assessments and student work samples that provide evidence of strategies being incorporated into daily instruction.

**Action Step 3** 5

Teachers will implement evidence-based writing strategies in classes.

**Person Responsible**

Joy Lawson

**Schedule**

Biweekly, from 9/21/2015 to 6/8/2016

***Evidence of Completion***

classroom observations, lesson plans, and common formative and summative assessments that demonstrate an increase in teachers consistently requiring textual evidence in student responses.

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

Leadership team will attend PLC meetings and Professional Development writing sessions

**Person Responsible**

James Morse

**Schedule**

Biweekly, from 9/8/2015 to 6/8/2016

***Evidence of Completion***

professional development calendar, sign-in sheets and PowerPoints

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

Leadership team will collect and review data from formative and summative writing assessments to monitor for an increase in student writing achievement

**Person Responsible**

Jackie Ramsey

**Schedule**

Quarterly, from 9/21/2015 to 5/27/2016

***Evidence of Completion***

common formative and summative assessments incorporating evidence-based writing test items, classroom observation data reflecting teacher use of evidence-based writing, student work samples.

## Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	James Morse, Assistant Principal, will coordinate professional development for the staff on Ruby Payne Framework for Understanding Poverty.	Morse, James	9/4/2015	professional development calendar, sign-in sheets and presentation materials	6/8/2016 quarterly
G2.B1.S1.A1	Coaches will use data from iObservation to form teams of teachers to participate in instructional observational rounds and identify instructional modeling and professional development needs.	Ramsey, Jackie	9/8/2015	iObservation data, PD Calendar, Instructional Rounds schedule, modeling schedule	4/29/2016 monthly
G2.B2.S1.A1	Wendy Lawhorn will develop academic vocabulary lists for each English Language Arts strand assessed on the Florida Standards Assessment.	Ramsey, Jackie	8/24/2015	academic vocabulary lists for all teachers, FSA vocabulary section in monthly school newsletters, FSA word of the day via multi-media projector at each lunch shift	6/8/2016 one-time
G2.B3.S1.A1	Chain of Lakes leadership and writing teams will collaborate and deliver professional development on evidence-based writing.	Lawson, Joy	8/24/2015	professional development presentations, student work samples, and exit tickets that demonstrate an increase in students including textual evidence in written responses.	6/10/2016 quarterly
G1.B1.S1.A2	Instructional coaches will provide individualized coaching and modeling when necessary.	Lawson, Joy	8/24/2015	coach calendars showing implementation of the coaching cycle, debriefing and feedback notes, iObservation data and discipline data	6/8/2016 monthly
G2.B1.S1.A2	Instructional coaches will coach and model what rigor looks like for individual teachers with the focus on specific content.	Lawson, Joy	9/25/2015	coaching schedules, peer observation notes, lesson plans	5/27/2016 quarterly
G2.B2.S1.A2	Teachers will consistently use common academic language in all classes.	Ramsey, Jackie	10/27/2015	classroom observations yielding data indicative of common academic vocabulary being used in all classrooms.	6/8/2016 daily
G2.B3.S1.A2	Instructional coaches will coach and model the strategies provided through Core Connections trainings and school-wide staff development.	Lawson, Joy	9/11/2015	Core Connection training materials, classroom observations of model lessons, , lesson plans, common writing assessments and student work samples that provide evidence of strategies being incorporated into daily instruction.	6/8/2016 monthly
G1.B1.S1.A3	Teachers will implement strategies from the Ruby Payne Framework for Understanding Poverty in the classrooms.	Morse, James	8/24/2015	administrative classroom visits, iObservation teacher evaluations, lesson plans containing learned strategies and discipline data reflecting a decrease in incidences.	6/8/2016 quarterly
G2.B1.S1.A3	Teachers will implement strategies to increase rigor within their classrooms.	Anderson, Cheron	8/24/2015	Classroom observations, lesson plans, iObservation data, and student common assessment data	6/8/2016 daily
G2.B3.S1.A3	Teachers will implement evidence-based writing strategies in classes.	Lawson, Joy	9/21/2015	classroom observations, lesson plans, and common formative and summative assessments that demonstrate an increase in teachers consistently requiring textual evidence in student responses.	6/8/2016 biweekly
G1.MA1	Leadership team will observe classroom instruction and review minority student performance data to monitor whether collaborative planning has been effective in planning instruction to further engage minority students and	Anderson, Cheron	8/24/2015	Increase in minority student achievement in academic classes as measured by, common summative assessment data and a decrease in behavioral infractions within the Black African American sub-group	6/10/2016 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	increase their student performance data.				
G1.B1.S1.MA1	Leadership will monitor minority student data for an increase in academic grades and common assessment data, as well as for a decrease in discipline referrals.	Ramsey, Jackie	9/4/2015	Minority student evidence, such as an increase in core content grades, common assessment data, and a decrease in discipline referrals data	5/27/2016 monthly
G1.B1.S1.MA1	Faculty attendance and participation in professional development.	Anderson, Cheron	9/4/2015	Professional development sign in sheets, Marzano iObservations, classroom walk throughs	6/3/2016 monthly
G2.MA1	Leadership team will conduct classroom walkthroughs to monitor whether instruction is aligned to the rigor of the Florida Standards. It will also conduct PLC meetings to review and disaggregate student data on standards-based assessments to measure whether student achievement is increasing as a result of instruction.	Anderson, Cheron	8/24/2015	Data analysis from common assessments, data wall in staff development room, classroom walkthrough data reflecting alignment of instruction to the Florida Standards	6/8/2016 quarterly
G2.B1.S1.MA1	Increased rigor in lesson plan activities and student tasks as well as implementation with students in classrooms	Anderson, Cheron	9/11/2015	Increased coding in DQ2 and DQ3 that is at the developing or applying level as well as lesson plans that include rigorous activities. Increase in teachers use of DQ4 documented in iObservation. Increased student achievement on common assessments.	4/29/2016 quarterly
G2.B1.S1.MA1	The Chain of Lakes leadership team will frequently monitor teachers using iObservation.	Anderson, Cheron	9/8/2015	lesson plans uploaded to SharePoint reflecting rigorous activities and student tasks, classroom observation data	4/29/2016 biweekly
G2.B2.S1.MA1	Use of vocabulary in lesson plans, student activities, student tasks, and student assessments		9/4/2015	classroom observation data and lesson plans that reflect an increase in a common academic language, an increase in student achievement data	6/8/2016 quarterly
G2.B2.S1.MA1	Leadership team will monitor; use of academic vocabulary through observations and provide feedback, lesson plans and teacher created assessments to include academic vocabulary.	Ramsey, Jackie	9/8/2015	academic vocabulary check-list for observations and evidence of incorporating academic vocabulary in lesson plans and teacher-created assessments	6/8/2016 biweekly
G2.B3.S1.MA1	Leadership team will collect and review data from formative and summative writing assessments to monitor for an increase in student writing achievement	Ramsey, Jackie	9/21/2015	common formative and summative assessments incorporating evidence-based writing test items, classroom observation data reflecting teacher use of evidence-based writing, student work samples.	5/27/2016 quarterly
G2.B3.S1.MA1	Leadership team will attend PLC meetings and Professional Development writing sessions	Morse, James	9/8/2015	professional development calendar, sign-in sheets and PowerPoints	6/8/2016 biweekly

## Appendix 2: Professional Development and Technical Assistance Outlines

*Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.*



## Professional Development Opportunities

*Professional development opportunities identified in the SIP as action steps to achieve the school's goals.*

**G1.** Teachers will utilize research-based strategies to increase engagement and achievement of minority students through the implementation of effective, collaborative common planning. (Narrow achievement gaps)

**G1.B1** teacher capacity for working with minority students

**G1.B1.S1** Faculty will use Ruby Payne Framework for Understanding Poverty resources to create vital and sustaining relationships with at-risk students.

### PD Opportunity 1

James Morse, Assistant Principal, will coordinate professional development for the staff on Ruby Payne Framework for Understanding Poverty.

#### Facilitator

Cheron Anderson- Principal

#### Participants

Instructional staff

#### Schedule

Quarterly, from 9/4/2015 to 6/8/2016

**G2.** Teachers will implement rigorous, standards-based instruction aligned to the new Florida Standards. (Accelerate Student Performance)

**G2.B1** Misconceptions of what rigor looks like and lack of rigor in daily lesson plans

**G2.B1.S1** Teachers will increase the amount of rigor in classroom activities.

### PD Opportunity 1

Coaches will use data from iObservation to form teams of teachers to participate in instructional observational rounds and identify instructional modeling and professional development needs.

#### Facilitator

Joy Lawson (Learning Resource Specialist), Danielle Stokes (Math Coach) and Wendy Lawhorn (Reading Coach)

#### Participants

ELA, Reading and Social Studies Teachers

#### Schedule

Monthly, from 9/8/2015 to 4/29/2016

**G2.B3** Lack of evidence-based writing across the curriculum

**G2.B3.S1** Teachers will participate in professional development and Professional Learning Communities to learn strategies for writing across the curriculum.

**PD Opportunity 1**

Chain of Lakes leadership and writing teams will collaborate and deliver professional development on evidence-based writing.

**Facilitator**

Jackie Ramsey (Assistant Principal), Joy Lawson (Learning Resource Specialist), Wendy Lawhorn (Reading Coach), Altresse Coleman (teacher lead), Thomas Hale (teacher lead).

**Participants**

ELA, Reading, Elective, Science and Social Studies teachers

**Schedule**

Quarterly, from 8/24/2015 to 6/10/2016

## Technical Assistance Items

*Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.*

**G2.** Teachers will implement rigorous, standards-based instruction aligned to the new Florida Standards. (Accelerate Student Performance)

**G2.B2** Lack of common academic language with the new Florida Standards Assessment

**G2.B2.S1** Teachers will use common academic vocabulary in delivery of instruction, activities and assessments.

### PD Opportunity 1

Wendy Lawhorn will develop academic vocabulary lists for each English Language Arts strand assessed on the Florida Standards Assessment.

#### Facilitator

Wendy Lawhorn (Reading Coach), Joy Lawson (Learning Resource Specialist), Altresse Coleman (Teacher Lead), Rosie Becker (Media Specialist)

#### Participants

School Administration, Resource and Instructional Staff

#### Schedule

On 6/8/2016

## Budget

### Budget Data

1	<b>G1.B1.S1.A1</b>	<b>James Morse, Assistant Principal, will coordinate professional development for the staff on Ruby Payne Framework for Understanding Poverty.</b>				<b>\$0.00</b>
2	<b>G1.B1.S1.A2</b>	<b>Instructional coaches will provide individualized coaching and modeling when necessary.</b>				<b>\$10,000.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			1291 - Chain Of Lakes Middle	Title II		\$10,000.00
<i>Notes: Funds to cover subs for teachers.</i>						
3	<b>G1.B1.S1.A3</b>	<b>Teachers will implement strategies from the Ruby Payne Framework for Understanding Poverty in the classrooms.</b>				<b>\$0.00</b>
4	<b>G2.B1.S1.A1</b>	<b>Coaches will use data from iObservation to form teams of teachers to participate in instructional observational rounds and identify instructional modeling and professional development needs.</b>				<b>\$0.00</b>

<b>Budget Data</b>			
5	G2.B1.S1.A2	Instructional coaches will coach and model what rigor looks like for individual teachers with the focus on specific content.	\$0.00
6	G2.B1.S1.A3	Teachers will implement strategies to increase rigor within their classrooms.	\$0.00
7	G2.B2.S1.A1	Wendy Lawhorn will develop academic vocabulary lists for each English Language Arts strand assessed on the Florida Standards Assessment.	\$0.00
8	G2.B2.S1.A2	Teachers will consistently use common academic language in all classes.	\$0.00
9	G2.B3.S1.A1	Chain of Lakes leadership and writing teams will collaborate and deliver professional development on evidence-based writing.	\$0.00
10	G2.B3.S1.A2	Instructional coaches will coach and model the strategies provided through Core Connections trainings and school-wide staff development.	\$0.00
11	G2.B3.S1.A3	Teachers will implement evidence-based writing strategies in classes.	\$0.00
<b>Total:</b>			<b>\$10,000.00</b>