Wolf Lake Middle

2015-16 School Improvement Plan

Wolf Lake Middle

1725 W PONKAN RD, Apopka, FL 32712

www.ocps.net/lc/north/mwl

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Middle	No	59%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	57%

School Grades History

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

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

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	Ella Thompson

Former F	Turnaround Status
No	

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

To lead our students to success with the support and involvement of families and communities.

Provide the school's vision statement

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

Wolf Lake Middle has embraced the notion of "being agents of change" to help facilitate student success. This mantra expresses the approach that we, as an educational institution, are committed to being a primary factor in developing our students into positive contributors to their communities and societies. With this in mind, we have determined that rigor, relevance, and relationships will be the key pillars of our professional development activities, policies and procedures. We are committed to increasing student achievement by strengthening core instruction through rigorous standards-based instruction and sustained student engagement. Each teacher has received training in Randy Sprick's CHAMPS Positive and Proactive Approach to Classroom Management to insure the proper conditions for learning in each classroom. A team of teachers, administrators, and instructional support personnel participated in the Behavioral Response to Interventions book study to enable us to develop a problem solving continuum of support to help our teachers and staff better support our students. Our new leadership team also attended a two-day Interventions training through the FDLRS Network. With the knowledge gained from this training, policies and procedures were developed to help teachers build positive relationships and create a culture of success and achievement in every classroom.

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

Before school, students are able to congregate and socialize in our courtyard, media center, and cafeteria. We have strategically placed instructional staff members in each of these areas to ensure the safety of all students. During the school day, each student is greeted and welcomed to their respective classes by their teachers as they enter their classrooms. Additionally, there is a collective commitment at WLMS to create and maintain a positive school environment. As a result, our goal is to ensure a minimum of a 3 to 1 positive to negative interaction ratio. After school, we ensure that dismissal is conducted in a structured manner to ensure student safety. Finally, being that a significant portion of our students ride buses, all of our teachers walk their bus students to the bus loop upon dismissal. They then assume a post surrounding the loop to ensure adequate supervision as the students embark on their buses to go home.

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

We have implemented the CHAMPS Classroom Management System. A key tenant of this system is to ensure that school-wide expectations are clearly taught to our students to ensure student understanding. We have created clear expectations for all common areas, which were taught through a series of PowerPoint presentations on the first day of school. Each teacher has created a classroom management plan which also clearly articulates class expectations. Each teacher has also listed a series of interventions that they will utilize on a regular basis to help deal with distractions as they arise. The administrative team has created a sequence of interventions that will be used to help prevent student discipline referrals. In the event that discipline referrals are necessary, student discipline will be administered according to a discipline matrix that articulates the disciplinary actions that will be taken. Furthermore, each team has been assigned an administrator or an instructional support teacher. They will attend weekly team meetings and work with each team to troubleshoot chronic negative behaviors that may be exhibited by students. It is intended that this structure will provide additional support to ensure that distractions are minimized and instructional time is preserved.

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

Our students are encouraged to communicate with any adult on campus regarding any challenges that they may be experiencing. Several teachers have been trained on Ruby Payne strategies to increase their awareness of the impact generational poverty has on students. We have increased the number of guidance counselors from two to three. Counselors and grade level administrators routinely counsel students. For our exceptional student population, we offer strategies classes which help provide social-emotional support for students. Additionally we work with outside agencies to offer a network of professional counseling for students in need. Sixth grade students are offered a transition class in which they are taught strategies for time management, study skills and academic support.

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

Wolf Lake Middle is committed to being proactive in promoting student achievement. Our early warning system is designed to help identify students who are exhibiting characteristics that are indicative of the possible need of academic, behavioral, or other interventions. It is through a deliberate sequence of analyzing data, communication among faculty and staff, and an intervention process that we hope to recognize signs of concern and intervene appropriately. We will maintain a continuous level of collaboration between our guidance counselors and our social workers to ensure that there is consistent follow up on students who are flagged by our early warning indicators. In addition to the early warning indicators, attendance, grades, and behavior considerations are also addressed for students who have excessive absences. Our early warning system includes the monitoring of the following indicators:
A. Student attendance that falls below 90 percent
B. Students who have one or more suspensions (in or out of school)
C. Course failure in an English Language Arts or Mathematics class
D. A score of Level 1 in English Language Arts or Mathematics on the statewide standardized assessments
E. Students who had 15 or more absences last year will have their daily attendance monitored

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	45	61	69	175
One or more suspensions	27	50	45	122
Course failure in ELA or Math	36	18	37	91
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	25	34	41	100

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

Wolf Lake Middle School's early warning system intervention includes the following safeguards:
A. Monitoring attendance - student attendance is monitored by each grade level clerk for excessive absences. In the event that attendance falls to an unsatisfactory level, the student's parents are called to the school for a meeting that includes an administrator and the school social worker.
B. One or more suspensions - All school discipline data is monitored by the principal and assistant principal of discipline. Additionally, an administrator is assigned to every team on every grade level. The administrators will work with the classroom teachers on their respective team to help brainstorm appropriate interventions designed to help promote positive student behaviors and increase student achievement. Whenever a student receives a suspension of any sort, they are required to complete a behavior reflection that is intended to help the students learn from the incident which resulted in a suspension. In the event that a student receives an out of school suspension, they will be re-acclimated into the school environment by being allowed to re-enter school one day early, and participate in a behavior reflection activity through the PASS program. Students who receive multiple suspensions will be referred to the MTSS process if appropriate. Planned discussion and restorative practices are used to reduce in-school and out of school suspensions. An academic alert process will be used in Section C.
C. Course failure in English Language Arts or Mathematics - Students who fail either their English Language Arts or Mathematics class will have to participate in a grade recovery program. Students will work on the Edgenuity program in order to receive remedial instruction and earn minimal grade credit recovery. We are also providing progress monitoring for our students through common assessments and PLC's.
D. In absence of state wide assessments this year, multiple data points were used for placement in intensive reading classes. Benchmark assessments, the Scholastic Phonic Inventory and Lexile scores were used to determine appropriate placement. The students will receive remedial instruction in either the Read 180 program, System 44, or Achieve 3000 program. Students in 8th grade who are scheduled for pre-algebra are also enrolled into an intensive mathematics class. This class provides intensive instruction designed to support the 8th grade mathematics curriculum. Students who were enrolled in Algebra I regular receive an additional period of support designed to increase achievement on the statewide End Of Course exam.

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

Wolf Lake Middle has made consistent efforts to build positive relationships with students, families, and members of our community. We keep our parents informed with a weekly phone call home through the School Messenger phone system. Parents are notified of the many activities that took place during that week and are notified of upcoming events. This phone call also serves as a way of recognizing student accomplishments and thanking community members for their ongoing support. In an effort to create school and community pride, WLMS has an active social media presence, keeping our followers informed of events, activities and accomplishments by both our students and our staffulty. Additionally, our "text to connect" email newsletter is sent to the inboxes of our parents and community members each Sunday afternoon. Progress reports and report cards are sent home every 4 weeks to keep parents informed of their student's academic progress. Parents are always welcomed on campus and are encouraged to contact teachers to arrange meetings as needed to address questions and concerns and to discuss student progress.

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

Wolf Lake is partnering with Americorp to help meet unique student needs and bolster student achievement within our ELL population. We have also created strategic partnerships with various businesses through the Partners in Education program. Our Partners in Education liaison is Michael Stringer-Bratton. Through this program we have been able to secure funding for our athletics program, and received other financial and material benefits. Our Partners in Education program has grown over 100% in the past year as a result of our outreach to our community as we seek to involve many businesses and community members in the life and mission of our school.

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
Beusse, Laura	Principal
Diesel, Travis	Assistant Principal
Bergh, Janet	Instructional Coach
Schmidt, Danielle	Instructional Coach
Sizer, Robin	Dean
Crider, Sonya	Dean
Smith, Emily	Assistant Principal
Guthrie, Garrett	Dean

Duties

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

The leadership team will focus on the development and maintenance of a problem solving system that focuses on student data and ensures academic success for the full range of our students. Instructional leadership meetings will take place on a weekly basis to review classroom and individual student data, instructional methodologies and interventions. Leadership will also review departmental and team progress related to providing tiered instructional interventions. Through the data analysis process, resources and professional development needs will be discussed and addressed.

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

PLC's will meet every Monday morning. Through PLC's teachers will analyze data derived from common formative assessments, benchmark data, and teacher observations. Through the data analysis process, necessary instructional adjustments will be made to provide interventions that will meet student needs. Instructional staff work on grade level teams which meet weekly to collaborate on the needs of the whole student in regards to social/emotional needs, behavior, motivation, etc. Each grade level team has a leader who meets meet monthly with the leadership team to review progress on school improvement goals and to determine what adjustments need to be made in order to continue improvement. Administrative leadership team meets weekly to address school-wide issues as they arise and to review data and share information from the members' respective areas of responsibility which include exceptional education, safety and discipline, guidance, media and instructional support. SAI funds were utilized towards the purchase of two reading teachers. Tutoring monies will be used to create a tutorial program that will be made available to all students to support them in their core subject areas.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Laura Beusse	Principal
Heather Baker	Business/Community
Rudolph Saint Cyr	Parent
Sue Cevallos	Parent
Susan Thompson	Parent
Amy Hutchinson	Teacher
Willie Schultz	Teacher
Chis Flor	Teacher
Marcus Palmer	Teacher
Kelly Garland	Teacher
Jennifer Dangler	Teacher
Pam White	Teacher
Traci Johnson	Teacher
Jeremy Kadletz	Teacher
Adele Reed	Teacher
Lisa Plotkin	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 SAC team will review the previous year's SIP to ascertain the final status of the previous year's goals.

Development of this school improvement plan

The SAC will be consulted for input on school initiatives to be outlined in the school improvement plan.

Preparation of the school's annual budget and plan

SAC will have an opportunity to provide input into the school's annual budget and planning for the upcoming school year.

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

WLMS was eligible for A+ incentive funds last school year and SAC was instrumental in the determination of how those funds were allocated. The decision jointly agreed upon between SAC and the staff was to disburse all funds for incentives equally.

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
Beusse, Laura	Principal
Smith, Emily	Assistant Principal
Diesel, Travis	Assistant Principal
Bergh, Janet	Instructional Coach
Schmidt, Danielle	Instructional Coach
Jackson, Sheila	Instructional Media

Duties

Describe how the LLT promotes literacy within the school

The purpose of the Literacy Leadership Team is to create the school's comprehensive reading plan. The team also monitors the implementation of the various activities associated with the plan. Team members will collaborate to determine what resources are needed for the literacy plan's successful implementation. They will also coordinate the assignment of roles to instructional personnel as needed to complete activities. Finally, the team will monitor literacy data to ensure that school improvement goals are on track for successful implementation.

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

The master schedule was planned in a manner that affords each PLC a common planning period. During this common planning time, teachers are able to collaborate on lessons, assessments, interventions and extension of learning activities. It is intended that the common planning period will promote cohesion and a collaborative culture among the members of each respective PLC. In addition to monitoring standards based instruction, teachers will monitor achievement on the standards.

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

We will offer support through extensive on-campus professional development, peer mentoring, instructional support from coaches, and administrative support. Teachers will be afforded collaboration opportunities through designated PLC times which will occur during their common planning periods. On occasion, substitute teachers will be utilized to allow teachers to pursue off-campus professional development activities. We will create common planning periods for all core teachers enabling them additional planning time. Teachers will also be placed in cross-curricular teams allowing them cross-curricular planning and behavior management opportunities. We consistently provide leadership opportunities to help build capacity among teacher leaders. The leadership team will attend talent acquisition events as presented by Javier Melendez. Responsible parties for the successful implementation of these strategies are the Principal, Assistant Principals, Instructional Coach, and Reading Coach.

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

We have several teachers who are in their first and second year of teaching. Danielle Schmidt, Sheila Jackson and Janet Bergh are working as clinical mentors for these teachers. They were chosen as they are instructional coaches and are well-versed in teaching pedagogy. They meet regularly to provide teachers with advice and coaching in matters related to being successful teachers. Additionally, these teachers will participate in a host of professional development activities that are designated for their respective departments and the faculty at large. Finally, they will be allotted time to observe other teachers.

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

Data is used to determine appropriate class placement for all core classes. Students across all grade levels are also placed in reading classes according to how they scored on the previous year's school-based progress monitoring. With regard to math, students who are below grade level will receive an additional period of support. Students in Algebra 1 will receive additional support in order to close the achievement gap. For this school year a special class was created in order to target 7th grade honor students who were placed into Algebra 1 Honors with focused attention and support provided by the teacher and after school tutoring. Student data is also used to place students in advanced level classes. Additionally, Math iXL has been added to provide targeted practice for all levels of math.

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: After School Program

Minutes added to school year: 6,120

After school tutoring to support core curriculum.

Strategy Rationale

To provide additional support to ensure successful completion of core curriculum.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Smith, Emily, emily.smith4@ocps.net

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

Data will be collected by analyzing student grades, common assessments, and EOC results.

Strategy: Summer Program

Minutes added to school year: 3,840

Summer School Recovery Program

Strategy Rationale

Students will work in the Edgenuity program to receive course recovery for classes not passed during the school year.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Diesel, Travis, travis.diesel@ocps.net

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

Pre and post test data is analyzed for each module to determine if students have met the standards of learning in order to progress in the course and to receive credit for promotion through using Edgenuity.

Strategy: After School Program

Minutes added to school year: 24,000

After school tutoring and grade-level recovery through Boys and Girls Club.

Strategy Rationale

Students will receive academic support through the after school tutoring program through the Boys and Girls Club. Students will also have opportunities to work in the Edgenuity Program to receive grade level course recovery.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Smith, Emily, emily.smith4@ocps.net

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

Data will be collected and analyzed by evaluating attendance figures with the Boys and Girls Club, mini assessments, teacher made common assessments, and report card grades.

Strategy: Summer Program

Minutes added to school year: 480

Jump Start is a two-day ESE orientation program for incoming sixth grade students.

Strategy Rationale

Incoming exceptional education students will participate in a Jump Start program to introduce them to the middle school environment.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Six, Christina, christina.six@ocps.net

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

Academic progress monitoring, behavior and common assessments will be analyzed through PLC's.

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

-Jump Start - ESE Camp - is an orientation to middle school for rising 6th grade ESE students.
-Summer School - a program in which students have the opportunity to earn grade level recovery for courses not passed during the school year.
-6th Grade Orientation - an evening where incoming 6th grade students and parents are invited to WLMS for an orientation about Wolf Lake Middle.
-AVID College Visitations - AVID students will have an opportunity to take a field trip to several colleges and universities.
--Collaborate with high school counselors for scheduling of our outgoing 8th graders.
-Participate in Behavior Leadership Consortium to help establish positive behavior structure for middle and high school students.

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

We incorporate a career planning component into the 8th grade social studies curriculum. Students are also exposed to a variety of technical related careers through the Project Lead the Way classes, and agriculture-related classes. Sixth and seventh grade students will have the opportunity to visit colleges and universities through the AVID program. Finally, guidance counselors will provide college and career choice advice and assistance in 6th, 7th and 8th grade classes. Beginning this school year, we will be offering CAPE Digital Certificates which will demonstrate mastery of targeted skills that are necessary for students' current academic work and skills they may need for future employment.

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

WLMS applied for and received a grant to fund Project Lead the Way, an engaging and thought-provoking series of courses where students develop critical thinking skills through hands-on project-based learning which prepares them to take on real-world challenges. We also offer AVID to help students who may come from homes in which their parents may not have attended college. AVID strategies are also incorporated in some non-AVID classes. We have an Agri-Science program that offers high school credit and provides an opportunity for students to receive industry certification. Students participate in career development events (CDEs) through the national FFA organization. For the first time, we are offering Digital Media courses which were made possible through a Perkins grant and which will provide students opportunities for industry certification.

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

We have increased the number of students enrolled in high school classes. All eighth grade students who are performing on grade level are enrolled in Algebra I. Geometry Honors is also available for students who mastered Algebra I Honors as a 7th grader. WLMS participates in the Duke Talent Program and the Orange TIPS initiative. Through both of these programs students have the opportunity to receive tutoring and take the SAT while in middle school.

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

n/a

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:
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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.   Increase student achievement by strengthening core instruction through sustained student engagement. (Provide Empowering Environments)

G2.   Increase student achievement by strengthening core instruction through rigorous standards-based instruction. (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. Increase student achievement by strengthening core instruction through sustained student engagement. (Provide Empowering Environments) 1a

🔑 G073252

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	70.0
AMO Reading - All Students	73.0

Resources Available to Support the Goal 2

- Student response systems in all classrooms

- Professional development for increasing teacher expertise.

- School-wide CHAMPS initiative

- School wide Reading Counts

- iPad mini-project

- Embedded instructional coaching

- Increased availability of technology

Targeted Barriers to Achieving the Goal 3

- Varying levels of teacher expertise in implementing engagement strategies in class.

Plan to Monitor Progress Toward G1. 8

Reports from iObservation will be reviewed by the Instructional Leadership team weekly to determine frequency and quality of elements of engagement being observed.

Person Responsible
Laura Beusse

Schedule
Weekly, from 9/1/2015 to 5/2/2016

Evidence of Completion
Improvement in the average scores on each of the engagement elements observed over the course of the school year.

G2. Increase student achievement by strengthening core instruction through rigorous standards-based instruction. (Accelerate Student Performance) `1a`

🔑 G073253

Targets Supported `1b`

Indicator	Annual Target
AMO Reading - All Students	73.0
AMO Math - All Students	70.0

Resources Available to Support the Goal `2`

- Achieve 3000

- Read 180

- School-wide CHAMPS initiative

- Reading Counts incentive program.

- Marzano resource library

- Comprehensive professional development plan.

- Springboard Language Arts Curriculum

- Student response systems in all classrooms

- Implementation of Core Connections Text Mapping Strategies

- Professional development in the implementation of WICOR

- Performance Matters

- Professional development on the standards

- Math iXL

- Algebra Nation

Targeted Barriers to Achieving the Goal `3`

- Inconsistent implementation of standards-based instruction at the appropriate level of rigor for all students.

Plan to Monitor Progress Toward G2. `8`

We will be monitoring this through iObservation.

Person Responsible

Laura Beusse

Schedule

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

Evidence of Completion

We will see an improvement of the average score of elements in design questions 2, 3, and 4.

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. Increase student achievement by strengthening core instruction through sustained student engagement. (Provide Empowering Environments) 1

🔍 G073252

G1.B1 Varying levels of teacher expertise in implementing engagement strategies in class. 2

🔍 B191380

G1.B1.S1 Through actionable feedback we will monitor the level of student engagement in order to improve teacher practice. 4

🔍 S202841

Strategy Rationale

Teachers need to grow in their capacity to engage students in learning and understand the impact engagement has on student achievement.

Action Step 1 5

The leadership team will continue weekly monitoring of levels of student engagement through classroom observation.

Person Responsible

Laura Beusse

Schedule

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

Evidence of Completion

iObservation reports will show an increase in the frequency of teachers using effective engagement elements from the Marzano model during instruction.

Action Step 2 5

Professional development opportunities will be offered to teachers to help increase their capacity in using effective elements of student engagement from the Marzano learning map.

Person Responsible

Janet Bergh

Schedule

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

Evidence of Completion

The development and implementation of a professional development calendar accompanied by sign in sheets indicating participation.

Action Step 3 5

To provide an empowering environment for our students we will continue to implement the Josten's Renaissance program which provides recognition and incentives for students.

Person Responsible

Travis Diesel

Schedule

Daily, from 9/8/2015 to 5/30/2016

Evidence of Completion

Logs and records of students who earn recognition throughout the year through Renaissance program. Increase in the number of students who wear school gear on designated days to show support of various school activities. Meeting minutes from monthly Renaissance committee.

Action Step 4 5

Increase the number of enrichment opportunities available for students through additional club offerings.

Person Responsible

Travis Diesel

Schedule

Monthly, from 9/7/2015 to 5/31/2016

Evidence of Completion

List of available club offerings along with attendance records from club meetings.

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

The leadership team will be meeting weekly to monitor that all teachers are being observed and receiving feedback. We will also have a calendar in which we will monitor to ensure that all teachers are being observed.

Person Responsible

Danielle Schmidt

Schedule

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

Evidence of Completion

The leadership team meeting agenda and minutes.

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

The leadership team will monitor the professional development calendar to ensure the delivery of the professional development and teacher attendance.

Person Responsible

Travis Diesel

Schedule

Weekly, from 9/29/2015 to 4/29/2016

Evidence of Completion

The agenda and minutes from the leadership meetings along with sign-in sheets from teachers.

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

The leadership team will monitor frequency of incentives and cards awarded through the Renaissance program.

Person Responsible

Laura Beusse

Schedule

Monthly, from 9/22/2015 to 6/3/2016

Evidence of Completion

The team will monitor attendance sheets from the clubs and statistics from the Renaissance program.

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

Monitor attendance of student participation in clubs and activities.

Person Responsible

Travis Diesel

Schedule

Quarterly, from 9/7/2015 to 5/31/2016

Evidence of Completion

Club attendance sign in sheets and other artifacts of service and participation.

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

The leadership team will continue to provide feedback to teachers concerning student engagement.

Person Responsible

Laura Beusse

Schedule

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

Evidence of Completion

iObservation reports will show an increase in the usage of the engagement strategies.

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

The leadership team will be able to use iobservation reports to show the increase of teacher usage of student engagement strategies and improvement in the average scores of the elements.

Person Responsible

Laura Beusse

Schedule

Weekly, from 9/29/2015 to 4/29/2016

Evidence of Completion

Student achievement will increase as evidenced on common assessments and mini-benchmarks.

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

The leadership team along with the faculty will be able to observe increased student engagement.

Person Responsible

Laura Beusse

Schedule

Daily, from 9/15/2015 to 6/3/2016

Evidence of Completion

Student achievement will increase as evidenced on common assessments and mini-benchmarks.

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

Publish and advertise clubs and activities offered this year and monitor participation.

Person Responsible

Travis Diesel

Schedule

Quarterly, from 9/7/2015 to 5/31/2016

Evidence of Completion

Increase in student participation of clubs and activities.

G2. Increase student achievement by strengthening core instruction through rigorous standards-based instruction. (Accelerate Student Performance) 1

G073253

G2.B1 Inconsistent implementation of standards-based instruction at the appropriate level of rigor for all students. 2

B191382

G2.B1.S1 Increase the frequency and quality of standards-based feedback through teacher observation. 4

S202843

Strategy Rationale

By providing actionable feedback, coaching and support the implementation of standards based strategies in the classroom would be more consistent and effective.

Action Step 1 5

The administrative team will meet weekly to discuss teacher observations.

Person Responsible

Laura Beusse

Schedule

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

Evidence of Completion

Iobservation reports and leadership team minutes

Action Step 2 5

The administrative team will meet weekly to review teacher's lesson plans.

Person Responsible

Travis Diesel

Schedule

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

Evidence of Completion

A lesson plan checklist will be used to write comments to teachers. One copy will be given to teachers and another copy will be kept in our files.

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

Leadership team will review Iobservation reports weekly.

Person Responsible

Travis Diesel

Schedule

Weekly, from 9/15/2015 to 5/3/2016

Evidence of Completion

Increase in the number of observations from the last school year by analyzing Iobservation reports.

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

As we are reviewing lesson plans, the leadership team will be able to determine if the feedback is being used and improving plans developed by our teachers.

Person Responsible

Emily Smith

Schedule

Weekly, from 9/15/2015 to 5/3/2016

Evidence of Completion

Documentation of lesson plan feedback for each teacher.

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

The leadership team will be able to determine if feedback is actionable and focused on standards by analyzing iobservation reports.

Person Responsible

Emily Smith

Schedule

Weekly, from 9/15/2015 to 5/3/2016

Evidence of Completion

We will use the iobservation reports and meeting notes.

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

The leadership team will be able observe lessons that have been planned well and implemented according to plan.

Person Responsible

Laura Beusse

Schedule

Weekly, from 9/15/2015 to 5/3/2016

Evidence of Completion

We will see an improvement in teacher's scores within Iobservation.

G2.B1.S2 Provide professional development for teachers to learn how to effectively plan standards-based lessons. `4`

S202844

Strategy Rationale

Ongoing professional development and coaching feedback with teams and PLCs will help teachers deepen knowledge of new standards and build expertise in planning and implementation of appropriate strategies.

Action Step 1 `5`

Provide differentiated professional development on standards-based instruction.

Person Responsible

Janet Bergh

Schedule

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

Evidence of Completion

Agenda, sign-in sheets, a monthly professional development calendar published on Sharepoint.

Action Step 2 `5`

Monthly professional development for teachers and staff to build capacity in use of effective standards-based content strategies.

Person Responsible

Janet Bergh

Schedule

Monthly, from 9/23/2015 to 5/18/2016

Evidence of Completion

Collection of sign-in sheets and agendas.

Plan to Monitor Fidelity of Implementation of G2.B1.S2 `6`

Leadership team will review lesson plans and provide feedback.

Person Responsible

Laura Beusse

Schedule

On 4/29/2016

Evidence of Completion

The meeting minutes from the leadership team.

Plan to Monitor Fidelity of Implementation of G2.B1.S2 `6`

We will establish a professional development calendar which will be posted on SharePoint.

Person Responsible

Janet Bergh

Schedule

Monthly, from 9/22/2015 to 5/18/2016

Evidence of Completion

Calendars and sign-in sheets will be collected. Teachers will receive professional development points for their participation.

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 `7`

The leadership team will continue to monitor lesson planning and teacher instructional practices.

Person Responsible

Laura Beusse

Schedule

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

Evidence of Completion

Over the course of the year, there will be a diminished need to provide actionable feedback concerning standards-based planning as teacher capacity builds.

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 `7`

The leadership team will be observe teachers throughout the school year.

Person Responsible

Laura Beusse

Schedule

Weekly, from 9/15/2015 to 4/29/2016

Evidence of Completion

We will see an increase in the average score of the content elements from the Marzano feedback model from September through April, 2016.

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	The leadership team will continue weekly monitoring of levels of student engagement through classroom observation.	Beusse, Laura	9/8/2015	iObservation reports will show an increase in the frequency of teachers using effective engagement elements from the Marzano model during instruction.	4/29/2016 weekly
G2.B1.S1.A1	The administrative team will meet weekly to discuss teacher observations.	Beusse, Laura	9/8/2015	Iobservation reports and leadership team minutes	4/29/2016 weekly
G2.B1.S2.A1	Provide differentiated professional development on standards-based instruction.	Bergh, Janet	9/8/2015	Agenda, sign-in sheets, a monthly professional development calendar published on Sharepoint.	4/29/2016 monthly
G1.B1.S1.A2	Professional development opportunities will be offered to teachers to help increase their capacity in using effective elements of student engagement from the Marzano learning map.	Bergh, Janet	9/8/2015	The development and implementation of a professional development calendar accompanied by sign in sheets indicating participation.	4/29/2016 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.A2	The administrative team will meet weekly to review teacher's lesson plans.	Diesel, Travis	9/8/2015	A lesson plan checklist will be used to write comments to teachers. One copy will be given to teachers and another copy will be kept in our files.	4/29/2016 weekly
G2.B1.S2.A2	Monthly professional development for teachers and staff to build capacity in use of effective standards-based content strategies.	Bergh, Janet	9/23/2015	Collection of sign-in sheets and agendas.	5/18/2016 monthly
G1.B1.S1.A3	To provide an empowering environment for our students we will continue to implement the Josten's Renaissance program which provides recognition and incentives for students.	Diesel, Travis	9/8/2015	Logs and records of students who earn recognition throughout the year through Renaissance program. Increase in the number of students who wear school gear on designated days to show support of various school activities. Meeting minutes from monthly Renaissance committee.	5/30/2016 daily
G1.B1.S1.A4	Increase the number of enrichment opportunities available for students through additional club offerings.	Diesel, Travis	9/7/2015	List of available club offerings along with attendance records from club meetings.	5/31/2016 monthly
G1.MA1	Reports from iObservation will be reviewed by the Instructional Leadership team weekly to determine frequency and quality of elements of engagement being observed.	Beusse, Laura	9/1/2015	Improvement in the average scores on each of the engagement elements observed over the course of the school year.	5/2/2016 weekly
G1.B1.S1.MA1	The leadership team will continue to provide feedback to teachers concerning student engagement.	Beusse, Laura	9/8/2015	iObservation reports will show an increase in the usage of the engagement strategies.	4/29/2016 weekly
G1.B1.S1.MA4	The leadership team will be able to use iobservation reports to show the increase of teacher usage of student engagement strategies and improvement in the average scores of the elements.	Beusse, Laura	9/29/2015	Student achievement will increase as evidenced on common assessments and mini-benchmarks.	4/29/2016 weekly
G1.B1.S1.MA6	The leadership team along with the faculty will be able to observe increased student engagement.	Beusse, Laura	9/15/2015	Student achievement will increase as evidenced on common assessments and mini-benchmarks.	6/3/2016 daily
G1.B1.S1.MA8	Publish and advertise clubs and activities offered this year and monitor participation.	Diesel, Travis	9/7/2015	Increase in student participation of clubs and activities.	5/31/2016 quarterly
G1.B1.S1.MA1	The leadership team will be meeting weekly to monitor that all teachers are being observed and receiving feedback. We will also have a calendar in which we will monitor to ensure that all teachers are being observed.	Schmidt, Danielle	9/8/2015	The leadership team meeting agenda and minutes.	4/29/2016 weekly
G1.B1.S1.MA3	The leadership team will monitor the professional development calendar to ensure the delivery of the professional development and teacher attendance.	Diesel, Travis	9/29/2015	The agenda and minutes from the leadership meetings along with sign-in sheets from teachers.	4/29/2016 weekly
G1.B1.S1.MA5	The leadership team will monitor frequency of incentives and cards awarded through the Renaissance program.	Beusse, Laura	9/22/2015	The team will monitor attendance sheets from the clubs and statistics from the Renaissance program.	6/3/2016 monthly
G1.B1.S1.MA7	Monitor attendance of student participation in clubs and activities.	Diesel, Travis	9/7/2015	Club attendance sign in sheets and other artifacts of service and participation.	5/31/2016 quarterly
G2.MA1	We will be monitoring this through iObservation.	Beusse, Laura	9/8/2015	We will see an improvement of the average score of elements in design questions 2, 3, and 4.	4/29/2016 biweekly
G2.B1.S1.MA1	The leadership team will be able to determine if feedback is actionable and	Smith, Emily	9/15/2015	We will use the iobservation reports and meeting notes.	5/3/2016 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	focused on standards by analyzing Iobservation reports.				
G2.B1.S1.MA4	The leadership team will be able observe lessons that have been planned well and implemented according to plan.	Beusse, Laura	9/15/2015	We will see an improvement in teacher's scores within Iobservation.	5/3/2016 weekly
G2.B1.S1.MA1	Leadership team will review Iobservation reports weekly.	Diesel, Travis	9/15/2015	Increase in the number of observations from the last school year by analyzing Iobservation reports.	5/3/2016 weekly
G2.B1.S1.MA4	As we are reviewing lesson plans, the leadership team will be able to determine if the feedback is being used and improving plans developed by our teachers.	Smith, Emily	9/15/2015	Documentation of lesson plan feedback for each teacher.	5/3/2016 weekly
G2.B1.S2.MA1	The leadership team will continue to monitor lesson planning and teacher instructional practices.	Beusse, Laura	9/8/2015	Over the course of the year, there will be a diminished need to provide actionable feedback concerning standards-based planning as teacher capacity builds.	4/29/2016 weekly
G2.B1.S2.MA4	The leadership team will be observe teachers throughout the school year.	Beusse, Laura	9/15/2015	We will see an increase in the average score of the content elements from the Marzano feedback model from September through April, 2016.	4/29/2016 weekly
G2.B1.S2.MA1	Leadership team will review lesson plans and provide feedback.	Beusse, Laura	9/8/2015	The meeting minutes from the leadership team.	4/29/2016 one-time
G2.B1.S2.MA3	We will establish a professional development calendar which will be posted on SharePoint.	Bergh, Janet	9/22/2015	Calendars and sign-in sheets will be collected. Teachers will receive professional development points for their participation.	5/18/2016 monthly

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. Increase student achievement by strengthening core instruction through sustained student engagement. (Provide Empowering Environments)

G1.B1 Varying levels of teacher expertise in implementing engagement strategies in class.

G1.B1.S1 Through actionable feedback we will monitor the level of student engagement in order to improve teacher practice.

PD Opportunity 1

Professional development opportunities will be offered to teachers to help increase their capacity in using effective elements of student engagement from the Marzano learning map.

Facilitator

Janet Bergh

Participants

Instructional staff

Schedule

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

Technical Assistance Items

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

Budget

Budget Data

1	G1.B1.S1.A1	The leadership team will continue weekly monitoring of levels of student engagement through classroom observation.				$6,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	5000	100-Salaries	1702 - Wolf Lake Middle	General Fund		$6,500.00
2	G1.B1.S1.A2	Professional development opportunities will be offered to teachers to help increase their capacity in using effective elements of student engagement from the Marzano learning map.				$8,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	5000	100-Salaries	1702 - Wolf Lake Middle	General Fund		$8,000.00
			Notes: Monies will be used to bring in professional development opportunities for teachers to help teachers increase capacity in the area of student engagement,			
3	G1.B1.S1.A3	To provide an empowering environment for our students we will continue to implement the Josten's Renaissance program which provides recognition and incentives for students.				$8,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	5100	451000-LOTTERY - ACTUAL UNCLAIMED PRIZES - RAFFLE	1702 - Wolf Lake Middle	School Improvement Funds		$8,000.00
4	G1.B1.S1.A4	Increase the number of enrichment opportunities available for students through additional club offerings.				$9,750.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	5100	100-Salaries	1702 - Wolf Lake Middle	General Fund		$9,750.00
5	G2.B1.S1.A1	The administrative team will meet weekly to discuss teacher observations.				$7,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	7300	100-Salaries	1702 - Wolf Lake Middle	General Fund		$7,500.00
6	G2.B1.S1.A2	The administrative team will meet weekly to review teacher's lesson plans.				$7,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	7300	100-Salaries	1702 - Wolf Lake Middle	General Fund		$7,500.00

Budget Data

7	G2.B1.S2.A1	**Provide differentiated professional development on standards-based instruction.**				**$8,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	5000	100-Salaries	1702 - Wolf Lake Middle	General Fund		$8,000.00
8	G2.B1.S2.A2	**Monthly professional development for teachers and staff to build capacity in use of effective standards-based content strategies.**				**$8,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	5000	100-Salaries	1702 - Wolf Lake Middle	General Fund		$8,000.00
					Total:	$63,250.00