

Orange County Public Schools

Chain Of Lakes Middle



2016-17 Schoolwide Improvement Plan

Chain Of Lakes Middle

8700 CONROY WINDERMERE RD, Orlando, FL 32835

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

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	No	73%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	79%

School Grades History

Year	2017-18	2014-15	2013-14	2012-13
Grade	C	B*	A	B

**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 a monitoring status of "Former F" (see page 4). 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>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Chain Of Lakes Middle

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. 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.

b. 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.

2. School Environment

a. 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. Students have the opportunity to participate in the many clubs Chain of Lakes Middle School has to offer. Several examples of these clubs are: BETA, Ospreys that Care, Student Government, Science Olympiad, Art Club, FCA, Sunshine State Scholars Book Club and National Junior Honor Society. The Chain of Lakes Advancement Via Individual Determination Program Builds strong relationships between teachers and students as well as relationships with their high school mentors and tutors.

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 Hispanic 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.

b. 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 who have demonstrated good citizenship, academic excellence, 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 in a formal setting with teachers, parents and Partners in Education. "Osprey Shines" is an award program recognizing students who perform unsolicited acts of kindness at school and in the community above and beyond what is generally expected. These students are recognized weekly on the school news and monthly during their lunch in front of their peers. They also receive an ice cream treat at the monthly recognition.

c. 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 where they are encouraged to take responsibility for their behavior. During the 2016-17 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 and 2015-16 school year data to determine positive change and growth.

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. The Policies and Procedures committee meets regularly to monitor and adjust procedures based on the needs of the school environment.

d. 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 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.

3. Early Warning Systems

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

a. 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 the MTSS coach.

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

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

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Attendance below 90 percent	0	0	0	0	0	0	53	71	68	0	0	0	0	192	
One or more suspensions	0	0	0	0	0	0	75	87	75	0	0	0	0	237	
Course failure in ELA or Math	0	0	0	0	0	0	16	20	9	0	0	0	0	45	
Level 1 on statewide assessment	0	0	0	0	0	0	187	177	128	0	0	0	0	492	

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	0	0	0	0	0	0	75	81	74	0	0	0	0	230

c. 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, Student Council, National Junior Honor Society and Science Olympiad and Sunshine State Scholars Book Club.

B. Family and Community Engagement

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

1. 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. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

No

1. PIP Link

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

2. 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: Spring Student Orientation, Fall 6th grade and New Student Orientation, 5k Fun Run and Walk, Teach-In, Spring Fling end of year event, Outstanding Osprey (student recognition program), Ospreys Shine (student recognition program), and fall community fundraiser. Chain of Lakes also hosts Night of Excellence, Orange Tips, and community outreach meetings with feeder pattern elementary schools. The school's Advancement Via Individual Determination (AVID) program builds partnerships with parent volunteers, business leaders, and local colleges to support developing career and college readiness students.

2. 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. Our Parent Teacher Student Association (PTSA) works very closely with P.I.E. to bring sponsorships and donations to our school. Last year, PTSA was able to donate over \$5,000 to assist with the purchase of a classroom technology. 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 2016-2017 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 from 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.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

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

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

b. Duties

1. 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), Wendy Lawhorn (Literacy Coach) Heather Rodriguez (Academic Dean) and Danielle Stokes (Math 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 Friday afternoons 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. Heather Rodriguez attends weekly Professional Learning Community meetings, collaborative planning sessions and common assessment development for math. 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.

2. 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.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Cheron Anderson	Principal
Cynthia Schweitzer	Parent
Stacy Tinkley	Parent
Joi Thomas	Parent
Linda Escobar	Parent
Farrah Ridgeway	Teacher
Kim Powell	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
	Student

b. Duties

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

a. Evaluation of last year's school improvement plan

The 2015-2016 SIP School Improvement Plan (SIP) will be reviewed for items that can be included in the 2016-2017 SIP for further implementation or removal altogether due to ineffectiveness or non-application to this year's curriculum and student needs.

b. 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.

c. 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.

2. 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.

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

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

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

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. The Sunshine State Scholars Club reads

and tests on all 15 Sunshine State Middle School books and participates in the Orange County Public Schools 'Battle of the Books'. Chain of Lakes Middle School also participates in Florida's Annual Literacy Week by hosting multiple reading activities throughout the week.

D. Public and Collaborative Teaching

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

1. 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.

2. 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 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).

3. 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 two 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.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. 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.

b. Instructional Strategies**1. 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. In addition, Chain of Lakes Middle School participates with other Southwest Learning Community Schools to develop Algebra 1 math assessments with fidelity that provide consistent and timely data to respond to student needs.

2. 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: 3,500

Students are provided enrichment opportunities where they can explore science, technology, engineering, and mathematics through the SeaPerch underwater robotics program. Students are provided enrichment opportunities where they can meet with other students interested in reading through the Sunshine State Scholars Reading Club. Students are also provided athletics, arts and music. Students can join various organizations such as Beta club, 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

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.

2. Student Transition and Readiness

a. PreK-12 Transition

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

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

Ms. Ramsey, the Assistant Principal for Instruction and Ms. Londono-Scott the 6th grade Guidance Counselor visit feeder schools In February to meet with 5th grade students to plan their transition to Middle School and answer any student questions. Incoming sixth graders to Chain of Lakes Middle School receive; an "on campus" visit during the evening program for students and parents. Students have an opportunity to walk the campus and meet their teachers prior to the start of school. The 6th grade guidance counselor Ms. Londono-Scott provides open communication between middle and elementary school guidance counselors to ensure vital and current information reaches the students and parents. 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 takes place with 1 on 1 course selection opportunity with the guidance counselor. Eighth grade classrooms are visited to advertise all available Orange County Public Schools magnet programs.

b. College and Career Readiness

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

Chain of Lakes Middle School has high school counselors visit the school to advise students on academic planning for their future. Every Friday is college day at Chain of Lakes Middle School. Teachers wear college apparel spotlighting teacher pride for their alma mater. Students wear college shirts to represent their favorite college. Beta Club students created college alma mater posters that are affixed near each teacher's classroom door to promote college awareness. Each year Chain of Lakes Middle School participates in 'Teach-In' where business community members are invited into the classroom to provide students an insight into careers within the community. This program informs students about the relationships between academics and career planning.

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

Chain of Lakes Middle School offers Computer Business Applications courses for 6th and 7th grade students as well as Digital Information Technology to 8th grade students. This course is a high school credit course designed to prepare students to participate in the Career and Professional Education Academy (CAPE) at the feeder high school. Students have the opportunity to earn industry certification through this course.

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

Chain of Lakes Middle School offers opportunities for students to enroll in high level courses (Digital Information Technology). The AVID program equips students with the skills needed to be successful in rigorous coursework in middle, high and post-secondary education. The Digital course, provides opportunities for students to become industry certified as well as teaching students computer application skills that can be used in their academic courses.

4. 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.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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.

C. Strategic Goals

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Chain of Lakes Middle School will implement purposeful structured common planning among all core curricular professional learning communities (PLCs) using a variety of data to make informed decisions about classroom instruction with the support of instructional coaches and administration resulting in increased student achievement.
- G2.** Instructional staff will deliver rigorous standards-based instruction resulting in increased student achievement.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., “SMART goals”), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. Chain of Lakes Middle School will implement purposeful structured common planning among all core curricular professional learning communities (PLCs) using a variety of data to make informed decisions about classroom instruction with the support of instructional coaches and administration resulting in increased student achievement. **1a**

 G084478

Targets Supported **1b**

Indicator	Annual Target
FSA ELA Achievement	60.0
FSA Mathematics Achievement	57.0
Algebra I EOC Pass Rate	80.0

Targeted Barriers to Achieving the Goal **3**

- PLC facilitators are not implementing the collaborative planning process effectively.

Resources Available to Help Reduce or Eliminate the Barriers **2**

- All core curricular areas will be provided common planning periods within the school day to support the collaborative planning process.
- Instructional coaches will provide professional development and model Professional Learning Community protocols and expectations for Professional Learning Community facilitators.
- Resource staff will be available to support teachers
- Professional Learning Community meetings will be attended by a minimum of one administrator or instructional coach.
- The leadership team will develop a standardized tool to guide Professional Learning Community meetings.

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

Common formative and summative assessment data along with digital intervention program data will be compiled and disaggregated.

Person Responsible

Jackie Ramsey

Schedule

Monthly, from 10/3/2016 to 4/28/2017

Evidence of Completion

Data meeting PowerPoints containing disaggregated data both current and longitudinal will demonstrate progress towards the goal.

G2. Instructional staff will deliver rigorous standards-based instruction resulting in increased student achievement. 1a

G084479

Targets Supported 1b

Indicator	Annual Target
Statewide Science Assessment Achievement	54.0
Civics EOC Pass	75.0

Targeted Barriers to Achieving the Goal 3

- Teachers have misconceptions of what rigor looks like in all classrooms regardless of academic skill level or content.

Resources Available to Help Reduce or Eliminate the Barriers 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.
- Classroom teachers will be provided the opportunity to practice implementing recently learned instructional strategies with non-evaluative observers.

Plan to Monitor Progress Toward G2. 8

Leadership team will conduct classroom walk-throughs to monitor whether instruction is aligned to the rigor of the Florida Standards.

Person Responsible

Cheron Anderson

Schedule

Weekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Classroom walkthrough data collected from iObservation reflecting alignment of instruction to the Florida Standards

Plan to Monitor Progress Toward G2. 8

Leadership team will review common assessment data to monitor whether collaborative planning has been effective in providing rigorous standards based instruction to increase student performance.

Person Responsible

Jackie Ramsey

Schedule

Monthly, from 10/4/2016 to 4/21/2017

Evidence of Completion

Common assessment data will be compiled by course, level and teacher for comparison.

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

 = Problem Solving Step  S123456 = Quick Key

G1. Chain of Lakes Middle School will implement purposeful structured common planning among all core curricular professional learning communities (PLCs) using a variety of data to make informed decisions about classroom instruction with the support of instructional coaches and administration resulting in increased student achievement. 1

G084478

G1.B1 PLC facilitators are not implementing the collaborative planning process effectively. 2

B224443

G1.B1.S1 Leadership will build the capacity of PLC facilitators and staff to efficiently plan standards-based units of instruction during common planning. 4

S236894

Strategy Rationale

Leadership will model effective common planning in an effort to build facilitator capacity.

Action Step 1 5

Teachers will have a two-week window of time to plan units four weeks in advance.

Person Responsible

Joy Lewis

Schedule

Monthly, from 8/3/2016 to 5/1/2017

Evidence of Completion

Lesson plans posted on Chain of Lakes Middle School collaboration site.

Action Step 2 5

Leadership team will develop and provide structure for PLCs with deliverables to facilitators and teachers.

Person Responsible

Joy Lewis

Schedule

Every 2 Months, from 8/8/2016 to 4/1/2017

Evidence of Completion

PLC structure template will be posted on Chain of Lakes Middle School collaboration site.

Action Step 3 5

During pre-planning, teachers will be introduced to the model and will plan for at least 6 weeks of instruction.

Person Responsible

Joy Lewis

Schedule

On 8/9/2016

Evidence of Completion

Agenda, sign-in sheets, PowerPoint presentation, PLC template, PLC guiding questions.

Action Step 4 5

Leadership team will provide PLC facilitators with guidance document to include a structured agenda, deliverables, and an area to record minutes or notes.

Person Responsible

Joy Lewis

Schedule

On 8/9/2016

Evidence of Completion

Agenda, sign-in sheets, PowerPoint presentation, PLC template, PLC guiding questions.

Action Step 5 5

Leadership team will model facilitation of PLCs using the guidance document before releasing it to the PLC facilitators.

Person Responsible

Joy Lewis

Schedule

On 8/31/2016

Evidence of Completion

Agenda, sample of guidance document, participant sign-in log, PowerPoint presentation

Action Step 6 5

PLC facilitators will complete and submit the guidance document to leadership to be uploaded to the collaboration site.

Person Responsible

Jackie Ramsey

Schedule

Weekly, from 8/17/2016 to 5/5/2017

Evidence of Completion

Guidance documents posted on Chain of Lakes Middle School collaboration site.

Action Step 7 5

A member of the leadership team will be present at each meeting

Person Responsible

Cheron Anderson

Schedule

Weekly, from 8/15/2016 to 5/5/2017

Evidence of Completion

Meeting attendance submitted on guidance document, administrative PLC assignment calendar

Action Step 8 5

Coaches will support new staff and experienced staff on an as-needed basis with seeking out and gathering the necessary materials or information to be prepared for their content area LC meeting.

Person Responsible

Wendy Lawhorn

Schedule

Weekly, from 8/3/2016 to 5/5/2017

Evidence of Completion

Anecdotal notes, e-mails, instructional materials

Action Step 9 5

Exceptional Education Inclusion coaches will participate in core curricular professional learning community instructional lesson planning to assist with strategies and delivery models for ESE students.

Person Responsible

Joy Lewis

Schedule

Weekly, from 9/6/2016 to 5/5/2017

Evidence of Completion

PLC structure template with attendance will be posted on Chain of Lakes Middle School collaboration site.

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

Leadership team will conduct classroom walkthroughs to observe whether deliverables have been met and whether the plan has transferred into instructional practice appropriately aligned to the standards.

Person Responsible

Cheron Anderson

Schedule

Weekly, from 8/3/2016 to 4/28/2017

Evidence of Completion

iObservation data collected within domains 1, 2, 3 and 4.

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

Leadership team will review common assessment data to determine whether planning effectively led to instruction that improved student achievement. Team will make adjustment to the PLC structure and process as needed.

Person Responsible

Cheron Anderson

Schedule

Weekly, from 8/19/2016 to 5/31/2017

Evidence of Completion

'Instructional rounds' agenda and meeting notes and modified guidance documents.


G2. Instructional staff will deliver rigorous standards-based instruction resulting in increased student achievement. 1

 G084479

G2.B1 Teachers have misconceptions of what rigor looks like in all classrooms regardless of academic skill level or content. 2

 B224444

G2.B1.S1 The instructional leadership team will build and support teachers in the development, practice and implementation of high yield strategies leading to intensified engagement and increased rigor in the classroom. 4

 S236895

Strategy Rationale

Building capacity for teachers to provide more rigorous activities will increase the depth with which students are exposed to the core content resulting in increased achievement on the Florida Standardized Assessment.

Action Step 1 5

Leadership team will support PLC facilitators and teachers with using DOK levels to deliberately plan higher order questions to probe student thinking during common planning.

Person Responsible

Danielle Stokes

Schedule

Biweekly, from 8/9/2016 to 5/5/2017

Evidence of Completion

DOK crosswalk document, presence of higher order questions in posted lesson plans.

Action Step 2 5

Leadership team will develop a Professional Development calendar that allows teachers opportunities to practice a learned strategy before introducing a new strategy.

Person Responsible

Joy Lewis

Schedule

On 8/19/2016

Evidence of Completion

Professional Development calendar

Action Step 3 5

During their planning, teachers will visit another grade level to observe exemplary implementation of a learned strategy.

Person Responsible

Wendy Lawhorn

Schedule

Monthly, from 8/15/2016 to 4/14/2017

Evidence of Completion

Observation notes, visitation log, observation calendar

Action Step 4 5

Teachers will have a three-week window of time to practice the strategy at least two times while a peer or instructional coach observes and provides non-evaluative feedback.

Person Responsible

Danielle Stokes

Schedule

Quarterly, from 8/15/2016 to 4/28/2017

Evidence of Completion

Observation notes and reflection questions will be collected and posted with lesson plans.

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

Leadership team member will attend the professional development training.

Person Responsible

Jackie Ramsey

Schedule

Semiannually, from 8/12/2016 to 5/31/2017

Evidence of Completion

Professional development agenda, materials and attendance rosters.

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

Instructional leadership team members will frequently monitor classroom instruction to ensure rigorous activities are implemented with students.

Person Responsible

Cheron Anderson

Schedule



Weekly, from 9/6/2016 to 4/28/2017

Evidence of Completion

IObservation data will provide evidence to demonstrate that teachers are providing rigorous activities for students at a more frequent rate.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2017					
G1.B1.S1.A3 A305864	During pre-planning, teachers will be introduced to the model and will plan for at least 6 weeks of...	Lewis, Joy	8/3/2016	Agenda, sign-in sheets, PowerPoint presentation, PLC template, PLC guiding questions.	8/9/2016 one-time
G1.B1.S1.A4 A305865	Leadership team will provide PLC facilitators with guidance document to include a structured...	Lewis, Joy	8/9/2016	Agenda, sign-in sheets, PowerPoint presentation, PLC template, PLC guiding questions.	8/9/2016 one-time
G2.B1.S1.A2 A305872	Leadership team will develop a Professional Development calendar that allows teachers opportunities...	Lewis, Joy	8/19/2016	Professional Development calendar	8/19/2016 one-time
G1.B1.S1.A5 A305866	Leadership team will model facilitation of PLCs using the guidance document before releasing it to...	Lewis, Joy	8/9/2016	Agenda, sample of guidance document, participant sign-in log, PowerPoint presentation	8/31/2016 one-time
G1.B1.S1.A2 A305863	Leadership team will develop and provide structure for PLCs with deliverables to facilitators and...	Lewis, Joy	8/8/2016	PLC structure template will be posted on Chain of Lakes Middle School collaboration site.	4/1/2017 every-2-months
G2.B1.S1.A3 A305873	During their planning, teachers will visit another grade level to observe exemplary implementation...	Lawhorn, Wendy	8/15/2016	Observation notes, visitation log, observation calendar	4/14/2017 monthly
G2.MA2 M311936	Leadership team will review common assessment data to monitor whether collaborative planning has...	Ramsey, Jackie	10/4/2016	Common assessment data will be compiled by course, level and teacher for comparison.	4/21/2017 monthly
G1.MA1 M311932	Common formative and summative assessment data along with digital intervention program data will be...	Ramsey, Jackie	10/3/2016	Data meeting PowerPoints containing disaggregated data both current and longitudinal will demonstrate progress towards the goal.	4/28/2017 monthly
G1.B1.S1.MA1 M311931	Leadership team will conduct classroom walkthroughs to observe whether deliverables have been met...	Anderson, Cheron	8/3/2016	iObservation data collected within domains 1, 2, 3 and 4.	4/28/2017 weekly
G2.B1.S1.MA1 M311933	Instructional leadership team members will frequently monitor classroom instruction to ensure...	Anderson, Cheron	9/6/2016	IObservation data will provide evidence to demonstrate that teachers are providing rigorous activities for students at a more frequent rate.	4/28/2017 weekly
G2.B1.S1.A4 A305874	Teachers will have a three-week window of time to practice the strategy at least two times while a...	Stokes, Danielle	8/15/2016	Observation notes and reflection questions will be collected and posted with lesson plans.	4/28/2017 quarterly
G1.B1.S1.A1 A305862	Teachers will have a two-week window of time to plan units four weeks in advance.	Lewis, Joy	8/3/2016	Lesson plans posted on Chain of Lakes Middle School collaboration site.	5/1/2017 monthly
G1.B1.S1.A6 A305867	PLC facilitators will complete and submit the guidance document to leadership to be uploaded to the...	Ramsey, Jackie	8/17/2016	Guidance documents posted on Chain of Lakes Middle School collaboration site.	5/5/2017 weekly
G1.B1.S1.A7 A305868	A member of the leadership team will be present at each meeting	Anderson, Cheron	8/15/2016	Meeting attendance submitted on guidance document, administrative PLC assignment calendar	5/5/2017 weekly
G1.B1.S1.A8 A305869	Coaches will support new staff and experienced staff on an as-needed basis with seeking out and...	Lawhorn, Wendy	8/3/2016	Anecdotal notes, e-mails, instructional materials	5/5/2017 weekly
G1.B1.S1.A9 A305870	Exceptional Education Inclusion coaches will participate in core curricular professional learning...	Lewis, Joy	9/6/2016	PLC structure template with attendance will be posted on Chain of Lakes Middle School collaboration site.	5/5/2017 weekly
G2.B1.S1.A1 A305871	Leadership team will support PLC facilitators and teachers with using DOK levels to deliberately...	Stokes, Danielle	8/9/2016	DOK crosswalk document, presence of higher order questions in posted lesson plans.	5/5/2017 biweekly
G1.B1.S1.MA1 M311930	Leadership team will review common assessment data to determine whether planning effectively led to...	Anderson, Cheron	8/19/2016	'Instructional rounds' agenda and meeting notes and modified guidance documents.	5/31/2017 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B1.S1.MA1  M311934	Leadership team member will attend the professional development training.	Ramsey, Jackie	8/12/2016	Professional development agenda, materials and attendance rosters.	5/31/2017 semiannually
G2.MA1  M311935	Leadership team will conduct classroom walk-throughs to monitor whether instruction is aligned to...	Anderson, Cheron	8/15/2016	Classroom walkthrough data collected from iObservation reflecting alignment of instruction to the Florida Standards	6/2/2017 weekly

V. Professional Development Opportunities

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

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Teachers will have a two-week window of time to plan units four weeks in advance.	\$0.00
2	G1.B1.S1.A2	Leadership team will develop and provide structure for PLCs with deliverables to facilitators and teachers.	\$0.00
3	G1.B1.S1.A3	During pre-planning, teachers will be introduced to the model and will plan for at least 6 weeks of instruction.	\$0.00
4	G1.B1.S1.A4	Leadership team will provide PLC facilitators with guidance document to include a structured agenda, deliverables, and an area to record minutes or notes.	\$0.00
5	G1.B1.S1.A5	Leadership team will model facilitation of PLCs using the guidance document before releasing it to the PLC facilitators.	\$0.00
6	G1.B1.S1.A6	PLC facilitators will complete and submit the guidance document to leadership to be uploaded to the collaboration site.	\$0.00
7	G1.B1.S1.A7	A member of the leadership team will be present at each meeting	\$0.00
8	G1.B1.S1.A8	Coaches will support new staff and experienced staff on an as-needed basis with seeking out and gathering the necessary materials or information to be prepared for their content area LC meeting.	\$0.00
9	G1.B1.S1.A9	Exceptional Education Inclusion coaches will participate in core curricular professional learning community instructional lesson planning to assist with strategies and delivery models for ESE students.	\$0.00
10	G2.B1.S1.A1	Leadership team will support PLC facilitators and teachers with using DOK levels to deliberately plan higher order questions to probe student thinking during common planning.	\$0.00
11	G2.B1.S1.A2	Leadership team will develop a Professional Development calendar that allows teachers opportunities to practice a learned strategy before introducing a new strategy.	\$0.00
12	G2.B1.S1.A3	During their planning, teachers will visit another grade level to observe exemplary implementation of a learned strategy.	\$0.00
13	G2.B1.S1.A4	Teachers will have a three-week window of time to practice the strategy at least two times while a peer or instructional coach observes and provides non-evaluative feedback.	\$0.00
Total:			\$0.00