

Orange County Public Schools

Wolf Lake Middle



2016-17 Schoolwide Improvement Plan

Wolf Lake Middle

1725 W PONKAN RD, Apopka, FL 32712

<https://wolflakems.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)
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Middle School
6-8

No

59%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
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K-12 General Education

No

59%

School Grades History

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

**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 Wolf Lake 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.

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

b. Provide the school's vision statement.

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.

Wolf Lake Middle School has embraced the notion of "being agents of change" to help facilitate student success. As an educational institution, Wolf Lake Middle School is committed to being a primary factor in developing students into being positive contributors to their communities and societies. The school stakeholders have identified rigor, relevance, and relationships as the key components of professional development activities, policies and procedures. The faculty and staff 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 develop a problem-solving continuum of support to help our teachers and staff better support our students. Policies and procedures are being developed to help teachers build positive relationships and to create a culture of success and achievement, in every classroom.

b. 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. Instructional staff members are posted in each of these areas to ensure the safety of all students. The Media Center is open to students before school to provide access to computers and other instructional resources. Access to the internet and to document processing assists students missing these resources in their homes to maintain the same focus on literacy as their peers with technology access. During the school day, students are 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, the school's goal is to ensure a minimum of a three-to-one positive to negative interaction ratio. After school, the staff ensures that dismissal is conducted in a structured manner, to ensure student safety. Finally, since many students ride buses, all of our teachers walk their bus students to the bus loop, upon dismissal. Teachers then assume posts surrounding the loop to ensure adequate supervision, as the students embark on their buses to go home.

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.

Wolf Lake Middle School will implement the CHAMPS Classroom Management System. A key tenant of this system is to ensure that school-wide expectations are understood and implemented with fidelity. Stakeholders have created clear expectations for all common areas, which will be taught through a series of PowerPoint presentations. Each teacher has created a classroom management plan, which also clearly articulates class expectations. Teachers have also listed a series of interventions to help deal with distractions to keep students engaged. The administrative team has created a protocol of interventions that will be used to help prevent student discipline referrals. If discipline referrals are necessary, consequences will be administered according to a discipline matrix that articulates the actions that will be taken. Furthermore, each team has been assigned an administrator. Administrators will attend weekly team meetings and work with each team to provide positive behavior support. This structure will provide additional support to ensure that students are authentically engaged in learning. The Renaissance Program provides incentives and recognition for students who excel academically, or who show significant improvement in grades, behavior, or attendance. Renaissance identification cards are awarded depending on students' individual accomplishments, and staff members provide incentives based on the display of these badges, which are also personal status symbols in the student community,

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 are encouraged to communicate with any adult on campus regarding any challenges that they may be experiencing. Several staff members have been trained in Ruby Payne strategies to increase their awareness of the impact generational poverty has on students. Counselors and grade level administrators routinely counsel students. A SAFE Coordinator has been recruited and hired to provide counseling and to facilitate accessing social services. WLMS offers social skills classes which help build social capital in select students. Additionally, SEDNET offers a network of professional counseling for students in need. Sixth grade students are offered a transition class where they learn strategies for time management, study skills, and academic support.

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.

Wolf Lake Middle School is committed to being proactive in promoting student achievement. The school's 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. Through analyzing data, communication among faculty and staff, and an intervention protocol, the staff identifies concerns and intervenes appropriately. The staff maintains a continuous level of collaboration between guidance counselors and the social worker to ensure that there is consistent follow-up on students flagged by early warning indicators. In addition to the state early warning system monitoring guidelines, WLMS monitors students with 15 or more absences during the previous school year. The purpose of this additional monitoring criteria is to proactively address potential attendance issues before they reach critical levels. The WLMS 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 English Language Arts or Mathematics
- D. A score of Level one 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

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	35	36	65	0	0	0	0	136	
One or more suspensions	0	0	0	0	0	0	83	69	72	0	0	0	0	224	
Course failure in ELA or Math	0	0	0	0	0	0	59	22	14	0	0	0	0	95	
Level 1 on statewide assessment	0	0	0	0	0	0	127	123	94	0	0	0	0	344	

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	86	56	59	0	0	0	0	201

c. 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. 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 in for a conference that includes an administrator and the school social worker.

B. Suspensions - The principal and assistant principal of discipline monitor all school behavioral intervention data. Additionally, an administrator is assigned to every grade level. The administrators work with the classroom teachers on their respective grades 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, s/he is required to complete a behavior reflection that is intended to help the student learn from the incident which resulted in a suspension. In the event that a student receives an out-of-school suspension, s/he are 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 are referred to the MTSS process if appropriate. Planned discussion and Restorative Justice are used to reduce in-school and out-of-school suspensions. The school's SAFE coordinator intervene with students who are suspended repeatedly.

C. Course failure in English Language Arts or Mathematics - Students who fail either English Language Arts or Mathematics must participate in a grade recovery program. Students work on the Edgenuity program in order to receive remedial instruction and earn minimal grade credit recovery. Teachers monitor student progress through common assessments.

D. Guidance counselors use multiple data points for student placement in intensive reading classes, including benchmark assessments, FSA Scores, the Scholastic Phonics Inventory and Lexile scores. Identified students 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 in 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.

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

Wolf Lake Middle continues to make consistent efforts to create positive relationships with students, families, and members of our community. Parents are updated with a weekly phone call home through the School Messenger phone system. Parents are notified of the many activities that take place during the week and are notified of upcoming events. This phone call recognizes student accomplishments and thanks community members for their ongoing support. In addition, a selected group of parents receive weekly phone calls about missing student work as needed. In an effort to continue to create school and community pride, WLMS actively maintains a social media presence, keeping followers informed of events, activities, and accomplishments of both students and our staff. Additionally, our "text to connect" email newsletter is sent to the inboxes of our parents and community members each week. Progress reports and report cards are sent home every four weeks to keep parents informed of their students' academic progress. Our school hosts a 6th Grade Orientation and a Meet the Teacher event to welcome parents and students at the beginning of the school year. Parents are welcomed on campus and are encouraged to contact teachers to arrange meetings as needed to address questions and concerns and to discuss student progress.

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.

Wolf Lake Middle continues to build strategic partnerships with various businesses through the Partners in Education program. We offer "family nights" at local restaurants to support our Renaissance, sports and academic programs. Through our efforts of building these strategic relationships with the community, we generate funds to support our various programs at WLMS.

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
Pender, Natasha	Assistant Principal
Schmidt, Danielle	Instructional Coach
Sizer, Robin	Dean
Archie, Emily	Assistant Principal
Ius, Patricia	Assistant Principal
Dozier, Jamie	Instructional Coach
Carter, Shannon	Instructional Coach
Jackson, Sheila	Instructional Media
Six, Christina	Teacher, ESE
Palmer, Marcus	Dean
Plotkin, Lisa	Dean
Grimando, Caroll	Principal

b. Duties

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

The leadership team focuses on the development and maintenance of a problem solving system that focuses on student data and ensures academic success for all students. Instructional leadership meetings occur weekly to review classroom and individual student data, instructional methodologies, and interventions. The leadership team reviews department and team progress related to providing tiered instructional and behavioral interventions. Through the data analysis process, resources and professional development needs are planned, discussed, and addressed.

Caroll Grimando - data analysis, Deliberate Practice, evaluate AP's, Inter-Rater Reliability, PTSA/ SAC, school operations, supervision of leadership team, supplements, weekly notice to teachers.

Patricia Ius -curriculum guide, data, Deliberate Practice, food pantry, lead SIP, newsletters for parents, observe ELA 6th grade, Renaissance, Unify, Clubs.

Emily Smith - after school activities, Certify, cross communication between reading and ELA classes, faculty handbook, FISH, FTE, master schedule, professional development, observe math, guidance, electives, and 8th grade science.

Natasha Pender - Deliberate Practice, discipline, facilities, fire drills, Health Department Inspection, lockdowns, SERT team, site inventory, Safe School Plan, athletics, observe math, guidance, electives, and 8th grade science/PE.

Lisa Plotkin - 6th grade Dean, athletics, buses, curriculum support, discipline, dress code, duties, lunch, transitions, Level 4 meetings, SAFE liaison.

Robin Sizer - 7th grade Dean, curriculum PLC support, dress code, duties, lunch, transitions, Level 4 meetings, SAFE liaison.

Marcus Palmer - 8th grade Dean, curriculum PLC support, dress code, duties, lunch, transitions, Level 4 meetings, SAFE liaison.

Luther Washington - coordinate with counselors, coordinate with outside service providers, coordinate with PASS, mentor program, parent liaison, Red Ribbon Week, Restorative Justice point person, SAFE coach, and social skills instruction.

Charlotte Yarbrough - 504s, 6th grade guidance, College and Career Readiness, course recovery, FLVS/OCVS, MTSS, Restorative Justice, Scheduling, Test Administrator, Historical Data, lunch duty, parent conferences, Level 4 meetings, ACST, Behavioral MTSS.

Brittany Moran - 504s, 7th grade guidance, College and Career Readiness, course recovery, FLVS/OCVS, MTSS, Restorative Justice, Scheduling, Test Administrator, Historical Data, lunch duty, parent conferences, Level 4 meetings, ACST, Behavioral MTSS.

Susan Stilfield - 504s, 8th grade guidance, lead guidance counselor, SEDNET coordinator, College and Career Readiness, course recovery, FLVS/OCVS, MTSS, Restorative Justice, Scheduling, Test Administrator, Historical Data, lunch duty, parent conferences, Level 4 meetings, ACST, Behavioral MTSS.

Shannon Carter - curriculum support, monitor new teachers, emergency sub folders, professional development, Edmodo/technology support, PLC support, social media, award's ceremony, Performance Matters, SharePoint, curriculum nights, instructional coach, parent contact for curriculum.

Jamie Dozier - curriculum support, monitor new teachers, emergency sub folders, professional development, Edmodo/technology support, PLC support, social media, award's ceremony, Performance Matters, SharePoint, curriculum nights, instructional coach, parent contact for curriculum.

Heather Rideout - math coach, support math team for Power Math Teaching.

Danielle Schmidt - data coach, instructional coach, Performance Matters, testing coordinator, Unify.

Sheila Jackson - media specialist, MS, Renaissance/student recognition, textbook management.

Lucy Alapont - coordinator for Boys and Girls Club, CCT, course recovery, ESOL compliance.

Darryll Cooley - coordinator for Boys and Girls Club for tutoring, coordinator for SAFE, assign student mentors, PASS.

Christina Six - ESE compliance support, IEPs, MTSS/ESE, staffing specialist, oversee support facilitation team.

Donald Jackson - athletic director, Title IX.

Debbie Hollingsworth - facility use, Project Lovely, substitute teacher coverage, work orders.

Carolyn Ustler - book keeping, TIPS.

Pam Dionne - registrar, FTE.

Ethel Harris - clinic attendant, ADDitions coordinator, ACST.

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.

Wolf Lake Middle School identifies personnel and instructional staff as resources to meet the needs of all students. Professional Learning Communities meet every Monday morning. The PLC analyzes data derived from common assessments and teacher observations. This data analysis process allows necessary instructional adjustments to provide intervention and enrichment opportunities that meet a variety of students' needs. Reading intervention is provided through System 44 and Achieve 3000. Instructional staff also work on department teams which meet monthly to collaborate on the expectations and demands of specific content areas. Each department lead teacher meets monthly with the leadership team to review progress on school improvement goals and to determine what instructional 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.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Chris Flor	Teacher
Heather Baker	Business/Community
Rudolph Saint Cyr	Parent
Susan Thompson	Parent
Amy Hutchinson	Teacher
Willie Schultz	Teacher
Marcus Palmer	Teacher
Kelly Garland	Teacher
Jennifer Dangler	Teacher
Pam White	Teacher
Traci Johnson	Teacher
Jeremy Kadletz	Teacher
Lisa Plotkin	Teacher
Caroll Grimando	Principal
Chris Flor	Teacher
Luther Washington	Teacher

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 SAC team reviews the previous year's SIP to ascertain the final status of the previous year's goals.

b. Development of this school improvement plan

The SAC provides input on school initiatives to be outlined in the school improvement plan.

c. Preparation of the school's annual budget and plan

The SAC provides input to the school's annual budget and planning for the upcoming school year.

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

WLMS received \$6,322 in school improvement funds allocated for the 2015-2016 school year. All students received school spirit shirts that were purchased with these funds.

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
Pender, Natasha	Assistant Principal
Archie, Emily	Assistant Principal
Schmidt, Danielle	Instructional Coach
Jackson, Sheila	Instructional Media
Grimando, Carol	Principal
Carter, Shannon	Instructional Coach
Ius, Patricia	Assistant Principal

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

The Literacy Leadership Team's purpose is to create the school's comprehensive reading plan. The team also monitors the implementation of the various activities associated with the plan. Though development of the School-Wide Literacy Plan is still in progress, one major focus currently under way involves the alignment of SpringBoard, an English Language Arts instructional resource, with current Measurement Topic Plans and revision of common summative assessments. Team members collaborate to determine the resources needed for the literacy plan's successful implementation. Students in eighth grade ELA have created Khan Academy accounts in class, which will be linked with the College Board website detailing individual student scores on the PSAT, which will be administered to all eighth graders in October. They also coordinate the assignment of roles to instructional personnel as needed to complete activities. Finally, the team monitors literacy data. The data monitored by the team included Mini Measurements of Learning, teacher-created common summative assessments, SRI scores, Read 180 formative assessments, and FSA ELA scores. The LLT also ensures that school improvement goals are on track for successful implementation.

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.

The master schedule affords each PLC a common planning period. During this common planning time, teachers collaborate on lessons, assessments, interventions and extensions of engaging learning activities. The common planning period promotes consistency and collaboration on effective instructional strategies and relevant standards-based activities. In addition to monitoring standards-based instruction, teachers monitor achievement on the standards.

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

Wolf Lake Middle School provides extensive on-campus professional development, peer mentoring, instructional guidance from coaches, and administrative support. Teachers participate in collaborative opportunities through designated PLC times which occur during their common planning periods. On occasion, substitute teachers are utilized to allow teachers to pursue off-campus professional development activities at the district level. We will create common planning periods for all core teachers creating additional planning time. Teachers are placed in cross-curricular teams allowing cross-curricular planning and behavior management opportunities. We consistently provide leadership opportunities to help build capacity among teacher leaders. The leadership team attends talent acquisition events as presented by Javier Melendez. The Principal, Assistant Principals, Instructional Coach, and Reading Coach are responsible for the successful implementation of these strategies.

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

Wolf Lake Middle School provides a well-planned and supportive mentoring program. Teachers with 1-3 years' experience are guided through the district teacher induction program and assigned a mentor teacher at our school. Teachers participate in specific professional development activities that are differentiated to their respective departments and students' needs. Teachers are allotted time to observe other teachers who demonstrate competency in strong instructional practices. Danielle Schmidt, Jaime Dozier, Sheila Jackson and Shannon Carter are also Clinical Educator Mentors for these teachers. They are instructional coaches and well-versed in teaching pedagogy and best instructional practices. Coaches meet regularly to provide teachers with advice and assistance in matters related to effective instructional delivery, classroom management, and completion of the district teacher induction program.

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.

Data determines appropriate student placement for all core classes. Students across all grade levels are placed in reading classes according to their performance on the previous year's school-based progress-monitoring assessments. With regard to math, students below grade level receive an additional period of support. Students in Algebra 1 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.

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: 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

Archie, Emily, emily.archie@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

Pender, Natasha, pendern1@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

Archie, Emily, emily.archie@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.

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.

- 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.

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.

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.

2. 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.

3. 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.

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.

N/A

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.

N/A

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.

N/A

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.** Wolf Lake Middle School staff members will accelerate achievement by increasing student engagement (Accelerate Student Performance, Invest in Human Capital).
- G2.** Wolf Lake Middle School staff members will strengthen the instructional core, increasing student achievement by delivering rigorous, standards-based instruction (Accelerate Student Performance, Narrow Achievement Gaps).

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. Wolf Lake Middle School staff members will accelerate achievement by increasing student engagement (Accelerate Student Performance, Invest in Human Capital). 1a

G084782

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	57.0
FSA Mathematics Achievement	59.0

Targeted Barriers to Achieving the Goal 3

- Teachers are challenged to maintain student engagement during instructional time.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Teachers will use Turning Point Technology student response systems to promote active student participation.
- Cooperative learning training is a professional resource that will help teachers deliver lessons that engage students.
- Teachers will use Springboard as a resource to engage students in ELA.
- Instructional coaching will facilitate engaging instruction.
- Teachers will use Power Teaching Math as a resource to engage students in Math.

Plan to Monitor Progress Toward G1. 8

The Leadership Team will monitor the impact of the SAFE Coordinator's facilitation of positive behavior support on academic gains, by comparing SAFE data, discipline data, and academic achievement data.

Person Responsible

Caroll Grimando

Schedule

Monthly, from 8/8/2016 to 5/31/2017

Evidence of Completion

Grades, common summative assessments, and state student assessments.

Plan to Monitor Progress Toward G1. 8

The Leadership Team will monitor the impact of the Renaissance Committee's facilitation of positive behavior support on academic gains, by comparing SAFE data, discipline data, and academic achievement data.

Person Responsible

Caroll Grimando

Schedule

Monthly, from 8/8/2016 to 5/31/2017

Evidence of Completion

Grades, common summative assessments, and state student assessments.

Plan to Monitor Progress Toward G1. 8

The Leadership Team will monitor the impact of the Administrative Deans' facilitation of positive behavior support on academic gains, by comparing SAFE data, discipline data, and academic achievement data.

Person Responsible

Caroll Grimando

Schedule

Monthly, from 8/8/2016 to 5/31/2017

Evidence of Completion

Grades, common summative assessments, and state student assessments.

G2. Wolf Lake Middle School staff members will strengthen the instructional core, increasing student achievement by delivering rigorous, standards-based instruction (Accelerate Student Performance, Narrow Achievement Gaps). 1a

G084783

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	57.0
FSA Mathematics Achievement	59.0

Targeted Barriers to Achieving the Goal 3

- Planning for rigorous, standards-based assessment is new for many educators.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Wolf Lake Middle School's Instructional Coaches are valuable resources.
- Performance Matters is a resource that organizes student achievement data.
- Google Drive is a resource that allows teachers to easily share plans with their colleagues.

Plan to Monitor Progress Toward G2. 8

The Leadership Team will monitor lesson plans, classroom instruction, teacher-created common assessments, MML data, and state-wide assessments to ensure that students progress toward academic goals during standards-based instruction.

Person Responsible

Caroll Grimando

Schedule

Monthly, from 8/8/2016 to 5/31/2017

Evidence of Completion

Lesson plan feedback forms, observation data, teacher-created common assessments, MML data, and state-wide assessment scores.

Plan to Monitor Progress Toward G2. 8

The Leadership Team will monitor lesson plans, classroom instruction, teacher-created common assessments, MML data, and state-wide assessments to ensure that student progress toward academic goals increases as a result of administrative coaching on implementation of common, summative assessments.

Person Responsible

Caroll Grimando

Schedule

Monthly, from 8/8/2016 to 5/31/2017

Evidence of Completion

Lesson plan feedback forms, observation data, teacher-created common assessments, MML data, and state-wide assessment scores.

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. Wolf Lake Middle School staff members will accelerate achievement by increasing student engagement (Accelerate Student Performance, Invest in Human Capital). 1

 G084782

G1.B1 Teachers are challenged to maintain student engagement during instructional time. 2

 B225434

G1.B1.S1 The Leadership Team will provide professional development, coaching, and feedback to help teachers increase student engagement. 4

 S237836

Strategy Rationale

Teachers must increase their knowledge of engagement strategies in order to positively impact student achievement.

Action Step 1 5

The Leadership Team will provide professional development designed to increase student engagement.

Person Responsible

Shannon Carter

Schedule

Monthly, from 8/8/2016 to 5/31/2017

Evidence of Completion

Administrators will monitor observation data for evidence of student engagement and interaction, providing additional assistance to teachers whose data indicate low levels of engagement and rigor. Administrators will monitor student achievement data to provide additional feedback and support in increasing student engagement for teachers whose students do not make educational gains.

Action Step 2 5

Instructional Coaches will provide coaching and feedback, as well as model lessons to assist teachers in delivering instruction that actively engages students.

Person Responsible

Jamie Dozier

Schedule

Monthly, from 8/8/2016 to 5/31/2017

Evidence of Completion

Administrators will monitor observation data for evidence of student engagement and interaction, providing additional assistance to teachers whose data indicate low levels of engagement and rigor. Administrators will monitor student achievement data to provide additional feedback and support in increasing student engagement for teachers whose students do not make educational gains.

Action Step 3 5

The Leadership Team will provide coaching and feedback designed to increase student engagement.

Person Responsible

Caroll Grimando

Schedule

Monthly, from 8/8/2016 to 5/31/2017

Evidence of Completion

Administrators will monitor observation data for evidence of student engagement and interaction, providing additional assistance to teachers whose data indicate low levels of engagement and rigor. Administrators will monitor student achievement data to provide additional feedback and support in increasing student engagement for teachers whose students do not make educational gains.

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

The Leadership Team will monitor teacher observation data and student achievement data for evidence of increased student engagement resulting from implementing the school-wide professional development plan with fidelity.

Person Responsible

Caroll Grimando

Schedule

Monthly, from 8/8/2016 to 5/31/2017

Evidence of Completion

Teacher observation data, student grades, common summative assessments and state assessment data.

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

The Leadership Team will monitor teacher observation data and student achievement data for evidence of increased student engagement resulting from implementing feedback and coaching from Instructional Resource Teachers with fidelity.

Person Responsible

Caroll Grimando

Schedule

Monthly, from 8/8/2016 to 5/31/2017

Evidence of Completion

Teacher observation data, student grades, common summative assessments and state assessment data.

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

The Leadership Team will monitor iObservation and student achievement data to determine the fidelity of implementation of administrative coaching designed to increase student engagement.

Person Responsible

Caroll Grimando

Schedule

Monthly, from 8/8/2016 to 5/31/2017

Evidence of Completion

Teacher observation data, student grades, common summative assessments and state assessment data.

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

The Leadership Team will monitor observation data and student achievement data to determine the effectiveness of professional development designed to increase student achievement.

Person Responsible

Caroll Grimando

Schedule

Monthly, from 8/8/2016 to 5/31/2017

Evidence of Completion

Teacher observation data, student grades, common summative assessments and state assessment data.

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

The Leadership Team will monitor observation data and student achievement data to determine the effectiveness of Instructional Resource Teachers' feedback and coaching to increase student engagement.

Person Responsible

Caroll Grimando

Schedule

Monthly, from 8/8/2016 to 5/31/2017

Evidence of Completion

Teacher observation data, student grades, common summative assessments and state assessment data.

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

The Leadership Team will monitor observation data and student achievement data to determine the effectiveness of administrative feedback and coaching to increase student engagement.

Person Responsible

Caroll Grimando

Schedule

Monthly, from 8/8/2016 to 5/31/2017

Evidence of Completion

Teacher observation data, student grades, common summative assessments and state assessment data.

G1.B1.S2 The Leadership Team will revise student support services to facilitate student engagement and increase academic achievement. 4

 S237837

Strategy Rationale

Student support services must provide resources and support to meet the needs of all students in order to positively impact student achievement.

Action Step 1 5

A SAFE Coordinator will facilitate positive behavior support and increase student engagement through mentoring and social service interventions.

Person Responsible

Luther Washington

Schedule

Monthly, from 8/8/2016 to 5/31/2017

Evidence of Completion

Discipline data, SAFE data, Restorative Justice data, AdvancED survey data, grades, common summative assessments, state student assessments, and attendance data.

Action Step 2 5

The Renaissance Program will facilitate positive behavior support and increase student engagement with recognition and incentives.

Person Responsible

Sheila Jackson

Schedule

Monthly, from 8/8/2016 to 5/31/2017

Evidence of Completion

Discipline data, Renaissance Program data, AdvancED survey data, grades, common summative assessments, state student assessments, and attendance data.

Action Step 3 5

The Administrative Deans will facilitate positive behavior support and increase student engagement with coaching and feedback for teachers and students.

Person Responsible

Caroll Grimando

Schedule

Monthly, from 8/8/2016 to 5/31/2017

Evidence of Completion

Discipline data, CHAMPS data, Restorative Justice data, AdvancED survey data, grades, common summative assessments, state student assessments, and attendance data.

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

The Leadership Team will monitor the fidelity of the SAFE Coordinator's facilitation of positive behavior support, designed to increase student engagement, through mentoring and social service interventions.

Person Responsible

Caroll Grimando

Schedule

Monthly, from 8/8/2016 to 5/31/2017

Evidence of Completion

Discipline data, SAFE data, Restorative Justice data, AdvancED survey data, grades, common summative assessments, state student assessments, and attendance data.

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

The Leadership Team will monitor the fidelity of the Renaissance Committee's facilitation of positive behavior support, designed to increase student engagement, through recognition and incentives.

Person Responsible

Caroll Grimando

Schedule

Monthly, from 8/8/2016 to 5/31/2017

Evidence of Completion

Discipline data, Renaissance data, AdvancED survey data, grades, common summative assessments, state student assessments, and attendance data.

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

The Leadership Team will monitor the fidelity of the Administrative Deans' facilitation of positive behavior support, designed to increase student engagement, with coaching and feedback for teachers and students.

Person Responsible

Caroll Grimando

Schedule

Monthly, from 8/8/2016 to 5/31/2017

Evidence of Completion

Discipline data, CHAMPS data, AdvancED survey data, grades, common summative assessments, state student assessments, and attendance data.

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

The Leadership Team will monitor the effectiveness of the SAFE Coordinator's facilitation of positive behavior support, designed to increase student engagement, by comparing SAFE data, discipline data, and academic achievement data.

Person Responsible

Caroll Grimando

Schedule

Monthly, from 8/8/2016 to 5/31/2017

Evidence of Completion

Discipline data, SAFE data, Restorative Justice data, AdvancED survey data, grades, common summative assessments, state student assessments, and attendance data.

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

The Leadership Team will monitor the effectiveness of the Renaissance Committee's facilitation of positive behavior support, designed to increase student engagement, by comparing Renaissance data, discipline data, and academic achievement data.

Person Responsible

Caroll Grimando

Schedule

Monthly, from 8/8/2016 to 5/31/2017

Evidence of Completion

Discipline data, Renaissance data, AdvancED survey data, grades, common summative assessments, state student assessments, and attendance data.

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

The Leadership Team will monitor the effectiveness of the Administrative Deans' facilitation of positive behavior support, designed to increase student engagement, by comparing CHAMPS data, discipline data, and academic achievement data.

Person Responsible

Caroll Grimando

Schedule

Monthly, from 8/8/2016 to 5/31/2017

Evidence of Completion

Discipline data, CHAMPS data, AdvancED survey data, grades, common summative assessments, state student assessments, and attendance data.

G2. Wolf Lake Middle School staff members will strengthen the instructional core, increasing student achievement by delivering rigorous, standards-based instruction (Accelerate Student Performance, Narrow Achievement Gaps). 1

 G084783

G2.B1 Planning for rigorous, standards-based assessment is new for many educators. 2

 B225436

G2.B1.S1 The Leadership Team will provide professional development, coaching, and feedback to facilitate the creation of lesson plans for rigorous, standards-based instruction. 4

 S237839

Strategy Rationale

Teachers need assistance deconstructing standards to ensure that levels of rigor and content standards correspond in their lesson plans.

Action Step 1 5

The Leadership Team will provide professional development on creating standards-based lesson plans. The Leadership Team will provide additional assistance to teachers whose students do not make gains.

Person Responsible

Caroll Grimando

Schedule

Monthly, from 8/8/2016 to 5/31/2017

Evidence of Completion

Lesson plans, observation data, common summative assessments, and state assessments.

Action Step 2 5

The Leadership Team will provide coaching and feedback on creating standards-based lesson plans. The Leadership Team will provide additional assistance to teachers whose students do not make gains.

Person Responsible

Caroll Grimando

Schedule

Monthly, from 8/8/2016 to 5/31/2017

Evidence of Completion

Lesson plans, observation data, common summative assessments, and state assessments.

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

The Leadership Team will monitor lesson plans, corresponding instruction, and student assessment data to ensure that standards-based instruction is evidenced.

Person Responsible

Caroll Grimando

Schedule

Monthly, from 8/8/2016 to 5/31/2017

Evidence of Completion

Lesson plans, observation data, teacher-created common summative assessments, and MML data.

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

The Leadership Team will monitor lesson plans, classroom instruction, MML data, and state-wide assessments to ensure that students make academic gains after standards-based instruction.

Person Responsible

Caroll Grimando

Schedule

Monthly, from 8/8/2016 to 5/31/2017

Evidence of Completion

Lesson plan feedback forms, observation data, teacher-created common assessments, MML data, and state-wide assessment scores.

G2.B1.S2 The Leadership Team will provide professional development, coaching, and feedback to facilitate the use of common summative assessments to shape instruction. 4

S237840

Strategy Rationale

Teachers will monitor student academic gains and shape instruction, using common summative assessments.

Action Step 1 5

The Leadership Team will provide professional development on implementing common, summative assessments. The Leadership Team will provide additional assistance to teachers whose students do not make gains.

Person Responsible

Caroll Grimando

Schedule

Monthly, from 8/8/2016 to 5/31/2017

Evidence of Completion

Lesson plans, observation data, common summative assessments, and state assessments.

Action Step 2 5

The Leadership Team will provide coaching and feedback regarding implementation of common, summative assessments. The Leadership Team will provide additional assistance to teachers whose students do not make gains.

Person Responsible

Caroll Grimando

Schedule

Monthly, from 8/8/2016 to 5/31/2017

Evidence of Completion

Lesson plans, observation data, common summative assessments, and state assessments.

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

The Leadership Team will monitor lesson plans, corresponding instruction, and student assessment data to ensure that common summative assessments are implemented with fidelity.

Person Responsible

Caroll Grimando

Schedule

Monthly, from 8/8/2016 to 5/31/2017

Evidence of Completion

Lesson plans, observation data, teacher-created common summative assessments, and MML data.

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

The Leadership Team will provide coaching and feedback to ensure that common, summative assessments are implemented with fidelity. The Leadership Team will provide additional assistance to teachers whose students do not make gains.

Person Responsible

Caroll Grimando

Schedule

Monthly, from 8/8/2016 to 5/31/2017

Evidence of Completion

Lesson plans, observation data, teacher-created common summative assessments, and MML data.

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

The Leadership Team will monitor lesson plans, classroom instruction, teacher-made common assessment data, MML data, and state-wide assessment data to ensure that common summative assessments are implemented effectively.

Person Responsible

Caroll Grimando

Schedule

Monthly, from 8/8/2016 to 5/31/2017

Evidence of Completion

Lesson plan feedback forms, observation data, teacher-created common assessments, MML data, and state-wide assessment scores.

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

The Leadership Team will monitor lesson plans, classroom instruction, teacher-made common assessment data, MML data, and state-wide assessment data to ensure that coaching and feedback regarding common summative assessments is effective.

Person Responsible

Caroll Grimando

Schedule







Monthly, from 8/8/2016 to 5/31/2017









Evidence of Completion

Lesson plan feedback forms, observation data, teacher-created common assessments, MML data, and state-wide assessment scores.

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.MA1 M313962	The Leadership Team will monitor the impact of the SAFE Coordinator's facilitation of positive...	Grimando, Carol	8/8/2016	Grades, common summative assessments, and state student assessments.	5/31/2017 monthly
G1.MA2 M313963	The Leadership Team will monitor the impact of the Renaissance Committee's facilitation of positive...	Grimando, Carol	8/8/2016	Grades, common summative assessments, and state student assessments.	5/31/2017 monthly
G1.MA3 M313964	The Leadership Team will monitor the impact of the Administrative Deans' facilitation of positive...	Grimando, Carol	8/8/2016	Grades, common summative assessments, and state student assessments.	5/31/2017 monthly
G2.MA1 M313971	The Leadership Team will monitor lesson plans, classroom instruction, teacher-created common...	Grimando, Carol	8/8/2016	Lesson plan feedback forms, observation data, teacher-created common assessments, MML data, and state-wide assessment scores.	5/31/2017 monthly
G2.MA2 M313972	The Leadership Team will monitor lesson plans, classroom instruction, teacher-created common...	Grimando, Carol	8/8/2016	Lesson plan feedback forms, observation data, teacher-created common assessments, MML data, and state-wide assessment scores.	5/31/2017 monthly
G1.B1.S1.MA1 M313950	The Leadership Team will monitor observation data and student achievement data to determine the...	Grimando, Carol	8/8/2016	Teacher observation data, student grades, common summative assessments and state assessment data.	5/31/2017 monthly
G1.B1.S1.MA2 M313951	The Leadership Team will monitor observation data and student achievement data to determine the...	Grimando, Carol	8/8/2016	Teacher observation data, student grades, common summative assessments and state assessment data.	5/31/2017 monthly
G1.B1.S1.MA3 M313952	The Leadership Team will monitor observation data and student achievement data to determine the...	Grimando, Carol	8/8/2016	Teacher observation data, student grades, common summative assessments and state assessment data.	5/31/2017 monthly
G1.B1.S1.MA1 M313953	The Leadership Team will monitor teacher observation data and student achievement data for evidence...	Grimando, Carol	8/8/2016	Teacher observation data, student grades, common summative assessments and state assessment data.	5/31/2017 monthly
G1.B1.S1.MA2 M313954	The Leadership Team will monitor teacher observation data and student achievement data for evidence...	Grimando, Carol	8/8/2016	Teacher observation data, student grades, common summative assessments and state assessment data.	5/31/2017 monthly
G1.B1.S1.MA3 M313955	The Leadership Team will monitor iObservation and student achievement data to determine the...	Grimando, Carol	8/8/2016	Teacher observation data, student grades, common summative assessments and state assessment data.	5/31/2017 monthly
G1.B1.S1.A1 A307663	The Leadership Team will provide professional development designed to increase student engagement.	Carter, Shannon	8/8/2016	Administrators will monitor observation data for evidence of student engagement and interaction, providing additional assistance to teachers whose data indicate low levels of engagement and rigor. Administrators will monitor student achievement data to provide additional feedback and support in increasing student engagement for teachers whose students do not make educational gains.	5/31/2017 monthly
G1.B1.S1.A2 A307664	Instructional Coaches will provide coaching and feedback, as well as model lessons to assist...	Dozier, Jamie	8/8/2016	Administrators will monitor observation data for evidence of student engagement and interaction, providing additional assistance to teachers whose data indicate low levels of engagement and rigor. Administrators will monitor	5/31/2017 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				student achievement data to provide additional feedback and support in increasing student engagement for teachers whose students do not make educational gains.	
G1.B1.S1.A3  A307665	The Leadership Team will provide coaching and feedback designed to increase student engagement.	Grimando, Carol	8/8/2016	Administrators will monitor observation data for evidence of student engagement and interaction, providing additional assistance to teachers whose data indicate low levels of engagement and rigor. Administrators will monitor student achievement data to provide additional feedback and support in increasing student engagement for teachers whose students do not make educational gains.	5/31/2017 monthly
G2.B1.S1.MA1  M313965	The Leadership Team will monitor lesson plans, classroom instruction, MML data, and state-wide...	Grimando, Carol	8/8/2016	Lesson plan feedback forms, observation data, teacher-created common assessments, MML data, and state-wide assessment scores.	5/31/2017 monthly
G2.B1.S1.MA1  M313966	The Leadership Team will monitor lesson plans, corresponding instruction, and student assessment...	Grimando, Carol	8/8/2016	Lesson plans, observation data, teacher-created common summative assessments, and MML data.	5/31/2017 monthly
G2.B1.S1.A1  A307669	The Leadership Team will provide professional development on creating standards-based lesson plans....	Grimando, Carol	8/8/2016	Lesson plans, observation data, common summative assessments, and state assessments.	5/31/2017 monthly
G2.B1.S1.A2  A307670	The Leadership Team will provide coaching and feedback on creating standards-based lesson plans....	Grimando, Carol	8/8/2016	Lesson plans, observation data, common summative assessments, and state assessments.	5/31/2017 monthly
G1.B1.S2.MA1  M313956	The Leadership Team will monitor the effectiveness of the SAFE Coordinator's facilitation of...	Grimando, Carol	8/8/2016	Discipline data, SAFE data, Restorative Justice data, AdvancED survey data, grades, common summative assessments, state student assessments, and attendance data.	5/31/2017 monthly
G1.B1.S2.MA1  M313957	The Leadership Team will monitor the effectiveness of the Renaissance Committee's facilitation of...	Grimando, Carol	8/8/2016	Discipline data, Renaissance data, AdvancED survey data, grades, common summative assessments, state student assessments, and attendance data.	5/31/2017 monthly
G1.B1.S2.MA6  M313958	The Leadership Team will monitor the effectiveness of the Administrative Deans' facilitation of...	Grimando, Carol	8/8/2016	Discipline data, CHAMPS data, AdvancED survey data, grades, common summative assessments, state student assessments, and attendance data.	5/31/2017 monthly
G1.B1.S2.MA1  M313959	The Leadership Team will monitor the fidelity of the SAFE Coordinator's facilitation of positive...	Grimando, Carol	8/8/2016	Discipline data, SAFE data, Restorative Justice data, AdvancED survey data, grades, common summative assessments, state student assessments, and attendance data.	5/31/2017 monthly
G1.B1.S2.MA2  M313960	The Leadership Team will monitor the fidelity of the Renaissance Committee's facilitation of...	Grimando, Carol	8/8/2016	Discipline data, Renaissance data, AdvancED survey data, grades, common summative assessments, state student assessments, and attendance data.	5/31/2017 monthly
G1.B1.S2.MA3  M313961	The Leadership Team will monitor the fidelity of the Administrative Deans' facilitation of positive...	Grimando, Carol	8/8/2016	Discipline data, CHAMPS data, AdvancED survey data, grades, common summative assessments, state student assessments, and attendance data.	5/31/2017 monthly
G1.B1.S2.A1  A307666	A SAFE Coordinator will facilitate positive behavior support and increase student engagement...	Washington, Luther	8/8/2016	Discipline data, SAFE data, Restorative Justice data, AdvancED survey data, grades, common summative	5/31/2017 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				assessments, state student assessments, and attendance data.	
G1.B1.S2.A2  A307667	The Renaissance Program will facilitate positive behavior support and increase student engagement...	Jackson, Sheila	8/8/2016	Discipline data, Renaissance Program data, AdvancED survey data, grades, common summative assessments, state student assessments, and attendance data.	5/31/2017 monthly
G1.B1.S2.A3  A307668	The Administrative Deans will facilitate positive behavior support and increase student engagement...	Grimando, Caroll	8/8/2016	Discipline data, CHAMPS data, Restorative Justice data, AdvancED survey data, grades, common summative assessments, state student assessments, and attendance data.	5/31/2017 monthly
G2.B1.S2.MA1  M313967	The Leadership Team will monitor lesson plans, classroom instruction, teacher-made common...	Grimando, Caroll	8/8/2016	Lesson plan feedback forms, observation data, teacher-created common assessments, MML data, and state-wide assessment scores.	5/31/2017 monthly
G2.B1.S2.MA4  M313968	The Leadership Team will monitor lesson plans, classroom instruction, teacher-made common...	Grimando, Caroll	8/8/2016	Lesson plan feedback forms, observation data, teacher-created common assessments, MML data, and state-wide assessment scores.	5/31/2017 monthly
G2.B1.S2.MA1  M313969	The Leadership Team will monitor lesson plans, corresponding instruction, and student assessment...	Grimando, Caroll	8/8/2016	Lesson plans, observation data, teacher-created common summative assessments, and MML data.	5/31/2017 monthly
G2.B1.S2.MA3  M313970	The Leadership Team will provide coaching and feedback to ensure that common, summative assessments...	Grimando, Caroll	8/8/2016	Lesson plans, observation data, teacher-created common summative assessments, and MML data.	5/31/2017 monthly
G2.B1.S2.A1  A307671	The Leadership Team will provide professional development on implementing common, summative...	Grimando, Caroll	8/8/2016	Lesson plans, observation data, common summative assessments, and state assessments.	5/31/2017 monthly
G2.B1.S2.A2  A307672	The Leadership Team will provide coaching and feedback regarding implementation of common,...	Grimando, Caroll	8/8/2016	Lesson plans, observation data, common summative assessments, and state assessments.	5/31/2017 monthly

V. Professional Development Opportunities

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

G1. Wolf Lake Middle School staff members will accelerate achievement by increasing student engagement (Accelerate Student Performance, Invest in Human Capital).

G1.B1 Teachers are challenged to maintain student engagement during instructional time.

G1.B1.S1 The Leadership Team will provide professional development, coaching, and feedback to help teachers increase student engagement.

PD Opportunity 1

The Leadership Team will provide professional development designed to increase student engagement.

Facilitator

Shannon Carter

Participants

Teachers

Schedule

Monthly, from 8/8/2016 to 5/31/2017

G2. Wolf Lake Middle School staff members will strengthen the instructional core, increasing student achievement by delivering rigorous, standards-based instruction (Accelerate Student Performance, Narrow Achievement Gaps).

G2.B1 Planning for rigorous, standards-based assessment is new for many educators.

G2.B1.S1 The Leadership Team will provide professional development, coaching, and feedback to facilitate the creation of lesson plans for rigorous, standards-based instruction.

PD Opportunity 1

The Leadership Team will provide professional development on creating standards-based lesson plans. The Leadership Team will provide additional assistance to teachers whose students do not make gains.

Facilitator

Shannon Carter

Participants

Teachers

Schedule

Monthly, from 8/8/2016 to 5/31/2017

G2.B1.S2 The Leadership Team will provide professional development, coaching, and feedback to facilitate the use of common summative assessments to shape instruction.

PD Opportunity 1

The Leadership Team will provide professional development on implementing common, summative assessments. The Leadership Team will provide additional assistance to teachers whose students do not make gains.

Facilitator

Shannon Carter

Participants

Teachers

Schedule

Monthly, from 8/8/2016 to 5/31/2017

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	The Leadership Team will provide professional development designed to increase student engagement.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5000	100-Salaries	1702 - Wolf Lake Middle	General Fund		\$0.00
2	G1.B1.S1.A2	Instructional Coaches will provide coaching and feedback, as well as model lessons to assist teachers in delivering instruction that actively engages students.				\$50,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5000	100-Salaries	1702 - Wolf Lake Middle	General Fund		\$50,000.00
			Notes: This expenditure reflects salaries for two half-time instructional coaches.			
3	G1.B1.S1.A3	The Leadership Team will provide coaching and feedback designed to increase student engagement.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	100-Salaries	1702 - Wolf Lake Middle	General Fund		\$0.00
4	G1.B1.S2.A1	A SAFE Coordinator will facilitate positive behavior support and increase student engagement through mentoring and social service interventions.				\$50,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5000	100-Salaries	1702 - Wolf Lake Middle	General Fund		\$50,000.00
			Notes: This expenditure reflects the salary for the SAFE Coordinator.			
5	G1.B1.S2.A2	The Renaissance Program will facilitate positive behavior support and increase student engagement with recognition and incentives.				\$0.00
6	G1.B1.S2.A3	The Administrative Deans will facilitate positive behavior support and increase student engagement with coaching and feedback for teachers and students.				\$0.00
7	G2.B1.S1.A1	The Leadership Team will provide professional development on creating standards-based lesson plans. The Leadership Team will provide additional assistance to teachers whose students do not make gains.				\$50,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5000	100-Salaries	1702 - Wolf Lake Middle	General Fund		\$50,000.00
			Notes: This expenditure reflects the Curriculum Resource Teacher's salary.			
8	G2.B1.S1.A2	The Leadership Team will provide coaching and feedback on creating standards-based lesson plans. The Leadership Team will provide additional assistance to teachers whose students do not make gains.				\$0.00

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9	G2.B1.S2.A1	The Leadership Team will provide professional development on implementing common, summative assessments. The Leadership Team will provide additional assistance to teachers whose students do not make gains.	\$0.00
10	G2.B1.S2.A2	The Leadership Team will provide coaching and feedback regarding implementation of common, summative assessments. The Leadership Team will provide additional assistance to teachers whose students do not make gains.	\$0.00
Total:			\$150,000.00