

Orange County Public Schools

Wolf Lake Middle



2017-18 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)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	No	65%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	60%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	B	B	B*	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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE'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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for Wolf Lake Middle

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	- 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 ensure the proper conditions for learning in each classroom. Policies and procedures are being developed to help teachers build positive relationships and to create a culture of success and achievement, in every classroom.

To learn about students' cultures, school staff will participate in Diversity Training during the first semester. This professional development component initially focuses on revealing unconscious cultural biases that may impact teacher expectations for students' academic and social achievement. Subsequent activities will expand on strategies to develop intrinsic motivation within students, within the diverse cultural backgrounds of the Wolf Lake Middle School student body.

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. Students are encouraged to take advantage of the "Grab and Go Breakfast" menu on the courtyard, which allows students to be nourished, while meeting their social and emotional needs to interact with their peers before school.

The Media Center is open to students before school to provide access to computers and other instructional resources. Availability of the computers and document processing closes the gap between students missing these resources in their homes and students living 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 by waves, to ensure

student safety. Teachers then assume posts surrounding the loop to ensure adequate supervision, as the students embark on their buses to go home. The Boys and Girls Club provides a safe and structured environment after school. Students enrolled in the program have time for physical activity, interaction with their peers, and homework completion. Transportation home is provided for students normally eligible for this service, by district policy.

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 through the PAWS advising classes.

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. A cadre of staff members are trained in Restorative Justice, which facilitates resolution of the conflicts that precede many behavior incidents. Furthermore, each grade level has been assigned an administrator.

The HERO behavior management program will be implemented this year. This system captures both positive and inappropriate student decisions, minimizing staff time communicating those issues and maximizing student time in class. The addition of a school security officer will also help ensure that students are engaged and in class, as well as assist with supervision in common areas.

Administrators will attend weekly Professional Learning Community meetings and work with each team to provide positive behavior support. Discipline data will be regularly reviewed 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. MCUSA sponsors a motivational coach, who is housed on campus. The school's MARVEL program provides personal growth support through mentoring for young men identified as struggling with academic and behavioral expectations. The mentoring program for young women is named Wonder Women, which provides similar experiences with female role models. Students identified as possibly benefiting from one-on-one mentoring relationships are assigned a staff mentor by the SAFE coordinator. Staff members volunteer to work with students with whom they

have established positive relationships. Sixth grade students are offered a transition class, called Wolf 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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

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	68	83	76	0	0	0	0	227
One or more suspensions	0	0	0	0	0	0	67	139	46	0	0	0	0	252
Course failure in ELA or Math	0	0	0	0	0	0	112	71	113	0	0	0	0	296
Level 1 on statewide assessment	0	0	0	0	0	0	147	129	117	0	0	0	0	393

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	115	95	101	0	0	0	0	311

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. The SAFE Coordinator makes home visits when the staff is unable to contact parents of students with excessive absences.

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. Administrators conference with students and families upon reentry, to plan for successful school reintegration. 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 intervenes 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. Tutoring is available after school beginning early in the school year for students needing help in ELA and math.

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 specialized support, according to their individual academic needs. 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. Students scoring at levels one and two on FSA in ELA or math will be provided with 45 minutes of intervention on iReady weekly, per subject.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

1. PFEP 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. Wolf Lake Middle is an active participant in the district's Family Engagement initiative. The perceptions of parents, students, and staff are assessed to determine the effectiveness of training designed to enhance the involvement of parents with the school community. Because WLMS will be a one-to-one digital school in 2018, much of this learning will involve learning about the digital tools that will be used, including Canvas.

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.

An active partnership with Notre Dame Americorps provides personnel to assist in several capacities. Americorps volunteers provide in-school academic assistance to many students by pushing into their core content classrooms. These volunteers also provide assistance in the school's Tutoring Lab during the school day. These volunteers also work with students in after school tutoring. Volunteers assist classroom teachers by helping to prepare for instruction. Volunteers also work in the Media Center.

MARVEL and Wonder Woman Mentoring Programs showcase community members who exemplify the qualities of positive role models. These individuals mentor students in those programs, providing social and academic guidance to students identified as being able to benefit from that support. City commissioners, the city's mayor, business people, and local athletes are among previous community members involved in the program.

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
Duncan, Kevin	Assistant Principal
Schmidt, Danielle	Instructional Coach
Sizer, Robin	Dean
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
Pender, Natasha	Assistant Principal
Washington, Luther	Other

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 - Leadership Team, Data Analysis, School Messenger, Weekly Staff News, PD/ Coaching Coordinator, Inter-Rater Reliability, PTSA/SAC, School Operations, Supplements

Patricia Ius - 6th Grade, Lead AP, Technology, ESE, SIP (lead), PTSA/SAC (2nd), Athletics, ELA Dept, Newsletter, Renaissance, Unify, Clubs

Kevin Duncan - 7th Grade, API, Master Schedule, Certify/FTE, Summer School, Course Recovery, Guidance, Tutoring, SIP (2nd), FISH, SS Dept

Natasha Pender - 8th Grade, Facilities, Custodians, Discipline Lead, Outside Rentals, Property Inventory, Safety/ Inspections, Fire/Lockdown Drills, Title IX, Title VII, SERT, Transportation, Math Dept

Lisa Plotkin - 7th 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 - 6th grade Dean, curriculum PLC support, dress code, duties, lunch, transitions, Level 4 meetings, SAFE liaison, Boys and Girls Club Coordinator.

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.

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

Brittany Moran - 504s, 8th grade guidance, College and Career Readiness, course recovery, FLVS/OCVS, MTSS, Restorative Justice, Scheduling, Historical Data, lunch duty, parent conferences, Level 4 meetings, ACST, Behavioral MTSS.

Susan Stilfield - 504s, 6th grade guidance, lead guidance counselor, SEDNET coordinator, College and Career Readiness, course recovery, FLVS/OCVS, MTSS, Restorative Justice, Scheduling, 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.

Pascha Hammonds- 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.

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

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 week. The PLC's analyze data derived from iReady, common assessments, and teacher observations. This data analysis process allows necessary instructional adjustments to provide intervention and enrichment opportunities that meet a variety of student needs. Academic intervention is provided through intensive reading and math classes. 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. The 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
Susan Thompson	Parent
Amy Hutchinson	Teacher
Willie Schultz	Teacher
Marcus Palmer	Teacher
Kelly Garland	Teacher
Jennifer Dangler	Teacher
Jeremy Kadletz	Teacher
Lisa Plotkin	Teacher
Caroll Grimando	Principal
Chris Flor	Teacher
Luther Washington	Teacher
Karen Saint Cyr	Parent

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

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.

Not applicable.

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
Duncan, Kevin	Assistant Principal
Schmidt, Danielle	Instructional Coach
Jackson, Sheila	Instructional Media
Grimando, Carroll	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 CRM's 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 includes iReady, teacher-created common summative assessments, SRI scores, System 44 formative assessments, and FSA ELA scores. The LLT also ensures that school improvement goals are on track for successful implementation.

The District Professional Learning Community Initiative will focus on increasing literacy across all grade levels and all content areas. The focus for this initial year of the DPLC will center on Text Complexity and Close Reading Techniques. These strategies will be embedded in all grades and content areas.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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

The master schedule affords each professional learning community 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. Leadership opportunities and coaching build capacity among teacher leaders. The leadership team attends talent acquisition events, including job fairs. 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 Launchpad and are aligned to the Florida Standards. All schools are expected to utilize the standards-based resources during daily instruction. Student achievement and iReady data are monitored to ensure alignment of instructional offerings with standards.

Core content professional learning communities are provided with common planning time in the master schedule, to ensure that time is allocated to facilitate standards-based lesson plans. Leadership Team members attend PLC's regularly, to ensure that lesson plans focus on content standards. The Leadership Team also conducts frequent walk through observations, to ensure that actual instruction is consistent with the scope and sequence of curriculum resource materials. Data recorded in iObservation reflects alignment with standards. Feedback is provided frequently and on the spot in PLC meetings.

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. In 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, to ensure access to rigorous learning opportunities. Additionally, Math iXL will be continued 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

Duncan, Kevin, kevin.duncan@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

Palmer, Marcus, marcus.palmer@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: 240

Wolf Camp is a half-day orientation program for incoming sixth grade students and parents.

Strategy Rationale

Incoming sixth grade students will participate in Wolf Camp 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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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

- Wolf Camp - an orientation to middle school for rising 6th grade students and parents.
- Summer School - a program in which students have the opportunity to earn grade-level recovery for courses not passed during the school year, ensuring that all students meet the requirements to transition to high school.
- 8th Grade High School Orientation - an evening where outgoing 8th grade students and parents are invited to WLMS for an orientation to prepare to attend Apopka High School.
- AVID College Visitations - AVID students will have an opportunity to take a field trip to several colleges and universities.
- Visit feeder elementary school to collect information regarding incoming sixth graders.
- Wolf Pack Welcome- incoming sixth grade students visit and tour the campus in May.
- Collaborate with high school counselors for scheduling of our outgoing 8th graders.

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.**

WLMS incorporates a career-planning component into the 8th grade social studies curriculum. Students in all grades will have the opportunity to visit colleges and universities through the AVID program. Guidance counselors will provide college and career choice advice and assistance in 6th, 7th and 8th grade classes.

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 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. WLMS is offering Digital Media courses which were made possible through a Perkins grant and which will provide students opportunities for industry certification. WLMS 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. ICT courses will also offer students opportunities to become industry certified in Microsoft Office.

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 part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

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

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

Strategic Goals Summary

- G1.** Wolf Lake Middle School will increase ELA, mathematics, civics, and science proficiency in all subgroups. (Division priority: Ensure career and college readiness)
- G2.** Wolf Lake Middle School will increase participation and performance in accelerated courses. (Division priority: Ensure career and college readiness)
- G3.** Wolf Lake Middle School will increase ELA and Mathematics learning gains in the bottom 25%. (Division priority: Narrow the achievement gaps)
- G4.** Wolf Lake Middle School will increase ELA and mathematics learning gains in the top 25%. (Division Priority: Ensure career and college readiness)

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 will increase ELA, mathematics, civics, and science proficiency in all subgroups. (Division priority: Ensure career and college readiness) 1a

G094736

Targets Supported 1b

Indicator	Annual Target
Statewide Science Assessment Achievement	55.0
FSA ELA Achievement - Black/African American	43.0
FSA ELA Achievement - ELL	13.0
FSA ELA Achievement - SWD	9.0
FSA Math Achievement - Black/African American	34.0
FSA Math Achievement - SWD	11.0
FSA Math Achievement - ELL	16.0
FSA ELA Achievement - Economically Disadvantaged	41.0
FSA ELA Achievement - Hispanic	47.0
FSA Math Achievement - Economically Disadvantaged	34.0
FSA Math Achievement - Hispanic	34.0

Targeted Barriers to Achieving the Goal 3

- The developmental nature of middle grades students renders academic organization an extreme challenge for students in grades six through eight.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Staff will use the HERO student management system to facilitate positive student behavior.
- WLMS will provide development and resources to implement the S3 Program.

Plan to Monitor Progress Toward G1. 8

The Leadership Team will monitor the impact of the HERO program's facilitation of positive behavior support on increasing proficiency in core content areas for all subgroups, by comparing SAFE data, discipline data, and academic achievement data.

Person Responsible

Natasha Pender

Schedule

Monthly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Student grades, common summative assessments, iReady data, discipline statistics, and state student assessments.

Plan to Monitor Progress Toward G1. 8

The Leadership Team will monitor the impact of the Renaissance program's facilitation of positive behavior support on increasing proficiency in core content areas for all subgroups, by comparing SAFE data, discipline data, and academic achievement data.

Person Responsible

Patricia Ius

Schedule

Monthly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Student grades, common summative assessments, iReady data, discipline statistics, and state student assessments.

Plan to Monitor Progress Toward G1. 8

The Leadership Team will monitor the impact of PAWS classes on increasing proficiency in core content areas for all subgroups, by comparing SAFE data, discipline data, and academic achievement data.

Person Responsible

Caroll Grimando

Schedule

Monthly, from 8/15/2017 to 5/15/2018

Evidence of Completion

Student grades, common summative assessments, iReady data, discipline statistics, and state student assessments.

Plan to Monitor Progress Toward G1. 8

The Leadership Team will monitor the impact of BOSS binders on increasing proficiency in core content areas for all subgroups, by comparing SAFE data, discipline data, and academic achievement data.

Person Responsible

Caroll Grimando

Schedule

Monthly, from 8/15/2017 to 5/15/2018

Evidence of Completion

Student grades, common summative assessments, iReady data, discipline statistics, and state student assessments.

G2. Wolf Lake Middle School will increase participation and performance in accelerated courses. (Division priority: Ensure career and college readiness) 1a

G094737

Targets Supported 1b

Indicator	Annual Target
Middle School Acceleration	79.0

Targeted Barriers to Achieving the Goal 3

- Students who do not have access to rigorous curriculum lack resources for career and college readiness.

Resources Available to Help Reduce or Eliminate the Barriers 2

- The district has provided resources through launch that support learning in high school and CTE courses.

Plan to Monitor Progress Toward G2. 8

The Leadership Team will monitor student achievement data to determine the effectiveness of scheduling students scoring at level three or above into advanced level classes on increasing participation and performance in those classes.

Person Responsible

Kevin Duncan

Schedule

Monthly, from 8/14/2017 to 5/30/2018

Evidence of Completion

Student grades, common summative assessments, Khan, and iReady, and state assessment data.

Plan to Monitor Progress Toward G2. 8

The Leadership Team will monitor student achievement data to determine the effectiveness of scheduling additional advanced level courses into the master schedule on increasing participation and performance in those classes.

Person Responsible

Kevin Duncan

Schedule

Monthly, from 8/14/2017 to 5/30/2018

Evidence of Completion

Student grades, common summative assessments, Khan, and iReady, and state assessment data.

Plan to Monitor Progress Toward G2. 8

The Leadership Team will monitor student achievement data to determine the effectiveness of additional close reading activities being incorporated into core content classes.

Person Responsible

Patricia Ius

Schedule

Monthly, from 11/1/2017 to 5/30/2018

Evidence of Completion

Student grades, common summative assessments, Khan, and iReady, and state assessment data.

Plan to Monitor Progress Toward G2. 8

The Leadership Team will monitor student achievement data to determine the effectiveness of increasingly rigorous texts being incorporated into core content classes.

Person Responsible

Patricia Ius

Schedule

Monthly, from 11/1/2017 to 5/30/2018

Evidence of Completion

Student grades, common summative assessments, Khan, and iReady, and state assessment data.

G3. Wolf Lake Middle School will increase ELA and Mathematics learning gains in the bottom 25%.
(Division priority: Narrow the achievement gaps) 1a

G094738

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	38.0
Math Lowest 25% Gains	41.0

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

- Cooperative learning training is a professional resource that will help teachers deliver lessons that engage students.
- Teachers will use Springboard and NewsELA as resources to engage students in ELA.
- Instructional coaching will facilitate engaging instruction.
- Teachers will use iReady and Khan academy as resources to engage students in math and ELA.

Plan to Monitor Progress Toward G3. 8

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

Person Responsible

Caroll Grimando

Schedule

Monthly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Student grades, common summative assessments, iReady data, discipline statistics, and state student assessments.

Plan to Monitor Progress Toward G3. 8

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

Person Responsible

Natasha Pender

Schedule

Monthly, from 8/14/2017 to 8/14/2018

Evidence of Completion

Student grades, common summative assessments, iReady data, discipline statistics, and state student assessments.

G4. Wolf Lake Middle School will increase ELA and mathematics learning gains in the top 25%. (Division Priority: Ensure career and college readiness) **1a**

 G094739

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 requires flexibility and regular progress monitoring to ensure fidelity.

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

- Wolf Lake Middle School's Instructional Coaches are valuable resources.
- Unify is a resource that facilitates common assessment of student content mastery.
- Khan academy is available for enrichment in ELA and math.

Plan to Monitor Progress Toward G4. **8**

The Leadership Team will monitor lesson plans, iObservation, common summative assessment, iReady, Khan Academy and state-wide assessment data to ensure that standards-based lesson planning, common summative assessment, iReady, and Khan Academy professional development is helping students progress toward their academic goals.

Person Responsible

Caroll Grimando

Schedule

Monthly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Lesson plans, iObservation, common summative assessments, iReady, Khan Academy and state-wide assessment data.

Plan to Monitor Progress Toward G4. **8**

The Leadership Team will monitor lesson plans, iObservation, common summative assessment, iReady, Khan Academy and state-wide assessment data to ensure that standards-based lesson planning, common summative assessment, iReady, and Khan Academy coaching and feedback is helping students progress toward their academic goals.

Person Responsible

Caroll Grimando

Schedule

Monthly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Lesson plans, iObservation, common summative assessment, iReady, Khan Academy and state-wide assessment data.

Plan to Monitor Progress Toward G4. 8

The Leadership Team will collect and review iObservation data, student grades, common summative assessments, iReady, and state assessment data to determine student progress toward proficiency across content areas result from the effectiveness of professional development designed to help implement iReady and Khan.

Person Responsible

Patricia lus

Schedule

Monthly, from 8/10/2017 to 5/31/2018

Evidence of Completion

iObservation data, student grades, common summative assessments, iReady, Khan Academy, and state-wide assessment data.

Plan to Monitor Progress Toward G4. 8

The Leadership Team will collect and review iObservation data, student grades, common summative assessments, iReady, and state assessment data to determine student progress toward proficiency across content areas result from the effectiveness of coaching and feedback designed to help implement iReady and Khan.

Person Responsible

Patricia lus

Schedule

Monthly, from 10/2/2017 to 5/31/2018

Evidence of Completion

iObservation data, student grades, common summative assessments, iReady, Khan Academy, and state-wide assessment data.

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 will increase ELA, mathematics, civics, and science proficiency in all subgroups. (Division priority: Ensure career and college readiness) **1**

 G094736

G1.B1 The developmental nature of middle grades students renders academic organization an extreme challenge for students in grades six through eight. **2**

 B254717

G1.B1.S1 Positive academic and behavioral reinforcement systems will be implemented to ensure that students in all subgroups will increase proficiency in ELA, mathematics, civics, and science. **4**

 S269051

Strategy Rationale

Behaviors consistent with achievement of academic proficiency will be reinforced in ways that are meaningful and impactful to students.

Action Step 1 **5**

The HERO Program will be developed and implemented to ensure that core content proficiency increases in all subgroups.

Person Responsible

Natasha Pender

Schedule

Monthly, from 8/14/2017 to 5/31/2018

Evidence of Completion

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

Action Step 2 **5**

The Renaissance Program will be developed and implemented to ensure that core content proficiency increases in all subgroups.

Person Responsible

Patricia Ius

Schedule

Monthly, from 8/14/2017 to 5/31/2018

Evidence of Completion

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

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

The Leadership Team will monitor the fidelity of the HERO program's facilitation of positive behavior support, designed to increase core content proficiency in all subgroups.

Person Responsible

Natasha Pender

Schedule

Monthly, from 8/14/2017 to 5/31/2018

Evidence of Completion

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

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

The Leadership Team will monitor the fidelity of the Renaissance program's facilitation of positive behavior support, designed to increase core content proficiency in all subgroups.

Person Responsible

Patricia Ius

Schedule

Monthly, from 8/14/2017 to 5/31/2018

Evidence of Completion

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

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

The Leadership Team will monitor the effectiveness of the HERO program's facilitation of positive behavior support, designed to increase core content proficiency in all subgroups, by comparing HERO data, discipline data, and academic achievement data.

Person Responsible

Natasha Pender

Schedule

Monthly, from 8/14/2017 to 5/31/2018

Evidence of Completion

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

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

The Leadership Team will monitor the effectiveness of the Renaissance program's facilitation of positive behavior support, designed to increase core content proficiency in all subgroups, by comparing Renaissance data, discipline data, and academic achievement data.

Person Responsible

Patricia Ius

Schedule

Monthly, from 8/14/2017 to 5/31/2018

Evidence of Completion

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

G1.B1.S2 A school-wide program actively teaching organizational skills will be developed and implemented to ensure that increase ELA, mathematics, civics, and science proficiency increases in all subgroups. 4

S269052

Strategy Rationale

Making organizational expectations consistent school-wide facilitates student success in all courses.

Action Step 1 5

Each instructional staff member will teach a PAWS class, providing mentoring and academic coaching for students.

Person Responsible

Caroll Grimando

Schedule

Monthly, from 8/15/2017 to 5/15/2018

Evidence of Completion

Completed student activities will serve as evidence of completion of PAWS classes.

Action Step 2 5

Each students will learn to take structured notes in their BOSS binders in PAWS class, to be used consistently in all core content classes.

Person Responsible

Caroll Grimando

Schedule

Monthly, from 8/15/2017 to 5/15/2018

Evidence of Completion

Students' completed BOSS binders will serve as evidence of completion of lessons on structured note taking.

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

Administrators will monitor the fidelity of implementation of PAWS classes, designed to provide mentoring and to teach organizational skills, through walk through observations, survey data and lesson plans.

Person Responsible

Caroll Grimando

Schedule

Monthly, from 8/15/2017 to 5/15/2018

Evidence of Completion

Completed BOSS binders, lesson plans, completed student activities, and survey data will be used to demonstrate that PAWS classes are implemented with fidelity.

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

Administrators will check for the use of BOSS binders in core content and in PAWS classes, to monitor the fidelity of implementation of this strategy.

Person Responsible

Caroll Grimando

Schedule

Monthly, from 8/15/2017 to 5/15/2018

Evidence of Completion

Completed BOSS binders, lesson plans, completed student activities, and survey data will be used to demonstrate that BOSS binders are implemented with fidelity.

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

The Leadership Team will monitor student achievement and discipline data to determine the effectiveness of implementation of PAWS classes designed to provide mentoring and organizational skills for students.

Person Responsible

Caroll Grimando

Schedule

Monthly, from 8/14/2017 to 5/15/2018

Evidence of Completion

Monitoring of student grades, common summative assessments, iReady, and state assessment data will determine the effectiveness of PAWS classes.

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

The Leadership Team will monitor student achievement and discipline data to determine the effectiveness of implementation of BOSS binders designed to provide organizational skills for students.

Person Responsible

Caroll Grimando


Schedule

Monthly, from 8/15/2017 to 5/15/2018

Evidence of Completion

Monitoring of student grades, common summative assessments, iReady, and state assessment data will determine the effectiveness of BOSS binders.

G2. Wolf Lake Middle School will increase participation and performance in accelerated courses. (Division priority: Ensure career and college readiness) **1**

 G094737

G2.B1 Students who do not have access to rigorous curriculum lack resources for career and college readiness. **2**

 B254718

G2.B1.S1 Students scoring at levels three and above will be scheduled into advanced classes and provided with tutoring for ELA and math. **4**

 S269053

Strategy Rationale

Students need access to the most rigorous possible curricula to prepare for success in high school.

Action Step 1 **5**

Students scoring at level three and above on FSA tests will be scheduled into advanced classes.

Person Responsible

Kevin Duncan

Schedule

On 5/30/2018

Evidence of Completion

Student schedules will demonstrate completion of this activity.

Action Step 2 **5**

Additional advanced level courses will be offered in the master schedule.

Person Responsible

Kevin Duncan

Schedule

Monthly, from 8/14/2017 to 5/30/2018

Evidence of Completion

The master schedule will demonstrate completion of this activity.

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

Reports through the SMS system will be monitored to support the fidelity of implementation of scheduling students with FSA scores of three or higher into advanced level courses.

Person Responsible

Kevin Duncan

Schedule

Quarterly, from 8/14/2017 to 5/30/2018

Evidence of Completion

Data from scheduling reports will demonstrate the fidelity of implementation.

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

Reports through the SMS system will be monitored to support the fidelity of implementation of scheduling additional advanced level courses into the master schedule.

Person Responsible

Kevin Duncan

Schedule

Monthly, from 8/14/2017 to 5/30/2018

Evidence of Completion

Data from scheduling reports will demonstrate the fidelity of implementation.

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

Student achievement data will be monitored to support the effectiveness of implementation of scheduling students scoring at level three or above into advanced level classes in ELA and math.

Person Responsible

Kevin Duncan

Schedule

Every 6 Weeks, from 8/14/2017 to 5/30/2018

Evidence of Completion

Student grades, common summative assessments, Khan, iReady data, and state assessment data.

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

Student achievement data will be monitored to support the effectiveness of implementation of scheduling additional advanced level courses into the master schedule.

Person Responsible

Kevin Duncan

Schedule

Monthly, from 8/14/2017 to 5/30/2018

Evidence of Completion

Student grades, common summative assessments, Khan, iReady data, and state assessment data.

G2.B1.S2 Students will be provided with additional opportunities to develop close reading strategies with rigorous texts, to gain the confidence and the academic skills to participate and perform in accelerated courses. 4

 S269054

Strategy Rationale

Students will be provided with opportunities to gain comprehension skills needed for more rigorous courses.

Action Step 1 5

Additional close reading activities will be incorporated into core content classes.

Person Responsible

Patricia Ius

Schedule

Weekly, from 11/1/2017 to 5/30/2018

Evidence of Completion

Lesson plans and iObservation data will be collected to demonstrate completion.

Action Step 2 5

Increasingly rigorous texts will be incorporated into core content classes.

Person Responsible

Patricia Ius

Schedule

Weekly, from 11/1/2017 to 5/30/2018

Evidence of Completion

Lesson plans and iObservation data will be collected to demonstrate completion.

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

Lesson plans and iObservation data will monitor the implementation of additional close reading activities being incorporated into core content classes.

Person Responsible

Patricia Ius

Schedule

Monthly, from 11/1/2017 to 5/30/2018

Evidence of Completion

Lesson plans and iObservation data.

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

Lesson plans and iObservation data will monitor the implementation of increasingly rigorous texts being incorporated into core content classes.

Person Responsible

Patricia Ius

Schedule

Monthly, from 11/1/2017 to 5/30/2018

Evidence of Completion

Lesson plans and iObservation data.

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

The Leadership Team will monitor observation data and student achievement data to determine the effectiveness of additional close reading activities being incorporated into core content classes.

Person Responsible

Patricia Ius

Schedule

Monthly, from 11/17/2017 to 5/30/2018

Evidence of Completion

iObservation data, student grades, common summative assessments, iReady, and state assessment data.

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

The Leadership Team will monitor observation data and student achievement data to determine the effectiveness of increasingly rigorous texts being incorporated into core content classes.

Person Responsible

Patricia Ius

Schedule

Monthly, from 11/17/2017 to 5/30/2018

Evidence of Completion

iObservation data, student grades, common summative assessments, iReady, and state assessment data.


G3. Wolf Lake Middle School will increase ELA and Mathematics learning gains in the bottom 25%. (Division priority: Narrow the achievement gaps) 1

 G094738

G3.B1 Teachers are challenged to maintain student engagement during instructional time. 2

 B254719

G3.B1.S1 The Leadership Team will provide professional development, coaching, and feedback to help teachers increase student engagement. 4

 S269055

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 8/14/2017 to 5/31/2018

Evidence of Completion

Administrators will monitor observation and discipline 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 8/14/2017 to 5/31/2018

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 8/14/2017 to 5/31/2018

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 G3.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 8/14/2017 to 5/31/2018

Evidence of Completion

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

Plan to Monitor Fidelity of Implementation of G3.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 8/14/2017 to 5/31/2018

Evidence of Completion

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

Plan to Monitor Fidelity of Implementation of G3.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 8/14/2017 to 5/31/2018

Evidence of Completion

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

Plan to Monitor Effectiveness of Implementation of G3.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 by increasing student engagement.

Person Responsible

Caroll Grimando

Schedule

Monthly, from 8/14/2017 to 5/31/2018

Evidence of Completion

iObservation data, student grades, common summative assessments, iReady, and state assessment data.

Plan to Monitor Effectiveness of Implementation of G3.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 8/14/2017 to 8/14/2018

Evidence of Completion

iObservation data, student grades, common summative assessments, iReady, and state assessment data.

Plan to Monitor Effectiveness of Implementation of G3.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 8/14/2017 to 5/31/2018

Evidence of Completion

iObservation data, student grades, common summative assessments, iReady, and state assessment data.

G3.B1.S2 The Leadership Team will revise student support services to facilitate student engagement and increase academic achievement. 4

 S269056

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 8/14/2017 to 5/31/2018

Evidence of Completion

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

Action Step 2 5

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

Person Responsible

Natasha Pender

Schedule

Monthly, from 8/14/2017 to 5/31/2018

Evidence of Completion

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

Plan to Monitor Fidelity of Implementation of G3.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 8/14/2017 to 5/31/2018

Evidence of Completion

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

Plan to Monitor Fidelity of Implementation of G3.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

Natasha Pender

Schedule

Monthly, from 8/14/2017 to 5/31/2018

Evidence of Completion

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

Plan to Monitor Effectiveness of Implementation of G3.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 8/14/2017 to 5/31/2018

Evidence of Completion

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

Plan to Monitor Effectiveness of Implementation of G3.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

Natasha Pender

Schedule

Monthly, from 8/14/2017 to 5/31/2018

Evidence of Completion

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

G4. Wolf Lake Middle School will increase ELA and mathematics learning gains in the top 25%. (Division Priority: Ensure career and college readiness) **1**

 G094739

G4.B1 Planning for rigorous, standards-based assessment requires flexibility and regular progress monitoring to ensure fidelity. **2**

 B254721

G4.B1.S1 The Leadership Team will provide professional development, coaching, and feedback to facilitate the creation of quality lesson plans aligned with rigorous, standards-based instruction. **4**

 S269058

Strategy Rationale

Teachers need professional development on deconstructing and assessing 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 8/14/2017 to 5/31/2018

Evidence of Completion

Lesson plans, observation data, common summative assessments, iReady data, 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

Patricia Ius

Schedule

Weekly, from 8/14/2017 to 5/31/2018

Evidence of Completion

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

Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

The Leadership Team will monitor lesson plans, corresponding instruction, and student assessment data to ensure that professional development to implement standards-based instruction is implemented with fidelity.

Person Responsible

Caroll Grimando

Schedule

Monthly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Lesson plans, observation data, common summative assessments, iReady data, and state-wide assessment data.

Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

The Leadership Team will monitor lesson plans, corresponding instruction, and student assessment data to ensure that coaching and feedback designed to implement standards-based instruction is implemented with fidelity.

Person Responsible

Caroll Grimando

Schedule

Monthly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Data from iObservation, iReady, and Khan Academy will be collected and used to determine if those programs are being implemented with fidelity.

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7

The Leadership Team will monitor lesson plans, classroom instruction, common summative data, and state-wide assessments to ensure that students make academic gains after professional development designed to implement standards-based instruction is implemented effectively.

Person Responsible

Caroll Grimando

Schedule

Monthly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Lesson plans, observation data, common summative assessments, iReady data, and state-wide assessment data.

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7

The Leadership Team will monitor lesson plans, classroom instruction, common summative data, and state-wide assessments to ensure that students make academic gains after coaching and feedback designed to implement standards-based instruction is implemented effectively.

Person Responsible

Caroll Grimando

Schedule


Monthly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Lesson plans, observation data, common summative assessments, Khan Academy achievement data, iReady achievement data, and state-wide assessment data.

G4.B1.S2 The Leadership Team will provide professional development, coaching, and feedback to facilitate the use of common summative assessments, iReady, and Khan Academy to shape instruction.

4

 S269059

Strategy Rationale

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

Action Step 1 5

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

Person Responsible

Caroll Grimando

Schedule

Monthly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Lesson plans, observation data, common summative assessments, iReady data, Khan Academy data and state-wide assessments.

Action Step 2 5

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

Person Responsible

Caroll Grimando

Schedule

Monthly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Lesson plans, observation data, iReady, Khan Academy common summative assessments, and state assessments.

Plan to Monitor Fidelity of Implementation of G4.B1.S2 6

The Leadership Team will monitor lesson plans, corresponding instruction, and student assessment data to ensure that professional development focusing on common summative assessments, Unify, iReady, and Khan Academy is implemented with fidelity.

Person Responsible

Caroll Grimando

Schedule

Monthly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Lesson plans, iObservation, common summative assessment, iReady, Khan Academy and state-wide assessment data.

Plan to Monitor Fidelity of Implementation of G4.B1.S2 6

The Leadership Team will provide coaching and feedback to ensure that common summative assessments, Unify, iReady, and Khan Academy 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 8/14/2017 to 5/31/2018

Evidence of Completion

Lesson plans, iObservation, common summative assessment, iReady, Khan Academy and state-wide assessment data.

Plan to Monitor Effectiveness of Implementation of G4.B1.S2 7

The Leadership Team will monitor lesson plans, iObservation, common summative assessment, iReady, Khan Academy and state-wide assessment data to ensure that common summative assessment professional development is implemented effectively.

Person Responsible

Caroll Grimando

Schedule

Monthly, from 8/14/2017 to 5/31/2018

Evidence of Completion

iObservation, common summative assessment, iReady, Khan Academy and state-wide assessment data.

Plan to Monitor Effectiveness of Implementation of G4.B1.S2 7

The Leadership Team will monitor lesson plans, iObservation, common summative assessment, iReady, Khan Academy and state-wide assessment data to ensure that common summative assessment coaching and feedback is implemented effectively.

Person Responsible

Caroll Grimando

Schedule

Monthly, from 8/14/2017 to 5/31/2018

Evidence of Completion













iObservation, common summative assessment, iReady, Khan Academy and state-wide assessment data.










IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2018					
G1.MA3 M383591	The Leadership Team will monitor the impact of PAWS classes on increasing proficiency in core...	Grimando, Carol	8/15/2017	Student grades, common summative assessments, iReady data, discipline statistics, and state student assessments.	5/15/2018 monthly
G1.MA4 M383592	The Leadership Team will monitor the impact of BOSS binders on increasing proficiency in core...	Grimando, Carol	8/15/2017	Student grades, common summative assessments, iReady data, discipline statistics, and state student assessments.	5/15/2018 monthly
G1.B1.S2.MA1 M383585	The Leadership Team will monitor student achievement and discipline data to determine the...	Grimando, Carol	8/14/2017	Monitoring of student grades, common summative assessments, iReady, and state assessment data will determine the effectiveness of PAWS classes.	5/15/2018 monthly
G1.B1.S2.MA4 M383586	The Leadership Team will monitor student achievement and discipline data to determine the...	Grimando, Carol	8/15/2017	Monitoring of student grades, common summative assessments, iReady, and state assessment data will determine the effectiveness of BOSS binders.	5/15/2018 monthly
G1.B1.S2.MA1 M383587	Administrators will monitor the fidelity of implementation of PAWS classes, designed to provide...	Grimando, Carol	8/15/2017	Completed BOSS binders, lesson plans, completed student activities, and survey data will be used to demonstrate that PAWS classes are implemented with fidelity.	5/15/2018 monthly
G1.B1.S2.MA2 M383588	Administrators will check for the use of BOSS binders in core content and in PAWS classes, to...	Grimando, Carol	8/15/2017	Completed BOSS binders, lesson plans, completed student activities, and survey data will be used to demonstrate that BOSS binders are implemented with fidelity.	5/15/2018 monthly
G1.B1.S2.A1 A359010	Each instructional staff member will teach a PAWS class, providing mentoring and academic coaching...	Grimando, Carol	8/15/2017	Completed student activities will serve as evidence of completion of PAWS classes.	5/15/2018 monthly
G1.B1.S2.A2 A359011	Each students will learn to take structured notes in their BOSS binders in PAWS class, to be used...	Grimando, Carol	8/15/2017	Students' completed BOSS binders will serve as evidence of completion of lessons on structured note taking.	5/15/2018 monthly
G2.MA1 M383601	The Leadership Team will monitor student achievement data to determine the effectiveness of...	Duncan, Kevin	8/14/2017	Student grades, common summative assessments, Khan, and iReady, and state assessment data.	5/30/2018 monthly
G2.MA2 M383602	The Leadership Team will monitor student achievement data to determine the effectiveness of...	Duncan, Kevin	8/14/2017	Student grades, common summative assessments, Khan, and iReady, and state assessment data.	5/30/2018 monthly
G2.MA3 M383603	The Leadership Team will monitor student achievement data to determine the effectiveness of...	Ius, Patricia	11/1/2017	Student grades, common summative assessments, Khan, and iReady, and state assessment data.	5/30/2018 monthly
G2.MA4 M383604	The Leadership Team will monitor student achievement data to determine the effectiveness of...	Ius, Patricia	11/1/2017	Student grades, common summative assessments, Khan, and iReady, and state assessment data.	5/30/2018 monthly
G2.B1.S1.MA1 M383593	Student achievement data will be monitored to support the effectiveness of implementation of...	Duncan, Kevin	8/14/2017	Student grades, common summative assessments, Khan, iReady data, and state assessment data.	5/30/2018 every-6-weeks
G2.B1.S1.MA4 M383594	Student achievement data will be monitored to support the effectiveness of implementation of...	Duncan, Kevin	8/14/2017	Student grades, common summative assessments, Khan, iReady data, and state assessment data.	5/30/2018 monthly
G2.B1.S1.MA1 M383595	Reports through the SMS system will be monitored to support the fidelity of implementation of...	Duncan, Kevin	8/14/2017	Data from scheduling reports will demonstrate the fidelity of implementation.	5/30/2018 quarterly
G2.B1.S1.MA3 M383596	Reports through the SMS system will be monitored to support the fidelity of implementation of...	Duncan, Kevin	8/14/2017	Data from scheduling reports will demonstrate the fidelity of implementation.	5/30/2018 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B1.S1.A1 A359012	Students scoring at level three and above on FSA tests will be scheduled into advanced classes.	Duncan, Kevin	8/14/2017	Student schedules will demonstrate completion of this activity.	5/30/2018 one-time
G2.B1.S1.A2 A359013	Additional advanced level courses will be offered in the master schedule.	Duncan, Kevin	8/14/2017	The master schedule will demonstrate completion of this activity.	5/30/2018 monthly
G2.B1.S2.MA1 M383597	The Leadership Team will monitor observation data and student achievement data to determine the...	Ius, Patricia	11/17/2017	iObservation data, student grades, common summative assessments, iReady, and state assessment data.	5/30/2018 monthly
G2.B1.S2.MA4 M383598	The Leadership Team will monitor observation data and student achievement data to determine the...	Ius, Patricia	11/17/2017	iObservation data, student grades, common summative assessments, iReady, and state assessment data.	5/30/2018 monthly
G2.B1.S2.MA1 M383599	Lesson plans and iObservation data will monitor the implementation of additional close reading...	Ius, Patricia	11/1/2017	Lesson plans and iObservation data.	5/30/2018 monthly
G2.B1.S2.MA2 M383600	Lesson plans and iObservation data will monitor the implementation of increasingly rigorous texts...	Ius, Patricia	11/1/2017	Lesson plans and iObservation data.	5/30/2018 monthly
G2.B1.S2.A1 A359014	Additional close reading activities will be incorporated into core content classes.	Ius, Patricia	11/1/2017	Lesson plans and iObservation data will be collected to demonstrate completion.	5/30/2018 weekly
G2.B1.S2.A2 A359015	Increasingly rigorous texts will be incorporated into core content classes.	Ius, Patricia	11/1/2017	Lesson plans and iObservation data will be collected to demonstrate completion.	5/30/2018 weekly
G1.MA1 M383589	The Leadership Team will monitor the impact of the HERO program's facilitation of positive behavior...	Pender, Natasha	8/14/2017	Student grades, common summative assessments, iReady data, discipline statistics, and state student assessments.	5/31/2018 monthly
G1.MA2 M383590	The Leadership Team will monitor the impact of the Renaissance program's facilitation of positive...	Ius, Patricia	8/14/2017	Student grades, common summative assessments, iReady data, discipline statistics, and state student assessments.	5/31/2018 monthly
G3.MA1 M383615	The Leadership Team will monitor the impact of the SAFE Coordinator's facilitation of positive...	Grimando, Carol	8/14/2017	Student grades, common summative assessments, iReady data, discipline statistics, and state student assessments.	5/31/2018 monthly
G4.MA1 M383625	The Leadership Team will monitor lesson plans, iObservation, common summative assessment, iReady,...	Grimando, Carol	8/14/2017	Lesson plans, iObservation, common summative assessments, iReady, Khan Academy and state-wide assessment data.	5/31/2018 monthly
G4.MA2 M383626	The Leadership Team will monitor lesson plans, iObservation, common summative assessment, iReady,...	Grimando, Carol	8/14/2017	Lesson plans, iObservation, common summative assessment, iReady, Khan Academy and state-wide assessment data.	5/31/2018 monthly
G4.MA3 M383627	The Leadership Team will collect and review iObservation data, student grades, common summative...	Ius, Patricia	8/10/2017	iObservation data, student grades, common summative assessments, iReady, Khan Academy, and state-wide assessment data.	5/31/2018 monthly
G4.MA4 M383628	The Leadership Team will collect and review iObservation data, student grades, common summative...	Ius, Patricia	10/2/2017	iObservation data, student grades, common summative assessments, iReady, Khan Academy, and state-wide assessment data.	5/31/2018 monthly
G1.B1.S1.MA1 M383581	The Leadership Team will monitor the effectiveness of the HERO program's facilitation of positive...	Pender, Natasha	8/14/2017	Discipline data, HERO data, AdvancED survey data, grades, common summative assessments, state student assessments, iReady, and attendance data.	5/31/2018 monthly
G1.B1.S1.MA4 M383582	The Leadership Team will monitor the effectiveness of the Renaissance program's facilitation of...	Ius, Patricia	8/14/2017	Discipline data, Renaissance data, AdvancED survey data, grades, common summative assessments, state student assessments, iReady, and attendance data.	5/31/2018 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.MA1  M383583	The Leadership Team will monitor the fidelity of the HERO program's facilitation of positive...	Pender, Natasha	8/14/2017	Discipline, HERO, AdvancED survey data, grades, common summative assessments, state student assessments, iReady and attendance data.	5/31/2018 monthly
G1.B1.S1.MA3  M383584	The Leadership Team will monitor the fidelity of the Renaissance program's facilitation of positive...	Ius, Patricia	8/14/2017	Discipline, Renaissance, AdvancED survey data, grades, common summative assessments, state student assessments, iReady and attendance data.	5/31/2018 monthly
G1.B1.S1.A1  A359008	The HERO Program will be developed and implemented to ensure that core content proficiency...	Pender, Natasha	8/14/2017	Discipline data, HERO Program data, AdvancED survey data, grades, common summative assessments, state student assessments, iReady, and attendance data.	5/31/2018 monthly
G1.B1.S1.A2  A359009	The Renaissance Program will be developed and implemented to ensure that core content proficiency...	Ius, Patricia	8/14/2017	Discipline data, Renaissance Program data, AdvancED survey data, grades, common summative assessments, state student assessments, iReady, and attendance data.	5/31/2018 monthly
G3.B1.S1.MA1  M383605	The Leadership Team will monitor observation data and student achievement data to determine the...	Grimando, Caroll	8/14/2017	iObservation data, student grades, common summative assessments, iReady, and state assessment data.	5/31/2018 monthly
G3.B1.S1.MA3  M383607	The Leadership Team will monitor observation data and student achievement data to determine the...	Grimando, Caroll	8/14/2017	iObservation data, student grades, common summative assessments, iReady, and state assessment data.	5/31/2018 monthly
G3.B1.S1.MA1  M383608	The Leadership Team will monitor teacher observation data and student achievement data for evidence...	Grimando, Caroll	8/14/2017	Teacher observation data, student grades, common summative assessments, iReady data, and state assessment data.	5/31/2018 monthly
G3.B1.S1.MA2  M383609	The Leadership Team will monitor teacher observation data and student achievement data for evidence...	Grimando, Caroll	8/14/2017	Teacher observation data, student grades, common summative assessments, iReady data, and state assessment data.	5/31/2018 monthly
G3.B1.S1.MA3  M383610	The Leadership Team will monitor iObservation and student achievement data to determine the...	Grimando, Caroll	8/14/2017	Teacher observation data, student grades, common summative assessments, iReady data, and state assessment data.	5/31/2018 monthly
G3.B1.S1.A1  A359016	The Leadership Team will provide professional development designed to increase student engagement.	Carter, Shannon	8/14/2017	Administrators will monitor observation and discipline 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.	5/31/2018 monthly
G3.B1.S1.A2  A359017	Instructional Coaches will provide coaching and feedback, as well as model lessons to assist...	Dozier, Jamie	8/14/2017	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.	5/31/2018 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G3.B1.S1.A3  A359018	The Leadership Team will provide coaching and feedback designed to increase student engagement.	Grimando, Caroll	8/14/2017	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.	5/31/2018 monthly
G4.B1.S1.MA1  M383617	The Leadership Team will monitor lesson plans, classroom instruction, common summative data, and...	Grimando, Caroll	8/14/2017	Lesson plans, observation data, common summative assessments, iReady data, and state-wide assessment data.	5/31/2018 monthly
G4.B1.S1.MA4  M383618	The Leadership Team will monitor lesson plans, classroom instruction, common summative data, and...	Grimando, Caroll	8/14/2017	Lesson plans, observation data, common summative assessments, Khan Academy achievement data, iReady achievement data, and state-wide assessment data.	5/31/2018 monthly
G4.B1.S1.MA1  M383619	The Leadership Team will monitor lesson plans, corresponding instruction, and student assessment...	Grimando, Caroll	8/14/2017	Lesson plans, observation data, common summative assessments, iReady data, and state-wide assessment data.	5/31/2018 monthly
G4.B1.S1.MA2  M383620	The Leadership Team will monitor lesson plans, corresponding instruction, and student assessment...	Grimando, Caroll	8/14/2017	Data from iObservation, iReady, and Khan Academy will be collected and used to determine if those programs are being implemented with fidelity.	5/31/2018 monthly
G4.B1.S1.A1  A359021	The Leadership Team will provide professional development on creating standards-based lesson plans....	Grimando, Caroll	8/14/2017	Lesson plans, observation data, common summative assessments, iReady data, and state assessments.	5/31/2018 monthly
G4.B1.S1.A2  A359022	The Leadership Team will provide coaching and feedback on creating standards-based lesson plans....	Ius, Patricia	8/14/2017	Lesson plans, observation data, common summative assessments, iReady data, and state assessments.	5/31/2018 weekly
G3.B1.S2.MA1  M383611	The Leadership Team will monitor the effectiveness of the SAFE Coordinator's facilitation of...	Grimando, Caroll	8/14/2017	Discipline data, SAFE data, Restorative Justice data, AdvancED survey data, grades, common summative assessments, state student assessments, iReady, and attendance data.	5/31/2018 monthly
G3.B1.S2.MA2  M383612	The Leadership Team will monitor the effectiveness of the Administrative Deans' facilitation of...	Pender, Natasha	8/14/2017	Discipline data, CHAMPS data, AdvancED survey data, grades, common summative assessments, state student assessments, iReady and attendance data.	5/31/2018 monthly
G3.B1.S2.MA1  M383613	The Leadership Team will monitor the fidelity of the SAFE Coordinator's facilitation of positive...	Grimando, Caroll	8/14/2017	Discipline data, SAFE data, Restorative Justice data, AdvancED survey data, grades, common summative assessments, iReady, state student assessments, and attendance data.	5/31/2018 monthly
G3.B1.S2.MA2  M383614	The Leadership Team will monitor the fidelity of the Administrative Deans' facilitation of positive...	Pender, Natasha	8/14/2017	Discipline data, CHAMPS data, AdvancED survey data, grades, common summative assessments, state student assessments, iReady, and attendance data.	5/31/2018 monthly
G3.B1.S2.A1  A359019	A SAFE Coordinator will facilitate positive behavior support and increase student engagement...	Washington, Luther	8/14/2017	Discipline data, SAFE data, Restorative Justice data, AdvancED survey data, grades, common summative assessments, state student assessments, iReady, and attendance data.	5/31/2018 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G3.B1.S2.A2  A359020	The Administrative Deans will facilitate positive behavior support and increase student engagement...	Pender, Natasha	8/14/2017	Discipline data, CHAMPS data, Restorative Justice data, AdvancED survey data, grades, common summative assessments, state student assessments, iReady, and attendance data.	5/31/2018 monthly
G4.B1.S2.MA1  M383621	The Leadership Team will monitor lesson plans, iObservation, common summative assessment, iReady,...	Grimando, Caroll	8/14/2017	iObservation, common summative assessment, iReady, Khan Academy and state-wide assessment data.	5/31/2018 monthly
G4.B1.S2.MA4  M383622	The Leadership Team will monitor lesson plans, iObservation, common summative assessment, iReady,...	Grimando, Caroll	8/14/2017	iObservation, common summative assessment, iReady, Khan Academy and state-wide assessment data.	5/31/2018 monthly
G4.B1.S2.MA1  M383623	The Leadership Team will monitor lesson plans, corresponding instruction, and student assessment...	Grimando, Caroll	8/14/2017	Lesson plans, iObservation, common summative assessment, iReady, Khan Academy and state-wide assessment data.	5/31/2018 monthly
G4.B1.S2.MA3  M383624	The Leadership Team will provide coaching and feedback to ensure that common summative assessments,...	Grimando, Caroll	8/14/2017	Lesson plans, iObservation, common summative assessment, iReady, Khan Academy and state-wide assessment data.	5/31/2018 monthly
G4.B1.S2.A1  A359023	The Leadership Team will provide professional development on implementing common summative...	Grimando, Caroll	8/14/2017	Lesson plans, observation data, common summative assessments, iReady data, Khan Academy data and state-wide assessments.	5/31/2018 monthly
G4.B1.S2.A2  A359024	The Leadership Team will provide coaching and feedback regarding implementation of common,...	Grimando, Caroll	8/14/2017	Lesson plans, observation data, iReady, Khan Academy common summative assessments, and state assessments.	5/31/2018 monthly
G3.MA2  M383616	The Leadership Team will monitor the impact of the Administrative Deans' facilitation of positive...	Pender, Natasha	8/14/2017	Student grades, common summative assessments, iReady data, discipline statistics, and state student assessments.	8/14/2018 monthly
G3.B1.S1.MA2  M383606	The Leadership Team will monitor observation data and student achievement data to determine the...	Grimando, Caroll	8/14/2017	iObservation data, student grades, common summative assessments, iReady, and state assessment data.	8/14/2018 monthly

V. Professional Development Opportunities

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

G2. Wolf Lake Middle School will increase participation and performance in accelerated courses. (Division priority: Ensure career and college readiness)

G2.B1 Students who do not have access to rigorous curriculum lack resources for career and college readiness.

G2.B1.S2 Students will be provided with additional opportunities to develop close reading strategies with rigorous texts, to gain the confidence and the academic skills to participate and perform in accelerated courses.

PD Opportunity 1

Additional close reading activities will be incorporated into core content classes.

Facilitator

Shannon Carter

Participants

Classroom teachers

Schedule

Weekly, from 11/1/2017 to 5/30/2018

PD Opportunity 2

Increasingly rigorous texts will be incorporated into core content classes.

Facilitator

Shannon Carter

Participants

Classroom teachers

Schedule

Weekly, from 11/1/2017 to 5/30/2018

G3. Wolf Lake Middle School will increase ELA and Mathematics learning gains in the bottom 25%. (Division priority: Narrow the achievement gaps)

G3.B1 Teachers are challenged to maintain student engagement during instructional time.

G3.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 8/14/2017 to 5/31/2018

G4. Wolf Lake Middle School will increase ELA and mathematics learning gains in the top 25%. (Division Priority: Ensure career and college readiness)

G4.B1 Planning for rigorous, standards-based assessment requires flexibility and regular progress monitoring to ensure fidelity.

G4.B1.S1 The Leadership Team will provide professional development, coaching, and feedback to facilitate the creation of quality lesson plans aligned with 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 8/14/2017 to 5/31/2018

G4.B1.S2 The Leadership Team will provide professional development, coaching, and feedback to facilitate the use of common summative assessments, iReady, and Khan Academy to shape instruction.

PD Opportunity 1

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

Facilitator

Shannon Carter

Participants

Teachers

Schedule

Monthly, from 8/14/2017 to 5/31/2018

VI. Technical Assistance Items

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

G1. Wolf Lake Middle School will increase ELA, mathematics, civics, and science proficiency in all subgroups.
(Division priority: Ensure career and college readiness)

G1.B1 The developmental nature of middle grades students renders academic organization an extreme challenge for students in grades six through eight.

G1.B1.S1 Positive academic and behavioral reinforcement systems will be implemented to ensure that students in all subgroups will increase proficiency in ELA, mathematics, civics, and science.

TA Opportunity 1

The HERO Program will be developed and implemented to ensure that core content proficiency increases in all subgroups.

Facilitator

Marcus Palmer

Participants

All staff

Schedule

Monthly, from 8/14/2017 to 5/31/2018

TA Opportunity 2

The Renaissance Program will be developed and implemented to ensure that core content proficiency increases in all subgroups.

Facilitator

Sheila Jackson

Participants

All staff

Schedule

Monthly, from 8/14/2017 to 5/31/2018

G4. Wolf Lake Middle School will increase ELA and mathematics learning gains in the top 25%. (Division Priority: Ensure career and college readiness)

G4.B1 Planning for rigorous, standards-based assessment requires flexibility and regular progress monitoring to ensure fidelity.

G4.B1.S1 The Leadership Team will provide professional development, coaching, and feedback to facilitate the creation of quality lesson plans aligned with rigorous, standards-based instruction.

TA Opportunity 1

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.

Facilitator

Shannon Carter

Participants

Instructional staff

Schedule

Weekly, from 8/14/2017 to 5/31/2018

VII. Budget

1	G1.B1.S1.A1	The HERO Program will be developed and implemented to ensure that core content proficiency increases in all subgroups.				\$5,670.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			1702 - Wolf Lake Middle			\$0.00
			<i>Notes: Notes</i>			
	5100	690-Computer Software	1702 - Wolf Lake Middle	General Fund		\$5,670.00
			<i>Notes: HERO Program</i>			
2	G1.B1.S1.A2	The Renaissance Program will be developed and implemented to ensure that core content proficiency increases in all subgroups.				\$0.00
3	G1.B1.S2.A1	Each instructional staff member will teach a PAWS class, providing mentoring and academic coaching for students.				\$0.00
4	G1.B1.S2.A2	Each students will learn to take structured notes in their BOSS binders in PAWS class, to be used consistently in all core content classes.				\$3,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	3336	239-Other	1702 - Wolf Lake Middle	General Fund		\$3,000.00
			<i>Notes: Cost of BOSS binders.</i>			

5	G2.B1.S1.A1	Students scoring at level three and above on FSA tests will be scheduled into advanced classes.				\$0.00
6	G2.B1.S1.A2	Additional advanced level courses will be offered in the master schedule.				\$0.00
7	G2.B1.S2.A1	Additional close reading activities will be incorporated into core content classes.				\$0.00
8	G2.B1.S2.A2	Increasingly rigorous texts will be incorporated into core content classes.				\$0.00
9	G3.B1.S1.A1	The Leadership Team will provide professional development designed to increase student engagement.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5000	100-Salaries	1702 - Wolf Lake Middle	General Fund		\$0.00
10	G3.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	2017-18
	5000	100-Salaries	1702 - Wolf Lake Middle	General Fund		\$50,000.00
			Notes: This expenditure reflects salaries for two half-time instructional coaches.			
11	G3.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	2017-18
	5100	100-Salaries	1702 - Wolf Lake Middle	General Fund		\$0.00
12	G3.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	2017-18
	5000	100-Salaries	1702 - Wolf Lake Middle	General Fund		\$50,000.00
			Notes: This expenditure reflects the salary for the SAFE Coordinator.			
13	G3.B1.S2.A2	The Administrative Deans will facilitate positive behavior support and increase student engagement with coaching and feedback for teachers and students.				\$0.00
14	G4.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	2017-18
	5000	100-Salaries	1702 - Wolf Lake Middle	General Fund		\$50,000.00
			Notes: This expenditure reflects the Curriculum Resource Teacher's salary.			
15	G4.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

16	G4.B1.S2.A1	The Leadership Team will provide professional development on implementing common summative assessments, Unify, iReady, and Khan Academy. The Leadership Team will provide additional assistance to teachers whose students do not make gains.	\$0.00
17	G4.B1.S2.A2	The Leadership Team will provide coaching and feedback regarding implementation of common, summative assessments, Unify, iReady, and Khan Academy. The Leadership Team will provide additional assistance to teachers whose students do not make gains.	\$0.00
Total:			\$158,670.00